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Executive Coaching and Promoting Organizational Change

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Walden University
2024

Abstract

Executive Coaching and Promoting Organizational Change

by

Melvin Lewis Clark Sr.

MA, Gardner Webb University, 2010

BS, Gardner Webb University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Industrial Occupational Psychology

Walden University

August 2024

Abstract

Communities often suffer from the closure or downsizing of businesses, leading to

negative consequences such as increased crime rates, higher taxes, and reduced funding

for community programs. Executive coaching (EC) has emerged as a viable tool to

address these challenges as organizations seek to strive for a competitive work culture by

implementing necessary changes. This transcendental phenomenological study examined

the lived experience of leaders (i.e., superintendents, senior leaders, principals, directors,

managers) in educational systems to investigate the effectiveness of EC in promoting

organizational change. Data were collected from nine leaders in a public school system, a

charter and private school, a recently retired school superintendent, and a recent transfer

from public school administration to the private sector. The results indicated that EC

influenced the building of trusting relationships, promoting collaboration, fostering

growth, and utilizing feedback to impact organizational change. Future research should

focus on implementing effective coaching models and theories to generate replicable

individual and organizational changes. The study contributes to theory by identifying

applicable theories and models in coaching that can lead to stability and effectiveness in

implementing change. This study also contributes to positive social change by providing

decision makers with the tools to improve staff and implement community development

strategies.

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Dedication

I dedicate this completed doctorate, first to my wife Mary Wright Clark, who has offered me patience, love, and support during numerous hours of study and isolation in writing. Your words of encouragement made a difference in my continuance on a day-by-day basis rather than waiting until tomorrow. The sleepless nights you spent at church while my editing team and I worked with never be forgotten.

Secondly, I dedicate this work to Dr. Mary Hall and Carla Burton for their support and partnership in producing an errorless, professional document, and to Richard Hall for his quiet, ongoing support as the work progressed.

Thirdly, I dedicate this completed work to my mother, Julia Clark Smith, and family who have offered understanding when I could not attend family functions and provided encouragement to hang in there and do the work.

Next, this completed research document is dedicated to our goddaughter, Dream, whose birth during my journey was certainly an inspiration to me, as was the many hugs, her sister, our niece, Journey, often shared.

Last, but certainly not least, I dedicate this document to the leadership, my administrative assistant, Shannon Ross, and church members of the Washington Missionary Baptist Church for allowing me time and a place to study and work. I am also grateful to the Ebenezer Missionary Baptist Association, the vice moderators, and elected officials for your words of encouragement and understanding, as well.

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I also wish to express my sincere appreciation to my coaching instructor and committee member, Dr. Jane Coddington, for your invaluable research instruction on coaching and the qualitative study process. Your extensive knowledge and willingness to guide my research have been immensely helpful in the successful completion of my dissertation.

I would like to take a moment to acknowledge the exceptional kindness, hospitality, and support extended to me by my student advisor, Greg Murphy, in resolving my residency and administrative issues.

Finally, I extend my gratitude to all the professors and classmates at Walden University who generously shared their time and knowledge with me on this journey to graduation.

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Chapter 1: Introduction to the Study

This study examined the lived experiences of superintendents, principals, executive directors, and senior leaders in public, private, and charter schools who experienced executive coaching (EC) in conjunction with organizational change. Organization and the adaptability of organizational leadership is essential in this competitive and evolving environment. EC has been frequently discussed as a viable technique for enhancing the change process. Athanasopoulou and Dopson (2018) asserted that EC has grown exponentially in the last 30 years to assist organizations in leadership development, improved performance, work satisfaction, and work-life balance. The impact of EC on leadership has positively influenced organizational output, achievement of goals, and implementation of change more effectively (Mbokota et al., 2022). However, despite the popularity of EC, gaps exist in determining coaching effectiveness in predicting outcomes related to organizational change and in determining the impact of EC on more intense personality levels (De Haan et al., 2019; Mbokota et al., 2022).

The 2020 EC study by Andaloussi and Achour, necessitated by challenges related to organizational change and the survival of companies in Morocco, held that the influence of EC on managerial development was growing in popularity. Andaloussi and Achour (2020) identified three areas of concern associated with EC that could negatively affect the organization: the expenses associated with retaining the coach, the number of untrained executive coaches, and the separation of expectations for coaches as opposed to those for mentors or counselors. Likewise, Mosteo et al. (2021) asserted that the use of EC as a maturation strategy for leadership development was growing in popularity. It was

noted that evidence-based coaching struggles to maintain pace with the popularity of coaching, resulting in the use of popular models rather than the empirical, evidence-based framework derived from research (Lai & Palmer, 2019; Mosteo et al., 2021). The growing popularity of EC has come with both challenges and optimism for producing positive outcomes; however, there must be more work done to produce empirical data related to popular models to validate the reasoning for choosing more popular methodologies to affect positive organizational change.

The Global Executive Coaching study report revealed that EC continues to proliferate in the business realm (International Coaching Federation [ICF], 2020). Likewise, the ICF (2020) noted an increase by 33% in coaching at the executive level and an increase by 46% at the management and leadership levels from 2015 to 2019. To determine the effectiveness of EC, it must be understood how the effectiveness of coaching has been determined. A component of effectiveness was determined by the behavioral outcomes produced by EC. Such outcomes, as identified by Diller et al. (2021a, 2021b), included changes in reference to self-awareness, access, regulation, insight, congruence, and reflection. The effective behavioral changes of executive leaders, because of EC, impacted performance, competencies, workplace relationships, goal achievement, organizational alignment, and resilient leadership in organizational change (Boyatzis et al., 2022; MacIntyre, 2020). Understanding desired outcomes in comparison to actual outcomes provided a baseline for determining which methodologies were most effective for optimal results for organizational change.

Background of the Study

EC has evolved into a widespread approach for developing executive leaders and managers for implementing organizational change. The ICF (2020) research revealed that coaches increased by 33% from 2015 to 2019, from approximately 48,000 to 71,000 practitioners. Likewise, in this same period, the 2019 revenue was USD 2.849 billion, a 21% increase over 2015 revenues (ICF, 2020). Coaching continued to grow at a rate of 33%, as identified in the 2021 ICF Rebrands report (ICF, 2021). In a study of online coaching in India, the International Baccalaureate Information System found that revenues from the coaching industry in 2019 were 15 billion dollars, and the projected value for 2022 was 20 billion dollars (Agarwal et al., 2021). The popularity of EC in leadership development has necessitated the need for further research.

The need for increased research in EC is based upon findings, which indicated that from 1993 to 1999, only 93 articles concerning EC were found in publication (Grant et al., 2010). Likewise, Grant et al. (2010) reported that 518 articles were published between 2000 and 2009. In a simple Google Scholar search of "executive coaching," there were 416,000 results found, and the Thoreau @ Walden University Library search for "executive coaching" reported 10,422 articles. The simple search did not consider the duality of articles or validity based on peer review; however, the search revealed growth in research in EC. The increased popularity of EC has experienced advancement in multiple areas such as competencies, empirical research, enhancement in approaches, standardized practices, shared professional methods, standards, and theories, thereby, producing results that have influenced business leaders and organizational change.

The significance of this study was its exploration of the lived experiences of senior executives, managers, and stakeholders who utilized EC to influence organizational change. The gap in the literature indicated that limited research exists that investigates leader-member exchanges in coaching effectiveness, while negative and positive effects of coaching influenced personal and organizational change effectiveness (Bozer & Jones, 2018; Schermuly & Graßmann, 2019). This study addressed previous research on EC, which expressed the need for further research comparing the effectiveness of the conceptual leadership coaching model with approaches that center on the individual (Taylor et al., 2019). The study helped bridge the gap between the transcendental phenomenological approach in EC and added value to current EC research.

Problem Statement

EC continues to expand as organizations' adaptations of coaching include managers, leaders, human resources, and project managers in developing talents, abilities, skills, knowledge, and competencies (ICF, 2020). The ICF (2020) study reported a 33% increase in coaching practitioners and a 46% increase in usage by organizational managers and leaders from 2015 to 2019. Likewise, an increase of 21% in revenue was experienced during the same period producing 2.849 billion dollars in 2019 (ICF, 2020). Research has indicated that EC effectively inspires and produces change within an organization, executive leaders, and managers to improve organizational and personal goals (Pandolfi, 2020). EC is a viable tool for addressing organizational change for businesses. The dilemma and underlying factor behind the research were the failure of

businesses and the economic impact on communities. Small businesses represented 99%of U.S. employer firms, 48% of private-sector firms, and approximately 41%of the payroll in the United States (Turner, 2017, as cited in Howard et al., 2019).

Antony's and Gupta's (2018) research identified the top ten reasons for organizational failures; however, EC was not listed as a method for organizational success. Harris and Ozdemir (2020) noted that two out of three businesses are family-owned, and the successful transfer of leadership was imperative for the survivability of these organizations. Nevertheless, the leaders' perception of organizational success centered on a cohesive relationship between those in control and the new personnel within the organizational change process. Accordingly, business leaders did not leverage the expertise of executive coaches to assist them in implementing changes that support goal achievement, retention of employees, competitive work culture, and organizational change.

The closing of businesses has been problematic, as it negatively impacted communities, resulting in higher crime rates, increased taxes, reduced funding for community programs, and a lower rate of individuals returning to their respective communities upon college completion (Beer et al., 2019). Stouten et al. (2018) asserted that leaders who attempt to effectively promote meaningful, sustainable organizational change encountered challenges because of the lack of leadership expertise. Leaders viewed changes as stressful and experienced a low success rate; therefore, coaching was needed to enhance the leaders' abilities to promote effective change (Stouten et al., 2018). Correspondingly, communities experienced a negative economic impact as leaders of

failing businesses revealed a need for expertise to assist them in gaining new perspectives and knowledge that sustain organizational change (Bickerich et al., 2018). EC can affect leadership by identifying its strengths, weaknesses, and effectiveness for promoting organizational changes, goals, and strategies for change (Woodruff et al., 2021).

Positive effects of EC for organizational change focused on the coaching relationship, the leaders, coaching effectiveness, and the characteristics of the coachee, to lead employees appropriately and effectively through the change (Bickerich et al. 2018). Globalization, technological advancements, and the fallout from the recent COVID-19 pandemic resulted in many organizations within communities finding themselves ill-equipped to sustain their companies or grow them in this volatile industrial season (Stouten et al., 2018). Xue et al. (2021) asserted that extended industrial boundaries, technological developments, increased competition, the ease of international infiltration into the market, and the characteristics of the individuals asked to change employee engagement were critical in the organizational change process. The researchers explored EC's effectiveness in promoting organizational change.

Purpose of the Study

This transcendental phenomenology study examined the lived experience of senior leadership within various educational environments, namely public, private, and charter schools, and investigated the effectiveness of EC in promoting organizational change. The study used semistructured interviews to analyze the coaching experience of the coachee's behavioral change and enhancement of competencies. The successful implementation of organizational change includes the transformation of leadership,

employees, and managers who have experienced a change in behavior that shapes positive responses (Busari et al., 2019). A series of longitudinal studies asserted that EC supports behavioral change (Mosteo et al., 2021), and coaching increases the transformational process of the coachees, enhancing their self-efficacy, behavior in the goal-setting process, needs satisfaction, and emotional acknowledgment of success (De Hann et al., 2019).

The study included senior leaders, shareholders' lived experiences, and managers who participated in coaching and whose organization aspired to implement change. This transcendental phenomenological study aimed to identify themes and topics that revealed the influence of EC on promoting organizational change. Additionally, I sought to discover the shared lived experience between the executive coach and the coachee, how EC influences and strengthens leaders' competencies, and the significant leadership characteristics in promoting change. Moreover, I determined how executive leaders experienced organizational change and the influence of EC.

Research Question

The research question guided the study and addressed the gap in the literature. The question addressed information concerning organizational change and the influence of EC:

Research question: How does EC influence the promotion of organizational change?

Conceptual Framework

EC was proposed as a leadership development tool, an intervention for helping executives enhance their performance, and instrumental in the overall outcome of the organization (Albizu et al., 2019); however, research indicated a lack of empirical evidence supporting EC's effectiveness in promoting organizational change (Albizu et al., 2019; Bozer & Jones, 2018; Schermuly & Graßmann, 2019; Taylor et al., 2019). The conceptual framework for the research centered on recommendations appropriate for identifying the effectiveness of EC in promoting organizational change based on Hawkins's (1985) CLEAR coaching approach, the transformational leadership theory developed by Burns (1978), and McKinsey's *7S* theory, developed by McKinsey & Co. in the 1970s (Demir & Kocaoglu, 2019). EC is known for its effectiveness in the one-on-one engagement between the coach and the coachee and its role in influencing individual behavior change. However, in this study, I sought to assess the direct or indirect influence EC had on promoting organizational change.

Through the conceptual framework, I sought to answer four relevant questions associated with coaching and its effectiveness in organizational change. First, what antecedents effectively promoted organizational change in EC? Second, what factors of EC affected organizational change? Third, what results did EC achieve? Fourth, what appropriate methods of measurement determined that EC influenced the organizational change? The conceptual framework for EC focused on goal setting for change, assessed organizational conditions, assisted in identifying strategies, implementing the change process, identifying methods, and evaluating the effectiveness of the organizational

change process (Grant, 2020). The basis for this conceptual framework was consistent with the common models of Burke (2011), Palmer et al. (2009), Whelan-Berry and Somerville (2010), and Young (2009).

I based the conceptual framework on McKinsey's 7-S change management models to assist in understanding the organization's current structure and what, how, and why for promoting organizational change (Singh, 2013). McKinsey's 7-S model was developed by Peters, Waterman, and Philips (Kaplan, 2005). In the late 1970s, Pascale and Athos presented support in the book *In Search of Excellence* in 1982 as a framework for considering organizational effectiveness (Kaplan, 2005). The model allowed the coach to ask questions based on the 7S: strategy, structure, systems, shared values, style, staff, and skills to determine effectiveness in promoting organizational change (Paquibut & Al Naamany, 2019). Although research exists concerning EC and organizational change, a lack of research exists on EC's effectiveness in promoting organizational change. This research was needed to understand better the relationship between EC and the promotion of organizational change.

Nature of the Study

This study used a qualitative transcendental phenomenological approach to explore the lived experiences of executive coaches who assisted executive leaders in effectively promoting organizational change. Moustakas (1994) declared that transcendental phenomenology is a rational path to knowledge that emerges for a person who is to what is by using a step-by-step process to eliminate the researcher's prejudgment and presuppositions. Correspondingly, transcendental phenomenology

caused a freshness, openness, and readiness for the researcher to embrace knowledge based on the participants' everyday experiences (Moustakas, 1994). The transcendental phenomenological approach neutralized the biases and preconceptions of the researcher and reduced his or her influence on the data outcome (Neubauer et al., 2019). Creswell and Poth (2016) asserted that Moustakas's (1994) transcendental phenomenological approach centered less on the researcher's interpretations as an element of the research and more on the executive coaches' experiences.

Definitions

Assessment in coaching: The instructional appraisal tool designed to assess the coaching competencies, enhance effective practices, provide performance feedback, and develop effectiveness in fostering professional development (Reddy et al., 2019).

Coachee: The study referred to *the coachee* and *participant* as individuals chosen purposely to gain knowledge of their lived experience associated with the phenomena of interest in the qualitative study (see Wakelin-Theron & Ukpere, 2021). The coachee was a leader who held a position and had decision-making authority. Likewise, the researcher was also a participant in the coaching process of the qualitative study; however, the researcher was not referred to as the participant (see De Haan et al., 2019).

Executive coaching: The application of coaching directed toward, but not exclusively used for, senior or C-suite leaders - but can also include project managers, Human Resources, and stakeholders (Passmore & Lai, 2020). Kilburg (1996) opined that EC is the helping relationship between the coach and the coachee of managers and senior leaders who have decision-making authority that affects the organization's outcome. The

executive leader guides the coachee toward reflective thinking of past experiences and behaviors that influence or impact their abilities to achieve organizational and personal goals, enhance self-awareness, and develop leadership skills, abilities, and knowledge (Arakawa & Yakura, 2020). Likewise, Arakawa and Yakura (2020) proclaimed that the executive coach is one who constantly assesses the reaction of the coachee and their learning level and desires organizational change and support, the incorporation of new knowledge and skills, and the learning outcome as factors in assisting the coachee in the necessary behavior change.

Leaders: Individuals who motivate followers to produce change, seek self-development, to become innovators; also, they provide direction and inspire team members to achieve personal and organizational goals (DiGirolamo & Tkach, 2019).

Leadership: The approach where individual responsibility is less significant than shared responsibility and has an ethical commitment while including the impact on human well-being and organizational outcome (Pritchard & Englehardt, 2020).

Lived experience: The experience of the participants, which was established before the study began. The objects of the study attach themselves to the participants (Farrell, 2020).

Organizational change: A strategy that consists of reforming the organization, enhancing organizational processes and practices, establishing new concepts, developing new strategies, and restructuring the company (Beycioglu & Kondakci, 2021). Burnes (2009) asserted that organizational change is a process of transforming the company by modifying the individual, group, or entire organization. Poole and Van de Ven (2004)

similarly declared that organizational change is the transformation of the organization, individual jobs, the greater community, subdivisions, and workgroups toward a new direction that affects either a portion of or the entire organization. According to Trefalt (2020), organizational change is "an action or set of actions resulting in a shift in the way an organization functions (p. 54)."

Senior leaders: In this study, senior leaders include the C-Suite executive leaders, human resources, and project managers. Executive leaders who provided strategic methods for accomplishing goals, and possess capabilities to enhance the abilities of others, were the principal to policymaking and vision-setting, and function with a sense of authority and power (Alvarez & Svejenova, 2022; Berman, 2019). Likewise, senior executives are responsible for billions of dollars in assets, accountable to shareholders, and manage employees' salaries and benefits (Berman, 2019). Human Resource management, as senior leadership, is responsible for human capital, human behavior, and the effectiveness of business decisions (Collings et al., 2021). Finally, the role of the project manager in senior leadership is defined as serving as the moral compass and managing personal abilities, potential benefits, potential risks, and organizational fit (Silvius & De Graaf, 2019).

Stakeholders: Both internal and external entities to the organization and are a part of the governance structure, the contractors, suppliers, and those driving decisions for producing value via project deployment (Derakhshan, et al., 2019).

Transformational leadership: The process of producing a change in followers that motivated them to exceed their normal expectations by generating awareness of the

superordinate goals (Kao et al., 2021). Likewise, Kao et al. (2021) declared that transformational leadership moderates the follower's internal change by using inspirational strategies to enhance personal growth, develop competencies, increase self-esteem, and develop independence.

Assumptions

Assumptions for this study included the willingness of executives who experienced EC to participate in the research. This assumption included ensuring a safe environment for each participant to respond to interview questions openly and honestly without fear that their name or any personally identifiable characteristic would be included in the final report. To ensure the protection of the participants, the Institutional Review Board (IRB) served as the entity that protected the rights of the participants. Correspondingly, the participants were provided a consent form that was signed that outlined the plans for confidentiality, with whom the information would be shared, and an understanding that they could withdraw at any time. The expectation was that the participants would volunteer and share their perspectives on the influence that EC exhibited in promoting organizational change.

The second assumption was that coaches would provide support by notifying their clients of the study and by providing my personal information to participate in the interview process. The participants' coaching experience had to fit the study's conditions, which focused more on organizational change rather than merely a change in their behavior. Understanding the rigorous schedule of senior executives, they contacted me

and agreed to the interview. The assumption was that the questions would provide information that supported the qualitative study.

The final assumption was that the transcendental phenomenological approach was the appropriate method for gathering information about the lived experience of the senior executives. This assumption allowed for the acquisition of knowledge and understanding concerning the lived experiences of senior executives in how the coaching experience influenced organizational change. The transcendental phenomenological approach sought to understand the human experience by eradicating preconceived thoughts to gain an authentic sense of what influenced organizational change. The assumption was that the choice to use the transcendental phenomenological approach would provide knowledge that supported organizational change and added value to the existing scholarly work.

Scope and Delimitations

The scope of this study was the perception of executive leaders, human resource managers, and project managers, referred to as participants' lived experiences, on how EC influenced organizational change. The motivation for this study was the constant closing of businesses or reduction in staff, which affected the economic dynamics of the communities. The scope included a transcendental phenomenological qualitative study using McKinsey's 7S theory, transformation leadership theory, and semistructured interviews of participants who experienced EC. The choice to examine the coaching influence on the promotion of organizational change was to fill the gap in research and add value to current research.

The delimitations establish the boundaries of the research by defining what would be included and excluded in the study to assist in answering the research question (Coker, 2022). The delimitation restricted the study to the perceptions of the lived experience of the participants who had coaching which influenced change within their companies. Excluded from the study were the executive coaches and executives that have not experienced coaching or those who did not seek to engage in organizational change.

Limitations

The study examined the lived experiences and perceptions of executive leaders, project managers, and stakeholders who had participated in EC and organizational change. The study was a qualitative study that focused on the lived experiences of senior leadership using semistructured interviews. The qualitative study examined the questions of *how*, *what*, and *why* of the phenomenon of interest (see Haven & Van Grootel, 2019). Qualitative studies collect data in a natural setting via observations, interviews, and focus groups. The qualitative process generates limitations that researchers contend with to ensure research validation and saturation.

The limitations, challenges, and barriers that needed to be addressed included first identifying participants with the experience necessary to provide reliable information associated with the research. I addressed the lack of executive leaders willing to participate in the interview process who had been coached, therefore expanding the participants who included superintendents, principals, executive directors, and senior leaders in public, private, and charter schools.

As a new coach, there was a limited number of resources that I encountered; therefore, identifying and contacting coaches who had knowledge of executive leaders was limited. Tapala et al. (2021) also suggested that research process barriers include a lack of time, training, workload, culture, environment, resources, and facilities.

A challenge was the creation of appropriate questions to produce appropriate responses. The development of questions for this qualitative study centered on the influence of EC on organizational changes based on the actions of the participants who have been coached. Appropriate questions were generated by spotting the gap in literature rather than personal assumptions (see Johnson et al., 2020). The conceptual framework is instrumental in determining and explaining the research questions and how the researcher should interpret the responses derived from the questions (Johnson et al., 2020). The challenge in this study was asking the appropriate questions that focused on organizational change, not just behavioral changes of the coachee.

Finally, my possible biases did not become a barrier or limitation in this transcendental phenomenological qualitative study. Choosing, locating, and recruiting participants in the qualitative study identified and controlled biases and acquired appropriate sampling (see Shaheen & Pradhan, 2019). Shaheen and Pradhan (2019) also suggested that the researcher's awareness of conducting the interview and the use of observation should consider personal biases that might influence the collected data. In this study, it was critical to realize the role and position of the researcher in eradicating biases.

Significance of the Study

The outcomes of this qualitative, transcendental phenomenological study had a significant role in providing additional knowledge to address the lack of evidence-based research concerning the influence of EC in promoting organizational change. The results of the study contributed to stabilization, ability to compete, and growth through the implementation of organizational change in small businesses in the industry affected by globalization (Settembre-Blundo et al., 2021). Executive leaders and executive coaches were able to utilize this knowledge to formulate strategies for the enhancement of coaching skills, for the advancement of business and educational practices, and for the development of employees' knowledge, skills, and abilities. Revelations from the study provided businesses, educational organizations, and groups with data to implement foundational efforts for effective change, resulting in a competitive and strengthened position.

Likewise, this study is significant as it adds value to the coaching discipline and filled the gap identified by Bozer and Jones (2018), Schermuly and Graßmann (2019), and Albizu et al. (2019), who asserted that no research exists that investigates leader-member exchanges in coaching effectiveness. They affirmed that a valid questionnaire for organizational effectiveness was still necessary, and that additional research is warranted to measure organizational outcomes from the coaching of executive and leadership members. The information from the study provides knowledge that can influence effective organizational changes that decrease failures, increase the ability of business leadership to execute successful practices, and impact positive social change

(see Guy, 2019). Positive social change can occur as organizations implement effective strategies that strengthen their economic foundation and as they reinvest in their respective communities, thereby reducing turnover, increasing jobs, supporting the economy, and improving the quality of life (see Gherghina et al., 2020).

Significance to Practice

The outcomes of this qualitative, transcendental phenomenological study have a significant role in providing additional knowledge to address the lack of evidence-based research concerning the influence of EC in promoting organizational change. The results of the study contribute to stabilization, ability to compete, and growth through the implementation of organizational change in small businesses in the industry affected by globalization (see Settembre-Blundo et al., 2021). Executive leaders and executive coaches may utilize this knowledge to formulate strategies for the enhancement of coaching skills; for the advancement of business practices; and for the development of employees' knowledge, skills, and abilities.

Significance to Theory

This study significantly adds value to the coaching discipline, identified key theories and approaches, and filled the gap identified by Bozer and Jones (2018), making a significant contribution to the field. The research revealed a crucial need for further investigation into leader-member exchanges in coaching effectiveness, a topic of utmost importance in this study (see Albizu et al., 2019; Schermuly & Graßmann, 2019). It affirmed that viable investigation on organizational effectiveness is still necessary, and that additional research is warranted to measure organizational outcomes from the

coaching of executive and leadership members, highlighting the potential for future impactful studies.

Significance to Social Change

The insights from the study showed impactful organizational improvements, resulting in diminished failures, heightened capacity for successful business leadership, and positive social change (see Guy, 2019). Such change is often realized through the implementation of effective strategies that strengthen an organization's economic foundation and enable it to invest back into its local community, leading to higher employee retention rates, job creation, economic growth, and an overall improved quality of life (Gherghina et al., 2020).

Summary and Transition

In this qualitative transcendental phenomenological study, the chosen participants were senior executive leaders in public, private, and charter schools who had experienced EC focused on organizational change. The study centered more on the impact of organizational change and less on individual behavioral change. The participants participated in a semistructured interview with the executive coach using transformational leadership and McKinsey's 7S approach to assist in identifying the influence of coaching for promoting organizational change. The purpose of the study was to gather and assess information from senior executives' lived experiences and from their perceptions of the influence of coaching.

The study included in-depth empirical research to gather information from the senior executive leaders as the relate to the research question. The research added value

to existing scholarly literature and addressed the gap found in the current literature, while providing information that examined EC's influence in promoting organizational change. The study provided valuable information, concepts, and methods to assist EC practitioners and analysts in implementing additional inquiries into other gaps in the research.

In the following four chapters, the focus consists of a review of the literature that examines theories, approaches, and frameworks that fill the current literature gap. Chapter 2 discusses the research question and the theoretical framework that assisted the coach practitioner in gaining beneficial knowledge on how EC influenced organizational change. Chapter 3 discusses the research question in-depth and examines the methodologies used to collect, analyze, code, and report the resulting aggregate data. Chapter 4 discusses data results, the data collected, the analysis of the data, and the trustworthiness of the study. Chapter 5 provides discussion on the interpretation of findings, the limitations of the study, the implications, and my conclusions of the influence of EC on promoting organizational change.

Chapter 2: Literature Review

The existing challenges associated with organizational change and the potential effectiveness of coaching executive leadership to drive and influence organizational change gave impetus to this study. In this chapter, I address concepts, models, frameworks, and theories of organizational change and EC, which correlated with and influenced organizational outcomes. Pandolfi (2020) asserted that concepts and frameworks are critical in gathering and appropriately defining information regarding the coach, coachee, organization, coach-coachee relationship, and methodologies. De Haan et al. (2019) opined that, in promoting organizational change, appropriate models and theories are critical for validation and reliability regarding their effectiveness and influence on the process. The use of appropriate models, theories, frameworks, and concepts in this study was critical for adding value and empirical data to current research and contributing to closing the gap associated with EC and its influence on organizational change.

A significant amount of existing coaching research has been centered on leadership development and change behavior-- leaving a gap in empirical data on the influence of EC on the outcomes of organizational change. While there is an abundance of EC studies that have addressed the anxiety, high stress, and robust projections of leadership, there is limited research on the impact that the personalities and performance of leadership have on organizational change (De Haan et al., 2019). Leadership development, which is usually undertaken to enhance leadership skills and ability, is a critical component in the implementation process of organizational transformation. This

literature review explored the influence of coaching on leadership and the impact that leadership had on the promotion of organizational change. The ever-present volatility, uncertainty, and atmospheric ambiguity of companies in the present market mandate that leaders' skill development meet constantly changing demands to ensure the success of organizational change (Moldoveanu & Narayandas, 2019). The goal of this study was to better understand how EC and the enhancement of leadership skills influence the promotion of organizational change.

Appropriate models and strategies in coaching are essential for achieving expected organizational outcomes and leadership transformation. Coaching strategies that assist leaders in the transformation process are vital in addressing the challenges of implementing change. Faupel and Süß (2019) noted that successful change centers around the charismatic leader who can convince subordinates to trust and respect them as one with knowledge and genuine intent, one with the ability to articulate the expected outcome, one who provides the encouragement to seek new methods for problem-solving, and one who creates a culture that stimulates personal growth.

This chapter examines literature from several fields associated with EC, transformational leadership, and organizational change. The work of primary researchers in the field of EC and organizational change has explored benefits, outcomes, developments, and trends associated with individual behavior and organizational change. The purpose of the literature review was to identify what is known, missing, or appropriate to add value to the coaching profession and organizational change. The literature review includes theories that have influenced methods for coaching and

organizational change and how these have aided in the development of the basis of this study and the identification of the gaps and controversies. The primary purpose of this chapter is to address the leadership challenges associated with organizational change beyond the influence of the leaders' behavior modifications based on the transformational leadership theory, McKinsey's 7S theory, and the CLEAR transformational coaching model.

I explored EC's influence on organizational change through the lived experience of executive leaders within an organizational structure. Chapter 2 begins with literature strategies associated with the research process, which address the gap and justify the research relevant to the research questions. The chapter identifies theories associated with EC practices, followed by theories and models appropriate to influence organizational change.

Next, the study consists of a literature review of EC, beginning with its history and concluding with perspectives on coaching. The literature review of organizational change and the relationship between EC and organizational change is also addressed in this chapter. The chapter concludes with the literature supporting the gap and a summary and conclusion of the findings. The literature review is essential to understanding EC's influence on organizational change.

Literature Search Strategy

Keywords such as *organizational change, executive coaching, leadership*, and *effectiveness* influenced the choosing and acceptance of the literature that established the broad search parameters. The broad and narrow search results provided appropriate

information to assess EC's influence on the relationship between coaching and organizational change.

Secondly, I considered salient research, providing historical exposure to EC. The literature search included the APA PsycArticles, EBSCO, JSTOR, Google Scholar, Sage, Thoreau Database, Business Market Research Collection, and Business Source Complete. The keyword search included *change management, coaching, executive coaching, organization, organizational change, leaders, leadership*, and *qualitative research*.

The initial search began in the Thoreau @ Walden University Library with *organizational change* as the subject. The search produced 201,858 results dating back from 1903 to the present year. *Executive coaching* was added as a second option; the search results were 355 articles. Next, the dates were limited to 2019 to 2022, and the search results produced 65 articles. The final search parameter added was the word *transformation*, which only provided five articles.

The same search parameters used for the Walden database were applied to Google Scholar, and the results from organizational change from 1903 produced 17,800 articles. When adding *executive coaching* to the search parameter, 68,600 articles were discovered. Finally, the word *transformation* was added, and the combination produced 17,800 articles. The date parameter was changed from 1903 to 2023, where the results were 17,800; from 2019 to 2023, the results were 16,900. In the effort to validate the Google Scholar search, a range from 1903 to 2019 was set as the date parameter, and the total for the Google search was 17,800, from 2019 to 2023, the search results were 16,900, and the total from 1903 to 2023 was 17,800, which indicated data of the Google

search results were inaccurate. To validate the articles from Google Scholar, which did not appear to be peer reviewed, I will cross-reference them with the Walden Library.

The Walden Library and Google Scholar results indicated that older research exists concerning organizational change. The search revealed that research on EC has grown in the last 2 decades, while little research that focused on organizational change, EC, and transformation was revealed. However, the search strategy provided 69 articles to address the gap in the literature and generate a methodology for answering the research question. The articles began to repeat themselves and did not provide any new information; therefore, data saturation was obtained.

Theoretical Foundation

Organizational, leadership, and coaching cultures that advance the company and develop leaders to address the appropriate changes that influence organizational success and coaching are synonymous words in the conversation for achieving successful organizational and cultural shifts (Hawkins, 2012). The CLEAR model was identified as an effective method in transformational coaching. The CLEAR model, in its efforts for transformation in the coaching process, explored four levels: (a) data, (b) pattern of behavior, (c) feelings, and (d) assumptions (Bennett, 2010). The CLEAR model was designed to be used in a multisession format and was geared toward getting clients to achieve transformational change. The CLEAR coaching model, which stands for contract, listen, explore, action, and review, was developed by Hawkins in 1985 to assist leaders in both the personal and professional transformation process (Hawkins et al., 2019.

Contract

The first phase of the CLEAR model is the contract, which focuses on developing

an agreement to achieve the individual's desired outcomes and the organization's

necessary changes (Hawkins et al., 2019). The contract phase requires an agreement

between the coach, coachee, and the organization, where the support is in the coachee's

recognizing issues that need modifications and implementing the changes into the

broader organizational system (Bennett, 2010). The motive of the contract phase differs

from coaching interactions such as the GROW model, as it immediately engages shifts

that surface in the sessions, as well as the goals of the coaching strategy by refocusing

and pursuing what appears to be significant in the overall process (Bennett, 2010). In

contrast, the GROW model's core focus is on the coach assisting the coachee in

identifying a goal for each session and taking action toward achieving the goal without

refocusing when a shift is identified (Binti et al., 2020). The contracting phase

incorporates Levels 1 and 2 in the coaching session to generate the appropriate questions

to influence transformation. Applying the CLEAR model in the coaching session allows

the coach to ask closed and open-ended questions to assist in developing multiple action

plans based on the data gathered.

Listen

The purpose of the listening phase is to discover situations that required the

coachee to take action. However, if the coachee continually discusses the situation

similarly, the model permits the coach to interrupt the responses and ask questions that

influence different assumptions about the actions and outcome (Bennett, 2010). The

dialogue in this phase explored previously attempted issues where either success or failure occurred. Active listening is critical in this phase to build trust, knowledge, awareness, generate new insight, identify, and generate an active transformational change in the current session (Bennett, 2010; Hawkins et al., 2019). A vital component of the listening phase is to have the coachee share thoughts and feelings concerning different situations and then ask powerful questions to get the coach and client to understand the situation and develop plans for future forward actions. The session's listen phase incorporates Levels 1, 2, and 3 to generate the appropriate actions to implement in the transformation process (Bennett, 2010).

Explore

The explore phase uses closed-ended, open-ended, leading, inquiry, and transformational or mutative questions to use the information gathered from the listening and contracting phases to identify new opportunities for change (Bennett, 2010). The coach's use of powerful questions help challenge the coachee to consider new possibilities and perspectives that influence personal and organizational change implementation. The exploration of the data and asking powerful questions aim to generate broad choices for the coachee to choose from to advance the change process (Hawkins et al., 2019). The explore phase motivation evolves around Levels 3 and 4 of the transformation process, where the idea is to highlight what drives their choices and eradicate assumptions that lead to dysfunctional actions (Bennett, 2010).

Action

The action phase includes decisions on a forward direction and providing space for the coachee to rehearse the course of action. Bennett (2010) asserted that this stage includes the coach's relational skills in requesting the coachee to embrace and incorporate the change immediately in the coaching session. The rehearsal or role-play situates the coachee in the real-life experience while providing them a safe place to fail and attempt the change process again. In this phase, the coach finds themselves in the leading action role seeking answers to closed-ended questions and prodding the coachee to develop specific response skills related to the identified situations. The coach pays particular attention to the coachee's posture shift, including their pose, eye contact, energy level, word combination, and how they told the story (Bennett, 2010). This phase requires multiple do-overs laced with a tremendous amount of encouragement and feedback to foster new methods of leading (Hawkins et al., 2019). The action phase focuses on Levels 4, 3 and 2, assisting in transformation by formulating the most appropriate questions that promoted sustainable change in the person and the organization (Bennett, 2010).

Review

The review phase serves as the reflective stage, where probes into the value of the coach-coachee relationship in the transformational process for all stakeholders, including the coach, coachee, organizational leadership, supervisor, and colleagues (Hawkins et al., 2019). This phase also assesses what is effective and what improvements are appropriate to enhance the process (Bennett, 2010). Bennett (2010) also declared that it is essential to review the personal and organizational connections established that influence the

experienced changes. The sharing of feedback between the coach and coachee is critical as it helps recognize and establish new processes and practices in implementing present and future changes. The review phase uses Levels 1 to 4 to establish the dialogue between the coach and the coachee to advance change (Bennett, 2010). Finally, the review phase informs the coachee or the organization, based on the contracted agreement, of the progress made in the coaching encounter.

Transformational Leadership Theory

The theoretical grounds for this study were centered on the transformational leadership theory developed by Burns (1978) and enriched by Bass (1985, 1998), Avolio and Bass (1988), Bass and Avolio (1994), Bennis and Nanus (1985), and Tichy and Devanna (1986; as cited in Singh, 2013), which established the concept of transformational and transactional leaders. Transformational leadership theory focuses on the leader's ability to motivate the followers using idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Burns's philosophy of transformational leaders asserted that this approach to organizational change increases the leaders' and the followers' motivations and moralities in implementing change (Reza, 2019). Burns (1978) also asserted that the essence of transformational leadership must address the follower needs with equal intensity of the organization. Likewise, Reza (2019) asserted that four components essential in the transformation progression are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The leader has idealized influence, being respected as a role model building respect and trust; an

inspirational motivator inspires and challenges subordinates to perform beyond their expectation; an intellectual stimulator supports innovation and creativity; and individualized consideration recognizes individual achievements of each subordinate (Reza, 2019).

Transformational leadership theory has been well-researched and is most used in understanding leaders' influence on the followers' actions and alignment with leadership (Bass & Avolio, 1990; Hunt et al., 1999). The transformational leadership theory centers on change reactions, which provide knowledge of how leaders promote or hinder organizational change (Peng et al., 2021). The transformational leadership approach is an accepted method for implementing organizational change; however, one must consider the challenges associated with this approach. Asbari et al. (2020) noted that the challenges of transformational leadership theory include the conflict between charisma and the transformational attributes of the leader. Similarly, Yue et al. (2019) examined whether the cultivation of trust influence followers rather than transformational leadership. Culturalism and transformational leadership have similar characteristics, whereas culturalism could have been more robust than the transformational leadership approach to implementing organizational change (Crede, 2019; Gumah et al., 2021).

Criticism of transformational leadership theory identified multiple weaknesses, which included but were not limited to the following: the potential to be misused and change of employees' values without determining whether the old values were better, which was called pseudo transformational, and had been proposed to include leaders who exhibited transformational behavior but fulfilled their own self-interest (Bass & Riggio,

2006). It is imperative that the transformation is determined by employees, as such transformation must influence change within the organization and among its stakeholders. Another concern is the influence of charisma without it being authentic leadership and the focus being solely on the leaders' transformation while overlooking the transformation of the subordinates; however, it is a small component of the transformational leadership theory and does not negate the full range of transformational leadership (Asbari, 2020; Bass & Riggio, 2006; Lee, 2014). There was also the concern in reference to the weaknesses of personality traits that are not easily changed and recognizing that behaviors can be trained to change -- but not personal tendencies (Bryman & Bell, 2007). Lastly, another concern is in reference to organizational agility, as it is important that an organization may change and make appropriate adaptations within the environment, which includes strategies and commitments of people, not just the organization itself. Many researchers have proven the influence of organizational agility on innovation and change, both together with transformational leadership and partially as demonstrated in the research of (Akkaya & Tabak, 2020; Bigley, 2018; Burchardt & Maisch, 2019; Kohtamäki et al., 2020; Muafi & Uyun, 2019)

Christianto and Smarandache (2020) opined that EC is an integral element of transformational leadership as executives experienced an increase in success, enhanced quality in the workforce, and a positive shift in the company's overall culture. Busari et al. (2019) asserted that transformational leadership behavior and employee followership influenced organizational change. As a vital component of transformational leadership, EC has the potential to strengthen leaders' ability to implement change.

McKinsey's 7S Theory

McKinsey's 7-S change management models assist in understanding the organization's current structure and the whats, the hows, and the whys of promoting organizational change (Singh, 2013). McKinsey's 7-S model was developed by Peters, Waterman, and Philips. In the late 1970s, Pascale and Athos presented support in the book *In Search of Excellence* in 1982 as a framework for considering organizational effectiveness (Kaplan, 2005). The model allowed the coach to ask questions based on the 7-S: strategy, structure, systems, shared values, style, staff, and skills to determine effectiveness in promoting organizational change (Paquibut & Al Naamany, 2019). Although research exists concerning EC and organizational change, a lack of research exists on EC's effectiveness in promoting organizational change. Research is needed to gain an in-depth understanding of the relationship between EC and the promotion of organizational change, which explains the shift in the leader's behavior.

McKinsey's 7S approach addressed both the organizations and the leaders' progressions in change using the Hard S's, which consist of strategy, structure, and system, and the Soft S's, which include style-culture, staff, skills, shared values, and superordinate goals (Etareri, 2022). The study considered the origins of change management and concepts of change management, where multiple models, such as Lewin's change model, Chin and Benne's change model, Bullock's and Batten's change model, and the McKinsey 7S were used to assess organizational change (Etareri, 2022). The McKinsey 7S approach is used to identify and seek an understanding of the organizational culture, staff, skills, and shared values/superordinate goals. Similarly, the

McKinsey 7S model was used, along with Lewin's change model, Kotter's – 8-step model, and the ADKAR model, in assessing and implementing change in the hospital's environment, where a continuous change in demographics, technology, means of communication, strategies, and challenges prompts a need for regular organizational change (Anusi & Mutambara, 2022). The study's findings concluded that the McKinsey 7S model, along with those listed, provided a method for resolving challenging leadership and organizational issues in the implementation process of organizational change (Anusi & Mutambara, 2022). There was a perception that the McKinsey 7S model was a viable tool for executive coaches in the change process of the organization and the leadership.

Criticism of the McKinsey 7S model was its inability to address how to proceed forward in the areas of non-alignment of the seven S's (Anusi & Mutambara, 2022). Anusi and Mutambara (2022) also opined that the McKinsey 7S model fostered a restriction of ideas when attempting to maintain choices that fit the letter "S". The McKinsey 7S model experienced challenges when the participants of the refocusing process struggled to understand the necessary evolution of the organization in the structure process (Channon & Caldart, 2015). Jollyta et al. (2021) noted that a tremendous amount of research had been conducted on implementing the McKinsey 7S model for businesses and the academic field for establishing prominent strategic planning, strong management, and organizational improvement. Similarly, Anusi and Mutambara (2022) asserted that the McKinsey 7S model provided directions for the advancement of change and was frequently used in the health industry as a means of handling challenging professional and organizational matters amid change. Therefore, the

McKinsey 7S model was identified as an effective method that supported organizational change where the Hard Ss identify the organizational components and the Soft Ss the essential elements of the individuals.

Conceptual Framework

The conceptual framework for this study was based on Hawkins's 1985 CLEAR coaching approach, the transformational leadership theory developed by Burns (1978), and McKinsey's *7S* theory, developed by McKinsey & Co. in the 1970s (Demir & Kocaoglu, 2019). The above theories supported the assessment of organizational leaders, the organization's objective, and the coaching process that supports the development of the question appropriate for the research. EC became a popular method for organizations in leadership development, enhanced self-efficacy, and personality change; however, little empirical research on EC's influence on organizational change existed (De Haan et al., 2019; McGill et al., 2019). The purpose of the theories selected in the construction of the conceptual framework was to generate research questions that would produce appropriate data from EC principles and proven models. The chosen theories influenced leader development and organizational change geared toward understanding the coaching influence in assisting the coachee to expand practices beyond the growth of personal behavior to impact organizational change.

Using the CLEAR approach allowed the coach to maintain the integrity of coaching practices while asking probing questions that revealed knowledge beyond the change in the coachee's behavior to asking questions that addressed the organization's goals. The aim was to assist the coachee in leader transformation that addressed the

coachee's intent to affect his or her subordinates to support the organizational goals. Therefore, understanding the transformation leadership theory aided in developing the research question, which provided insight into how coaching influenced leadership's approach to assisting with change. Finally, McKinsey's 7S theory's ability to address the organizational needs at the executive leadership level is noted as the "*Hard S′s*" and the subordinate level, the "*Soft S′s*" helped develop research questions in the data collection process to adequately address the influence of coaching's influence on organizational change (Demir & Kocaoglu, 2019).

Although there was a growth in research on EC's influence on the change of leaders, only a limited amount of research focused on the influence of these changes and their impact on the organization. These theories provided a framework for developing appropriate questions on the influence of coaching, which added value to the coaching process, current research on coaching, and organizational change. This research was needed to gain a more robust understanding of coaching approaches that supported the organization as the client in achieving their overall goals using executive coaches.

The expected outcome of an organization seeking appropriate change fails at a rate of 70% and coaching positively influenced leaders' behavioral change due to promotions or reassignment for the organization's greater good (Church & Dawson, 2018; Vlachopoulos, 2021). Therefore, understanding the influence of coaching on the leader's transformation affected the organization's success rate and cost in business transactions. The collaboration of the theories in this study addressed transformation, coaching, and organizational change.

Literature Review

Over the last decade, EC has become a multibillion-dollar profession focusing on companies' needs and addressing challenges such as toxic behavior, development of high performers, transitions into new positions, goal achievement, and organizational change (Athanasopoulou & Dopson, 2018). EC in the last 10 years evolved from its primary purpose of addressing unhealthy behaviors among leaders to transforming high-potential performers (Coutu & Kauffman, 2009*).* Likewise, Vlachopoulos (2021) noted that over the last decade, the relevant literature on university education declared that these institutions engaged in a transformational process. The factors that provoked the change process are the lack of funding, increased competition, globalization, and the need to adapt to the rapidly changing market (Essel et al., 2021; Newby, 2003). The research identified EC as an organizational strategy that influenced the transformation of leaders and the positive outcome for organizations (Athanasopoulou & Dopson, 2018; Ballesteros-Sánchez et al., 2019; Vlachopoulos, 2021).

EC was identified as a significant component in the transformation of leadership in higher education to manipulate outcomes (Vlachopoulos, 2021). EC helped leaders obtain clarity in their personal career development and self-awareness, enhance hard and soft skills, and maximize leadership potential (Athanasopoulou & Dopson, 2018). Vlachopoulos (2021) held that EC assisted university leaders to improve individual awareness, achieve their full potential, and acquire skillsets that helped achieve organizational goals.

History of EC

EC is a process that involves a coach and a participant in collaboration to address change in behavior and achievement of personal and organizational goals. The roots of EC are traced back to applied psychological sciences, as many coaches' backgrounds included advanced training in psychology (Garman et al., 2000). Boysen-Rotelli (2021) asserted that coaching continues to grow, and the ICF noted that coaching now earns over 3 billion dollars per year. The origination of EC dates to the early 1950s based on Harris's (1999) coaching three developmental phases (Boysen-Rotelli, 2020). The first phase was between 1950 and 1979, when a few professionals worked with executives in organizational development; the second phase was the period from 1980 to 1994, a period of large-scale downsizing of organizations and employees; and the final phase occurred after 1995, where research had grown, and there was a significant increase in publications relating to coaching.

Coaching first appeared in the early 1970s as multidisciplinary, closely associated with mentoring, psychology, counseling, advising, and therapy (Whitmore, 2010; Feldman & Lankau, 2005). Likewise, Whitmore (2010) declared that coaching appeared first in the late 1970s. Gorby is credited with the first peer-reviewed, coach-related article found in Factory Management & Maintenance, which described a profit-sharing plan for the Hosking Manufacturing Company of Detroit, Michigan (Grant, 2011). Kampa-Kokesch and Anderson (2001) asserted that identifying the origination of EC was complicated as only brief statements and a small amount of literature existed. The term EC in business can be traced to the early 1980s as less treating than psychology,

consulting, or counseling (Tobias, 1996). The challenge in identifying the origin of EC results from the lack of literature directly associated with EC apart from psychology and counseling.

Previous research has classified the relationship between EC and coachee as short-to-medium-term and aimed at enhancing the effectiveness of senior leadership (Feldman & Lankau, 2005). Similarly, Natale and Diamante (2005) asserted that coaching influences personal accomplishments, the achievement of professional goals, increased volume of sales, effective communication, enhanced self-knowledge, and increased efficiency in organizational change. EC is noted to have the ability to assist in generating collaboration and participation among leaders and subordinates and is recognized as an intervention to help management empower employees and leaders and enhance innovation (Hargrove, 1995; Whitworth et al., 1998).

Evolution of EC

EC has been accepted as a leadership development approach that facilitates change in the leaders and influenced organizational change (MacIntyre, 2020). Whitmore (1992) offered that a coach's primary purpose at its conception was unlocking the abilities of senior and middle-level managers, enabling them to maximize their performance by enhancing their abilities to learn rather than providing appropriate approaches to apply concerning their personal growth (Passmore, 2020). Kilburg expanded the potential of EC as a helping relationship between the coach and the coachee with decision-making authority and organizational responsibility to achieve goals, improve personal and professional performance and satisfaction, and influence the organization's effectiveness

(Passmore, 2020). Correspondingly, Passmore (2020) suggested four stages in the evolution of coaching, which began in the 1960s, as noted by Wildflower.

The first stage of coaching was prompted by the "human potential movement" during the 1960s, where the belief in the abilities of individuals for self-development could produce greater fulfillment, happiness, and creativity; the second stage centered on sport and debate coaching from the work of Trueblood (1911) and Huston (1924) (Wildflower, 2010, as cited in Passmore, 2020). Wildflower's third stage of coaching evolved from the works of Freud, Jung Fritz, and Perls, who asserted that the enhancement of self-awareness is most effective with the use of exploratory conversations, and the fourth and final stage centered on the works of Gordy (1937) and Bigelow (1938) on the workplace reduction of waste, which was interrupted by World War II (WWII; Wildflower, 2010, as cited in Passmore, 2020). Passmore (2020) noted that the start of WWII resulted in the disappearance of the conversation about coaching and did not resurface until the 1970s.

In 1959, Herzberg's theory of motivators and hygiene factors asserted that job satisfaction consisted of five prominent factors: achievement, recognition, the work itself, responsibility, and advancement, and that these gave rise to the effectiveness of individuals in the workplace (Alrawahi et al., 2020). Maslow, a humanistic psychologist, held that individuals have a pattern of needs, recognition, and satisfaction in the process of evolution from survival needs to self-actualization needs (McCleskey & Ruddell, 2020). The coach and coachee's inclusion of the motivational and hygiene factors of Herzberg's theory and the individual's pattern of needs noted by Maslow can assist in

influencing organizational change in conjunction with personal and professional growth.
Coaching is now considered a positive influence on individual and organizational teams
in achieving goals (Passmore & Evans-Krimme, 2021). Passmore and Evans-Krimme
(2021) also concluded that the emersion of organizations and training programs, such as
the ICF in 1995 and the European Mentoring and Coaching Council in 1992, contributed
to the evolution of coaching.

   Three factors were noted as vital contributors to the evolution of coaching; the
first was the enhancement of communication through applications such as Microsoft
Teams, Zoom, and Google, which expanded the hybrid workspace (Owen, 2021;
Passmore & Evans-Krimme, 2021). The second contributor was the availability of
empirical research, which provides avenues to resources such as Open Access journals,
research platforms such as Google Scholar and ResearchGate, and platforms at university
libraries (Passmore & Evans-Krimme, 2021). Finally, the investment of organizations in
digital platforms have allowed start-ups and small companies to grow by increasing their
leads and enhancing employees' performance and achievements (Passmore & Evans-
Krimme, 2021). Contribution in the evolution of coaching the competition to secure high-
functioning leaders, businesses struggling to meet the extraordinary challenges of
technological change, the shift of consumers' needs for rapid delivery of needs, and the
reconfiguration of the international economic order are factors that influence the need for
leadership effectiveness in personal and organizational development.

In the last 2 decades, EC has become an effective method for increasing behavioral change among executive leadership and for providing impetus for organizational change and effectiveness (Passmore & Lai, 2020).

Perspectives of EC

The literature reflected perspectives of EC based on the transcendental phenomenological experiences of the coach practitioners, organizational leaders, and coachees. The transcendental phenomenological perspective referred to the lived experience of the entities involved in the study, and the researchers' biases, insights, and interpretations are excluded from the research (Jääskeläinen, 2022). Much of the current research centers on the perspectives of the coach and the coachee, whereas a limited amount of evidence-based research exists on the organization's perspective on EC's influence on organizational change.

Organizational Change

Organizational change was both a challenging and capital-intensive undertaking, typified by a 70% failure rate for producing desired outcomes (Church & Dawson, 2018). Turner (2017) reported that small businesses represent 99% of U.S. employer firms, 48% of private-sector firms, and approximately 41% of the payroll in the United States. The modernist philosophy of organizational change found its basis in the belief that internal complex transformational systems are influenced by persuasive and responsive interactions with external sources and work together to assist organizations with competitiveness, adaptive processes, and sustainable success (Umut & Aslan, 2019). Similarly, Soparnot (2013) maintained that successful organizational change was a

compilation of concordant reactions observable by the company's members, including executive leadership, middle management, employees, and stakeholders.

Amankwah-Amoah and Adomako (2019) maintained that the 21st century could be identified as the Golden Age for business failures. They contended that organizational demise could be attributed to endogenous and exogenous factors. Considerations regarding the dormancy and incompetence of management, leadership ability, and managerial styles represented endogenous influences (Amankwah-Amoah & Adomako, 2019). In contrast, external factors resulting in organizational failures, such as technological advancements, competition, and the state of the economy, represented exogenous influences (Amankwah-Amoah & Adomako, 2019). Knowing the internal and external factors that influenced organizational outcomes afforded leadership the opportunity for more effective decision-making.

Successful organizational change occurs when the leader possesses the resolve to transform his or her leadership style to appropriately fit the demands that necessitate organizational change (Nguyen & Robinson, 2015). Understanding factors that influenced organizational change was critical to increasing the success and sustainability of the company's future. Comprehension of the following three factors associated with organizational change is critical: (a) what to change, (b) how to change it, and (c) why it is necessary to change (Chebbi et al., 2020). One organizational expectation of executive leaders and stakeholders, when agreeing to a contract with an executive coach for organizational change, is noted in the organizational outcome (Athanasopoulou &

Dopson, 2018). The leaders' and stakeholders' expectations and the executive coach's role produced challenges for consideration to meet the client's needs, successfully.

Challenges to successful and sustainable organizational change included a lack of hard and soft skills, inadequate execution of organizational plans, lack of proper goals, inability to engage sufficiently in necessary changes, and lack of capital resources to address expenses (Church & Dawson, 2018). Busari et al. (2019) identified job demand, knowledge, skills, satisfaction, commitment, performance measurement, change efficacy, and communication as factors that impacted organizational change. Appropriate planning established effective and responsive interactions with internal and external factors and understanding the challenges to effective implementation are essential to the sustainability and success of organizational change.

Benefits EC Has on Influencing Organizational Change

Research has indicated that EC is an effective method for influencing, inspiring, and promoting change within an organization, executive leaders, and managers to improve outcomes (Athanasopoulou & Dopson, 2018). EC is a viable tool for addressing organizational change for businesses and educational organizations. The social dilemma and underlying factors behind the research are the failures of businesses and the economic impact on communities.

Antony's and Gupta's (2018) research identified the top ten reasons for organizational failures; however, EC was not listed as a method for organizational success. Härtel et al. (2010) noted that two out of three businesses are family-owned, and the successful transfer of leadership is imperative for the survival of the organizations.

Nevertheless, the leaders' perception of organizational success centered on a cohesive relationship between those in control and the new personnel in the organization's change process. Accordingly, business leaders did not leverage executive coaches' expertise to assist them in implementing changes that support goal achievement, retention of employees, competitive work culture, and organizational change.

The closing of businesses was problematic, as it negatively impacted communities, resulting in higher crime rates, higher taxes, reduced funding for community programs, and a lower rate of individuals returning to their respective communities upon college completion (Beer et al., 2019; Ginsburg, 1994; Tierney, 2007). Ginsburg (1994) and Stouten et al. (2018) asserted that leaders who attempt to effectively promote meaningful, sustainable organizational change experienced challenges because of the lack of leadership expertise. Leaders' views changed as a result of a stressful environment and their experience of a low success rate; therefore, coaching enhanced the leaders' abilities to promote effective change (Stouten et al., 2018). Correspondingly, communities experienced adverse economic impacts as leaders of failing businesses revealed a need for expertise that could assist them in gaining new perspectives and knowledge that helped sustain organizational change (Bickerich et al., 2018; Tierney, 2007). EC had a positive impact on leadership by identifying strengths, weaknesses, and effectiveness for promoting organizational changes, goals, and strategies for change (Woodruff et al., 2021).

The influence of EC on organizational change focused on the coaching relationship, the leaders, coaching effectiveness, and the characteristics of the coachee,

that lead employees appropriately and effectively through the change process (Bickerich et al., 2018). Globalization, technological advancements, and the fallout from the recent COVID-19 pandemic resulted in many organizations within communities finding themselves ill-equipped to sustain their companies or grow them in this volatile industrial season (Stouten et al., 2018). Caliskan and Isik (2016) asserted that extended industrial boundaries, technological developments, increased competition, the ease of international infiltration into the market, and the characteristics of the individuals asked to change employee engagement were critical in the organizational change process.

Comparative Analysis of Extant Research on Coaching and Organizational Change

The review of the literature evaluated coaching influence and the results derived from the coaching encounters of the coachee and the organization (Albizu et al., 2019). The comparative research provided an understanding of the role of the coach, coachee, and the organization to gain knowledge on how coaching influenced organizational and personal behavioral change. Oreg and Berson (2019) asserted that coaching influenced organizational change and reduced dispositional resistance to change by encouraging the transformation of the leaders, enhancing communication between leaders and subordinates, and improving performance. A literature review using 33 peer-reviewed journals, four dissertations, research papers, and 10 books opines that EC in the early years was a process to develop the potential of the individual leader within the organizational context (MacIntyre, 2020). Passmore's concept of EC purpose was leadership development focusing on accentuating previous knowledge, enriching the motivation to achieve, establishing self-awareness, enhancing skills, and heightening self-

concept (MacIntyre, 2020). Research conducted by Visser (2010) and (Correia et al, 2016) included 10 participants: four were coaches, five were clients, and the 10th was the researcher (MacIntyre, 2020). The research revealed that EC influenced the clients' actions and development of strategies, changing personal perspectives and seeking to support organizational change.

The need for organizational change prompted the movement of EC beyond the change in one's behavior to collaborative strategies to achieve the appropriate change for the organization. This ever-evolving work environment, technologically driven society, and mobility of employees to work from any location facilitate leaders' needs to be innovative, creative, flexible, and resilient to lead organizational change, success, and sustainability (Spears-Jones et al. 2021). The COVID-19 pandemic caused government health agencies to implement changes to current practices, regulations, and procedures. Spear-Jones et al. (2021) researched coaching's influence on leading change in a federal government Centers for Disease Control and Prevention's National Center with 96 participants who completed the leadership coaching process. The research was conducted using semistructured, in-person, and telephone interviews of participants. The research results indicated that EC improved leaders' ability to lead change, build authentic relationships, provide appropriate assessment, properly utilize feedback, and improve self-development (Spears-Jones et al., 2021). The research also revealed shortfalls in the coaching process, such as the elapse of time between coaching sessions if the successful change outcomes could be attributed to the coaching or other leadership training, and

finally, the self-reporting process of the participants that can be subject to bias. EC is a beneficial tool for leading organizational change.

Return On Investment (ROI) is an organization's tool for measuring EC's effectiveness and influence on its organizational change process and allocation of funds (Phillips & Phillips, 2019). Several researchers investigated measurement methods for assessing the effectiveness and influence of EC. De Hann et al. (2019) conducted a near-randomized controlled study of 180 coachees within a global healthcare corporation exploring the measurement of the influence of coaching on performance and change. Studies ascertained that the effectiveness, influence, and outcome measurement of EC were unclear. However, De Hann et al. concluded that randomized controlled objective measurement methods could be adequate in assessing the influence and effectiveness of EC in changing behavior and organizational content. Similarly, Albizu et al. (2019) empirical study comprised of responses from 176 executives apprised that the evaluation model designed by Kirkpatrick (1975) effectively assessed the influence of EC. Moreover, the appropriate measurement method provided valuable information in assessing the influence of EC roles in achieving personnel and organizational goals.

ROI is a critical organizational measurement for determining the influence of EC on achieving employee and organizational goals. De Hann et al. (2019) reported that decisions on where to spend corporate dollars are established, with the ROI being one of the assessments in the approval process. Wiginton and Cartwright's (2020) study investigated the investment of company dollars and the worth of their investment using a two-tailed t-value to assess the results appropriately. The study surveyed 87 companies

that previously used coaching, concluding that the ROI benefits the coachee and the organization above the organization's investment and significantly contributed to the company's success (Wiginton & Cartwright, 2020). Likewise, the Institute of Coaching (2023) reported that coaching influenced organizational content and personnel development beyond the company's investment. Several researchers have investigated methods for assessing EC's influence on personal and organizational change with mixed results based on determining expected outcomes such as financial impact, resiliency to change, recommendation of coaching to others, and reliability of measurement tools. However, the empirical research of authors (De Hann et al., 2019; Wiginton & Cartwright, 2020; Albizu et al., 2019; & Spears-Jones et al., 2021) opined that EC has influenced organizational change, outcomes, and employee performances.

The Contrast Between EC, Mentoring, and Counseling

Coaching Compared to Counseling Similarities

The relationship between EC, mentoring, and counseling is closely related in purpose and has been an ongoing conversation in defining coaching differentiation of mentoring and counseling. Coaching and psychology were connected first in the 1930s, simultaneously with the growth of sports coaching to assist individuals in developing self-awareness, enhancing performance, and increasing personal responsibility (Passmore & Lai, 2020). The separation of coaching from mentoring and counseling is challenging due to their overwhelming similarities and practical use in assisting individuals. Both coaching and counseling included building a trusting relationship and self-awareness of the coach and therapist to manage the conversation and facilitate change through

interpersonal interaction (Passmore & Lai, 2020). Passmore and Lai (2020) also noted

that coaching, mentoring, and counseling use similar skill sets, such as listening,

questioning, probing, reflection, feedback, and affirmations, to assist participants in

personal and organizational change. The participant's desire for assistance in their

professional development, well-being, reaching goals, and self-awareness determines

what intervention method is most appropriate.

Coaching Compared to Counseling Differences

Coaching differs from counseling as counseling focuses on assisting the clients to

manage issues that are a result of some form of distress; differently, coaching focuses on

the coachee's awareness forward, as described in the research (Passmore & Lai, 2020).

Counseling engages the client by placing a significant amount of emphasis on the past

and present, whereas the emphasis in coaching acknowledges the coachee's past but

focuses on the present and the future (Passmore & Lai, 2020; Yanchus et al., 2020).

Another difference between coaching and counseling is the actions of the practitioner as

the coach, according to the ICF, does not direct the client, but the counselor is permitted

to lay out a plan of action for the client (Yanchus et al., 2020). Yanchus et al. (2020)

reported that goal setting differs between coaching and counseling, whereas coaching

assists the client in developing a sustainable strategic plan of change, and the counselor

focuses less on the long-term goals but on an adaptive process that fits the best interest of

the client. As such, the literature indicated that coaching and counseling collectively have

many similarities and differences, yet coaching can be identified separately as an

engagement method to support individuals and organizations in their efforts to change.

Coaching Compared to Mentoring Similarity

Coaching and mentoring are helping interventions for the client, and their conceptual and practical implications and commonality of language are interconnected, creating challenges for the purchaser of services to identify which method is most appropriate to produce the best results. Stokes et al.'s (2021) case study of 25 senior managers of a growing healthcare company revealed the interwovenness of the characteristics of coaching and mentoring for the client, such as performance, personal experience, self-awareness, and organizational process proves to be challenging in determining the boundaries of coaching versus mentoring. Likewise, Passmore and Lai (2020) noted that coaching and mentoring provide a one-to-one relationship, aim to enhance performance and self-awareness and improve job roles. A successful coaching and mentoring experience required the coach/mentor and coachee/mentee to establish trust, commitment, involvement, confidence, open feedback, and self-awareness as foundational components of the relationship (van Coller-Peter, Salomé & Cronjé, 2020). The authors of this study highlighted the similarities between coaching and mentoring and revealed challenges that the coach/mentor must be aware of to maintain the integrity of applicable engagement practice.

Coaching Compared to Mentoring Differences

Coaching and mentoring have many similar characteristics; however, differences still exist that direct the engagement process. An identifiable difference between mentoring and coaching is the engagement expectancy, where coaching is perceived to be a short-term six to twelve sessions, and mentoring lasts for multiple years (Passmore &

Lai, 2020). Van Coller-Peter's et al. (2020) noted that coaching focused on performance and, in many cases, is aligned with a business objective, whereas mentoring focus is centered on the mentee's observation of the mentors' actions and expertise. Stokes et al. (2021) asserted that coaching centered on the coachee's performance and agreement with the expected outcome and mentoring focused on the holistic development of the mentee's career progression. Based on a purely theoretical perspective, concluding a conceptual distinctiveness between coaching and mentoring was challenging; however, the differences are identifiable functionally.

Challenges EC Has on Influencing Organizational Change

Research has revealed that EC influences change in individuals' behavior, mediates the change between the individual and the organization, and influences change within the organization, but not without challenges. Commitment, employees' attitudes, resistance, and competence created challenges in EC, influencing organizational change. Leadership considerably influenced employees' behavior, attitude, performance, and commitment (Jung et al., 2020). A study conducted by Van Coller-Peter and Burger (2019) of 12 participants from three companies asserted that collaboration and commitment between the coach and coachee were established in the first agreement period. However, a company's failure rate indicated that 18.4% of businesses fail after 1 year and 65.5% fail after 10 years, with employees' attitudes, competence, commitment, and organizational change contributing to their failures (LendingTree, 2020).

Attitudes and Behaviors

The company's willingness to change is vital to its growth, financial stability, and sustainability in the market. A feasible methodology is also critical, and the employees' willingness to support change must be considered when implementing change is necessary. Organizational change causes employees to feel threatened, generates resistance, and becomes cynical, creating challenges for the coach, coachee, and the organization's efforts to implement change (Jung et al., 2020). Nevertheless, the coach and coachee must create a strategy influencing the employees to support the organization's efforts to implement change.

The challenge in EC is developing a strategy with the coachee that influences the employees to embrace and support the changes. The behavior and attitude of the employees impact the process and success of the proposed organizational change; therefore, the leader's ability to foster a culture where the input of the employees is critical (Jung et al., 2020). Likewise, Onyeneke and Abe (2021) contended that the attitudinal constructs of the employees, their cognitive and emotional responses, behavioral intentions toward change events, and the appraisal and assessment of change values are vital in support of organizational change. Research has shown that amidst organizational change, employees' job attitudes have influenced commitment levels, behavior, resistance, trust, and satisfaction, all influencing organizational change outcomes (Li et al., 2021). The practitioner's challenge in the coaching process required an understanding of how to assist the coachee in creating strategies associated with the employee attitude to enhance support for organizational change.

Commitment

Another challenge in EC was the commitment of the coachee and their subordinates to support organizational change. Jung et al. (2020) declared that coaching empowered leaders to promote new ideas, develop risk-taking behavior among subordinates, and assured employees to regard failures and mistakes as opportunities to gain knowledge. The lack of commitment by the coachee and/or the employees was a challenge the coach must overcome as this becomes a source of resistance and impedes the successful implementation of appropriate changes (Errida & Lotfi, 2021). Errida and Lotfi (2021) also opined that insufficient commitment negatively influenced employees' engagement and involvement in the change implementation process. Commitment was a criterion in the coach-coachee relationship that indicated trust, acceptance of the contract, and support of the proposed changes (De Haan, 2019). However, change constantly generates resistance from leaders, employees, and other stakeholders, limiting their commitment, trust, and support (Cohen, 2019; Vlachopoulos, 2021). Research has revealed that commitment is a vital component that the coach must consider when the client expands beyond the individual's behavior change to a triumphant organizational change.

Competencies

Competencies are defined as tussocks of knowledge, behaviors, motives, personality constructs, aptitudes, abilities, and skills that influenced the frequency and intrinsic value associated with accomplishing the desired task (Ballesteros-Sánchez et al., 2019; Slabbert & Hoole, 2021). Research has suggested that coaching for organizational

change mandates that a certain level of competence is essential for achieving successful outcomes in the change process. Competency is another challenge the coach must consider in the coach-coachee-client relationship when striving to influence organizational change. The research has suggested that organizational change accentuated the current competencies or the lack thereof of all stakeholders while introducing new ones necessary to reach the company's goals (Chen et al., 2019; Wolf et al., 2020). The research of Ballesteros-Sánchez et al. (2019), which included 30 project managers and 30 observers, focused on EC's influence on personal competencies; results revealed that developing competencies in the project managers was critical for accomplishing change objectives. Similarly, in Al Hilali et al.'s (2020) literature review of the development of competencies because of coaching and mentoring, the determination that enhanced current and developing additional competencies of the coach-coachee-client was a robust determinate in the outcome of organizational change.

Though not exhaustive, these three behaviors and attitude, commitment, and competencies influence the individual behavior and organizational change necessary for achieving positive outcomes. The coach's awareness of these challenges and his or her ability to assist the coachee-client in confronting, addressing, and creating a strategy to develop emotional and tactical processes to achieve the appropriate change is essential. Finally, understanding and embracing the reality that challenges exist in the coach, the coachee, and the client is crucial in eradicating biases that influence the results of the research findings. Therefore, the customization of coachee-client coaching is paramount to support organizational change objectives.

Synthesis of Studies Relating to the Research Question

The research synthesis relating to the research question revealed that an enormous amount of scholarly, peer-reviewed research used the qualitative methodology as a source in the research process. Also, research revealed that EC influenced behavior change in executives; however, research on EC's influence on supporting and enhancing organizational change was limited. Interviews and surveys have been the most used data collection methods for the qualitative research associated with EC and organizational change. Carvalho et al. (2023) used exploratory, qualitative interviews to gain knowledge of EC effectiveness in influencing organizational culture. Research that explored EC's impact on the leader's behavior, organizational development, and outcome used the interview process to collect data for the study (MacIntyre, 2020). Likewise, Spears-Jones et al. (2021) reinforced this view in their analysis of where 96 coaching participants focused on coaching's impact on the leader and organizational change. Of the 96 coaching participants (94), 98% used semistructured interviews to collect data in the qualitative study.

A case study conducted by Oreg and Berson (2019) assessed empirical articles involving organizational change and leaders, critical leadership variables, change content, and organizational context. The literature review of Oreg and Berson consisted of 20 articles, assessing both qualitative and quantitative methodologies, where 15 were quantitative, and five were qualitative. The five qualitative methodologies used interviews as a primary source to collect data. EC is the process that empowers leaders to influence those resisting change and enhance their creative performance. Another case

study conducted by Lai and Palmer (2019) produced similar results to that of Oreg and Berson, noting that interviews were vital in qualitative methodology. Lai's and Palmer's research included 234 peer-reviewed articles dated between 1995 and 2018 on qualitative and quantitative methodologies and coaching approaches. The study investigated three components of coaching:

- psychological approaches

- critical factors and skills

- outcome evaluation methods

The results revealed that the coach-client relationship is vital in influencing outcomes. The 234 articles also showed methodological rigor and subject validity. Finally, scientifically validated evaluations should be embraced to facilitate an evidence-based approach. Consequently, this study revealed a lack of transcendental phenomenological studies.

A synthesis of the studies explicitly relating to the research question is provided. The research question is as follows: How does EC influence the promotion of organizational change? The research question aimed to learn how executive leaders experience behavioral change and how it influenced outcomes. Next, I assessed coaching results and measures based on the coaching engagement and organizational expectations included in the information retrieved from interviews with superintendents, senior leaders, principals, directors, and managers. Finally, I acquired significant knowledge of the effectiveness of EC in influencing organizational change. The understanding of these factors was from the perspectives of the coachee and stakeholders.

Several researchers have agreed that coaching is an effective development tool that influences change in the individual and organization. Meta-analyses opined that several types of coaching, including executive, leadership, and business coaching, have grown over the years and have proven effective in influencing change (Bozer & Jones, 2021; Graßmann et al., 2020). De Haan (2019), Lai and Smith (2021), and Myers and Bachkirova (2018) declared that coaching is a three-way collaborative alliance between the coach, client, and the organization where multiple agendas and goals were prevalent in the coaching encounter.

In a randomized controlled trial in a UK-based nonprofit organization, Spears-Jones et al. (2021) concluded that effective coaching contributed to more informed decisions improving the ROI for the organization. A meta-analysis consisting of 27 samples asserted that the alliance between the coach, the client, the organization, and the stakeholders influenced the effectiveness of the individual and organizational outcomes (Graßmann et al., 2020). The underrepresentation of qualitative research showed that EC research was at a lower rate of maturity than other disciplines. Accordingly, this study added to the limited number of phenomenological studies. A synthesis of studies that specifically relate to the research question is provided below.

The research question was as follows: How does EC influence the promotion of organizational change? The study's examination was to gain knowledge of EC's impact, effectiveness, and influence on the organization's desire to implement change. Coaching that enhanced the coachee's level of commitment, improved performance, changed behaviors, and enlarged thoughts or emotions are components that influence

organizational results (Ribeiro et al., 2020). Likewise, Peláez et al. (2020) declared that

the coachee's commitment, performance, vigor, dedication, and workplace engagement

influenced by coaching generated positive organizational outcomes. However, Peláez et

al. declared that more empirical studies of coaching influence on engagement and

performance were necessary compared to results where coaching had not occurred.

Several empirical studies have indicated that coaching and leader-member

exchange positively relate to workplace engagement and improved performance and

acceptance; however, limited research exists that has associated the leaders' change with

the performance of subordinate support of the organization's goals (Tanskanen et al.,

2019). The empirical studies have indicated that EC influences behavioral change in the

coachee, and change occurs within the organization simultaneously; however, research

measuring the influence of coaching in promoting the change process was questionable.

Measurement was a critical coaching component in determining the ROI for the

organization. Van Coller-Peter and Burger (2019) asserted that measuring EC's influence

on promoting organizational change accuracy centers on aligning the coach-client-

sponsor or organization and stakeholder contractual agreement of goals. A consideration

to enhance the measurement validity of coaching outcomes was the collection of data

from stakeholders, line managers, human resource personnel, the coach, and subordinates

in determining the effectiveness of the coaching experience (Bozer & Jones, 2021). An

exploratory, purposive sampling, 12 participants qualitative study conducted by Van

Coller-Peter and Burger (2019) suggested that validation of the influence of coaching on

the organization's expected outcomes should be established at the onset of the coaching relationship in the contractual agreement.

The 360-feedback assessment was determined as an appropriate method to assess behavioral change for the coachee and influenced the achievement of the organization's goals (Van Coller-Peter & Burger, 2019). A mixed-method study of the benefits of coaching and the ROI of business based on a survey of 87 companies concluded at a 99%confidence level that coaching exceeded the investment expectation (Wiginton & Cartwright, 2020). The research of Wiginton and Cartwright used the Net Promoter Score (NPS) as the measurement tool, which established a baseline at the onset of the coaching experience to identify the organization's current situation and then periodically assess progress based on the coaching experience. The study assessed effectiveness, short-term decision-making, strategic clarity, employee engagement, customer satisfaction, financial results, ROI, and promotion; the outcome indicated that coaching unquestionably generated a positive ROI (Wiginton & Cartwright, 2020). The research indicated that measurements of coaching's influence on the promotion of organizational change had shown positive results for companies.

Accordingly, Wiginton and Cartwright (2020), Van Coller-Peter and Burger (2019), and Bozer and Jones (2021) noted that EC influenced individual behavioral and organizational change. However, an unbiased measurement of EC's unique contribution to the promotion of organizational change needs more empirical studies to be done on the influence between coaching and the organization's desire to implement changes.

Critical factors to consider in the relationship between EC and an organization's desire to implement change were the methods of measurement, the ROI, coaching effectiveness, individual and organizational commitments, competency, and resistance to change. Ribeiro et al. (2020), Peláez et al. (2020), and Tanskanen et al. (2019) revealed that effectiveness in promoting organizational change centers on the coachee's willingness to commit to the overall objective of the organization, work engagement, level of competence, performance and embracing the demands of the change. Though some research has revealed that a change in the organization occurs during the coaching process, empirical research on this topic is still in its infancy, with only a few studies investigating individual and organizational outcomes (Ribeiro et al. (2020). Therefore, additional research was necessary to assess the research question.

The Gap in Literature Relevant to the Current Study

An examination of the current literature to acquire knowledge on the influence of coaching on organizational change revealed two significant gaps. The first gap was the limited amount of empirical research conducted that focused on EC and organizational change. The bulk of research associated with EC centered on the changed behavior of the leader and how to assist them in achieving a personal goal. Researchers have investigated the issue of coaching and organizational change, but the topic has not been explored in a systematic review of the theoretical constructs in the workplace coaching context to influence organizational change. The empirical research of Obeng et al. (2021) employed a structured questionnaire aimed at assessing the relationship between organizational climate and job performance, the leader-member exchange relationship factors associated

with organizational climate, and cooperative work devotion and coaching to influence

leadership approach to positively strengthen organizational climate and job performance.

Based on the literature review, researchers have asserted that substantive literary

analysis of the influence of EC overlooks the relationship between leader-member

exchange and coaching influence on the organization and job performance. Likewise,

Schermuly's and Graßmann's (2019) literature review declared that both negative and

positive effects of coaching influenced the effectiveness of personal and organizational

change. The research indicated that negative effects frequently materialize but at a low

intensity in the effectiveness of the organizational context. Schermuly and Graßmann

examined the effectiveness of coaching within an organizational setting and assessed the

coaching activity to determine interventional outcomes. The researchers noted that the

negative effects of coaching were measured with questionnaires; however, a valid

questionnaire for organizational effectiveness was still lacking.

The research of Bozer and Jones (2018) was a systematic review of the theoretical

constructs in the workplace coaching context. The researchers asserted that no research

exists that examines leader-member exchanges in coaching effectiveness. Like the

research of (Bozer & Jones, 2018), the 2019 research of Albizu et al. explored the EC

factors and results, proving that coaching influences the coachee's satisfaction, learning,

and behavior changes. The study differed from other studies as the coachee in the coach-

coachee relationship was the executive responsible for effectively implementing the

organizational change (Albizu et al. 2019). Albizu et al. suggested that there needs to be

additional research on the moderating and mediating effects of other EC variables that influence organizational change.

Consequently, additional research was warranted to measure organizational outcomes from the coaching of executive and leadership members. Taylor et al. (2019) asserted that further research was necessary to compare the effectiveness of the conceptual leadership coaching models with approaches that centered on the individual. Boyatzis et al. (2022), in collaboration with the ICF (2020), conducted research with 12 coaching leaders to assess desired outcomes of coaching; process and mechanism of coaching; coaching people from distinct cultures, genders, and context; and finally, competencies of influential coaches.

The researchers declared that additional research was necessary to determine outcomes related to coaching, job performance, attainment of goals, and competencies to support change (Boyatzis et al., 2022). This qualitative research was intended to add value to existing literature and research by exploring the association between EC and its influence in promoting organizational change.

Summary and Conclusions

The literature review on EC revealed several significant themes. Among them was the role of the coach. The coach's role was vital in determining the effective implementation of change and organizational outcomes. Research has demonstrated that the coach (a) is responsible for building trust in the coach-coachee-organization-stakeholder relationship, (b) assists in establishing collaboration between all parties, (c) promotes the organization's plans for change and growth, (d) provides a safe place for

candid discussion and feedback (De Hann, 2019). Researchers have embraced the coach's role; however, results from empirical studies have indicated that the effectiveness of coaching and outcomes relating to organizational change and content continues to be a topic of discussion (Albizu et al., 2019; Oreg & Berson, 2019; Passmore & Lai, 2020). Hence, research that produced reliable data with reliable methods of measurement assisted in producing empirical research and minimized criticism of the need for additional research. Additionally, this research provided support for the current EC literature.

Theme two noted challenges to promoting organizational change. Challenges included coachees, organizations and shareholders, self-awareness, abilities, resistance, and self-efficacy possessing the ability to embrace and implement change. Passmore and Lai (2020), van Coller-Peter and Cronjé (2020), and Jung et al. (2020) asserted that communication, engagement, commitment, attitudes, resistance, and competence were individual antecedents that contributed to or hindered success in the change process for the organizations. Additional research implied that the challenges associated with the organization's desire to change are composed of resistance, competence, attitude, collaboration, and commitment between the coach-coachee-organization-shareholders (Ballesteros-Sánchez et al., 2019; Cohen, 2019; De Haan, 2019; Errida & Lotfi, 2021; Li et al., 2021; Onyeneke & Abe, 2021; Slabbert & Hoole, 2021; Vlachopoulos, 2021). Therefore, the results from the data collection of the lived experience of senior leaders, human resources managers, project managers, shareholders, and employees assisted me in developing a comprehensive process that minimizes challenges.

Theme 3 examined the validation of methods for measuring results. Wiginton and Cartwright (2020) suggested that identifying the recognizable results and outcomes of coaching's influence on the promotion of organizational change must be considered based on the empirical data collected from the middle and lower-level managers and employees. A measurement of empirical or accurate expenditures relating to coaching, compared to similar factual measures of marginal performance, improvement, and effectiveness on change to determine the ROI was needed (Wiginton & Cartwright, 2020). The combination of agreements, alignments, goals, measures, accountabilities, and feedback between the coach, coachee, organization, and shareholders were components to consider in determining the validation for measuring the coaching results (Van Coller-Peter & Cronjé, 2020). Research has revealed that researchers have not empirically validated the reliability of the measurement methods in determining the effectiveness, impact, and ROI of the influence of coaching on promoting organizational change (Albizu et al., 2019; De Hann et al., 2019; Wiginton & Cartwright, 2020). Thusly, a realm of uncertainty existed in accurately measuring the organization's ROI to influence change solely based on coaching. Regardless of the challenges in theoretical constructs, the need for relevant empirical studies and the need for an appropriate method to measure the influence of EC in the promotion of organizational change remained an emerging field with both challenges and opportunities. Therefore, this research adds value to existing literature that sought to discover EC's role and relationship with organizations seeking to implement change. In Chapter 3, I include the study's purpose, the role of the researcher, the research design, the research question, and the methodology. Chapter 3

also includes the procedure for securing participants, the method for data collection and

analysis, the sample size, and the process for measuring outcomes. Finally, Chapter 3

addresses the implications of the research, the dependability, confirmability,

transferability, and credibility of the measurement method, the trustworthiness of data,

and the process by which I undertook efforts to maintain research ethics.

Chapter 3: Research Method

This phenomenological study provided an understanding of the influence of organizational change through the lived experiences of superintendents, principals, executive directors, and senior leaders in public, private, and charter schools who received coaching as an intervention method. Chapter 2 addressed concepts associated with EC, transformational leadership, and organizational change concepts and models related to the research question. Several studies were reviewed to enhance comprehension of the literature that supported the research gap and the development of the research question. This transcendental phenomenological study further explored the executive leadership team's perceptions of the coaching experience and its influence in promoting organizational change.

Chapter 3 focuses on the research design used to study EC and its potential influence on the promotion of organizational change. Other critical components discussed in this chapter are the role of the researcher and the applied methodology, which identifies qualifications for the participants, strategies for assessing research sampling, and selection criteria for appropriate participants. Finally, I address the data collection and analysis process, ethical issues, data collection instruments, and the research approach and design.

Research Design and Rationale

The principal purpose of this study was to address the research question: How does EC influence the promotion of organizational change? The study was a qualitative transcendental phenomenological research approach. The phenomenological approach

consists of three primary methods: transcendental, hermeneutic, and existential (Kafle, 2011). The existential-phenomenological approach focuses on more profound, in-depth problems of human life (Zieske, 2020). The hermeneutic-phenomenological approach seeks to understand the participants' lived experiences; however, my thoughts and narrative in interpreting the information were instrumental in constructing the meanings of the data. The existential and hermeneutic-phenomenological approaches were not selected for the research approach, as I desired to gain knowledge through the participants' lived experiences.

Qualitative Research

Qualitative research approaches include narrative, phenomenological, grounded theory, ethnographic, and case study (Hancock et al., 2001). Weder et al. (2020) concluded that the narrative approach centers on the human experience and how people frame their environment and give meaning to the world surrounding them. Similarly, the research of Tessitore and Margherita (2020) of 20 West African male asylum seekers declared that the narrative approach allows people to give significance and rationale to the events surrounding their lives.

Grounded theory provides information to understand how people defined their experiences, which may or may not be verifiable and generate new theories (Hancock et al., 2001). The narrative approach and grounded theory center on the participants defining their experiences and how they give meaning, while the goal of this study was to gain knowledge of the participants' lived experiences. The ethnographic approach focuses on the researcher's observation of the participants in his or her culture to understand their

communication methods, techniques, and patterns (Hollstein, 2011). In comparison, the case study approach focuses on a small particular group or individual where the researcher's intent is to understand the phenomenon in a specified context that could be systematically investigated (Kitsios et al., 2022; Tlili et al., 2023).

I used the phenomenological research approach to collect data as appropriate for a relatively small sample size of those who had experiences associated with coaching and organizational change. It allowed me to be a part of the research process and provided different research methods, which included semistructured interviews and phenomenological methodology to capture the lived experience of the participants (see Doyle et al., 2020; Sun et al., 2020). The qualitative research approach provided me with flexibility, a method to gain an extensive understanding of the phenomena, and a combination of approaches to achieve the desired sampling size (see Doyle et al., 2020). The sample size for this research was nine participants, where all nine people were interviewed, and there was data saturation following the eighth interviewee. Doyle et al. (2020) warned that the same flexibility in qualitative research could breed inconsistencies, complacencies, and vague results, diminishing the credibility of the research. However, the empirical research of Hennink and Kaiser (2022) indicated that achieving data saturation during data collection suggested that important issues or knowledge of the phenomena began to repeat. When no new information is revealed, it means that the qualitative research has the equivalent of validity and credibility. Therefore, the qualitative research approach was appropriate for the study as it allowed me and participants to engage in the data collection process.

Interviews

Interviews are frequently used in qualitative transcendental phenomenological research to capture the lived experience of the participants. Saarijärvi and Bratt (2021) asserted that face-to-face interviews are favored when conducting qualitative research; likewise, the researcher can use video media, telephone, and online applications based on developed technology which may also be available for conducting interviews. Hence, for the data collection, I used video teleconferencing as the primary method. The second option was face-to-face if distance or scheduling were not an issue. The telephone interview was the last option and would have only been used if I did not get an adequate number of participants from face-to-face and video teleconferencing; however, the telephone interview was not necessary for this study.

This study used the transcendental phenomenological methodology. Using the transcendental phenomenological methodology allowed for data to be collected based on the lived experience of the participants. This approach also allowed the participants to describe the coaching experience reducing personal biases (see Neubauer et al., 2019). As a result, the transcendental phenomenological methodology was appropriate for data collection in this study.

Role of the Researcher

My primary role in this qualitative study was to collect and analyze data. Stenfors et al. (2020) declared that the researcher's reflexivity provides the analysis and collection of data framework and building categories to shift from data collection to theory development. Likewise, my role was to categorize and articulate precisely the data

collected to provide understanding for the reader (see Grodal et al., 2021). I functioned as the primary instrument assuming the roles of participant and interviewer.

Qualitative transcendental phenomenological research required me to be inquisitive and personally interested in the phenomenon and the connection of the subject of interest. I established a relationship with the participants, which fostered building trust, setting ethical boundaries, and assurance of confidentiality of shared conversations. The inclusion of biases was a noted phenomenon in qualitative research; hence, to minimize biases, I employed strategies to detect and exclude them from influencing the research output. A researcher's biases occur when the desires of the researcher influence the interpretation of the data or the framing of the interview question (Bergen & Labonté, 2020).

Therefore, I conducted semistructured interviews asking open-ended questions to gain insight into the superintendents', senior leaders', principals', directors', and managers' lived experiences of their coaching encounters that influenced the promotion of organizational change. The professional environment for data collection was the public school system and private and charter schools.

Methodology

This chapter identifies the sampling framework, the process for selecting participants, and the methods of collecting data. I identified the approach for data analysis using both qualitative data analysis software and personally engaging the data to identify themes and categories. A critical element of the study was data saturation; therefore, I included nine participants to ensure the study's trustworthiness. Although data

saturation was reached, enough information was collected through the semistructured interview process to add value to existing research.

Participant Selection Logic

Purposeful, snowball, and convenience sampling were chosen as the sampling framework for identifying and selecting the appropriate participants to support the qualitative research approach and reaching the adequate sample size to acquire data saturation. I used purposeful and convenience sampling to identify and select participants in the data collection process. Purposive sampling is a strategy where the researcher uses their judgment to select participants who provide information-rich, appropriate views on the chosen phenomenon that yield in-depth, relevant insights (Staller, 2021). Purposeful sampling was appropriate for this research as it matched the aim of the research with the possible participants (see Campbell et al., 2020). Likewise, purposeful sampling enhanced the collected data's rigor, dependability, transferability, confirmability, and trustworthiness (see Campbell et al., 2020). The research noted that convenience and purposeful sampling were limited to the subgroup chosen, restricting external validity (Andrade, 2021; Obilor, 2023). Nevertheless, purposeful sampling fitted this research as it identified adequate participant representation to obtain a sufficient sample size for research trustworthiness.

I chose to use convenience sampling for this study based on the cost of travel, which limited the face-to-face encounter and the availability of multiple schools and school systems near my location. Convenience sampling is a nonprobability sampling technique where the researcher chooses the participants who possess knowledge of the

phenomenon based on easy accessibility, availability, willingness, or location (Clark, 2007; Etikan et al., 2016). The participant interviews provided valuable information; therefore, the convenience of responding on short notice of the availability of the participants improved the possibility of conducting a face-to-face interview. Emerson (2021) declared that a challenge of convenience sampling is the researcher's biases in selecting participants, resulting in a deficiency of large-scale generalization.

Snowball sampling was chosen to allow the recommendation of other potential participants from those who were selected for the interview process. Snowball sampling is the process of finding a few participants and having them recommend others that fit the criteria of the research (Baltes & Ralph, 2022). Oribhabor and Anyanwu (2019) denoted that snowball sampling is an effective method for reaching potential participants who are difficult to discover or inaccessible. Therefore, snowball sampling was an appropriate method for seeking participants for this study.

The qualitative transcendental phenomenological methodology supported a smaller sample size as data saturation was achieved. Upon approval to proceed forward from the IRB, I established appointments with multiple schools and school systems within the region. The expectation for obtaining the appropriate number of participants was to use a combination of schools and school systems to recruit eight to 10 participants. I used snowball sampling to identify other qualified potential participants who had experienced coaching during their organizational change process. Snowball sampling was beneficial for this study based on its attributes of networking and referral (Parker et al., 2019).

The criteria for accepting the participants for the study was a minimum of four coaching sessions and 5 years of service in a senior leadership position (see Appendix A). Therefore, screening the participants was necessary to ensure that the study's results were based on the coaching of the individuals with the appropriate positional experience, number of coaching sessions, and indirectly, age was maintained. The age factor was evaluated based on a calculation of a beginning reference point of 18 years old plus a minimum of 4 years of college and 5 years of service in the senior leadership position who engaged in the organizational change process. I identified eight to 10 participants who met the research participant criteria of (a) having a minimum of four coaching sessions, (b) being in an organization that experienced a need for change, and (c) having 5-plus years in executive leadership. In qualitative research, sampling that resembled the general population was critical; collecting data from the subgroups improved the data's authenticity (Topping et al., 2021).

Upon receiving the notification of individuals' intent to participate, I emailed the invitation to participate letter to all participants. Then, I outlined the data collection process to the selected participants. The next step was sending an introductory letter to the chosen participants, followed by an initial phone call or email to establish appointment times and share what the participants would receive, such as the informed consent form, letter of invitation, and privacy and confidentiality statement (Appendix B).

Instrumentation

In the qualitative transcendental phenomenological study, trustworthiness was a vital criterion. Using the appropriate instruments also produced the data's vigor and trustworthiness, which will be discussed in a future chapter. In this study, I was the primary instrument. Other instruments included the pre-constructed and approved interview questions, audio/video recorders, and cameras when permitted. The instruments used in this qualitative transcendental phenomenological study helped me to discover information from the lived experiences of the participants addressing the research question of how EC influenced the promotion of organizational change.

The data collection process used semistructured, open-ended questions where each interviewed participant was asked the same questions in the same order. However, if the participant answered a future question during the interview, I skipped that question in the rotation or asked if the participant would like to add anything. The interview involved asking questions, listening to the participant explain their experience, and asking one or two probing or follow-up questions to gain clarity on any subject that could be misinterpreted in the data analysis. Video teleconferencing technology, such as Zoom, was the first option of the interview process, with face-to-face as the second option, and the telephone was the last method of choice for conducting the interviews.

Research presented arguments for and against the notion that telephone or videoconference technologies were as effective as face-to-face interviews. In a study with more than 300 interviews, in-person interviews produced more significant conversational engagement and a greater concentration of words for translation and field notes; however,

the length, interviewer rating, and coding were similar (Johnson et al., 2021). Archibald et al. (2019) indicated an innovative videoconferencing platform was highly appropriate in the data collection where the use of interviews was the instrument. Basch et al. (2021) noted that videoconference technologies provided more flexibility and minimized cost; the face-to-face interviews produced higher performance ratings in presenting nonverbal responses and social presence. I used the videoconference technologies approach as my primary method and the face-to-face interview as secondary. The telephone process was also available.

Procedures for Recruitment, Participation, and Data Collection

The recruitment and participation of superintendents, senior leaders, principals, directors, and managers within the schools and school systems who had also, at minimum, completed four coaching sessions and had 5 years of service in leadership positions were the sought participants for the study. Negrin et al. (2022) noted four critical components for successful recruitment: laying the groundwork, the recruitment plan, building rapport, and participants' motivations. Additionally, Connor et al. (2022) suggested that success in recruitment centers on trust, referrals from professional partners, and the participants' motivation. Phone calls, emails, texts, and site visits were also incorporated into the recruitment process. School personnel within the school systems may also be consulted for my introduction to superintendents, senior leaders, principals, directors, or managers. Finally, I used snowball sampling to secure referrals and the names of other participants who might support the study.

The requirements for participants, as listed in Appendix A, established the appropriate candidates for the study. I received the nine participants who had the appropriate number of coaching sessions; therefore, I did not have to alter to the requirements. The noted criticism of qualitative research is that the researcher's intrinsic biases, lack of analytical discipline, and transparency cause the researcher's credibility to be questioned (Shufutinsky, 2020). However, Shufutinsky (2020) suggested that using tools such as self-bracketing, self-transparency, code-checking, mirroring, self-exclusion, and reflexivity increases confidence, trustworthiness, and credibility. Wood et al. (2020) noted that the researcher's ability to establish confidence with the readers enhances credibility. Wood et al. identified four components: transferability, consistency or dependability, confirmability, and truth value in establishing trustworthiness and confidence.

Establishing a reader's confidence in the findings requires the author to demonstrate the trustworthiness of the research process (Golafshani, 2003; Lincoln & Guba, 1985): its credibility or "truth value," applicability or "transferability," consistency or "dependability," and its neutrality or "confirmability" (Lincoln & Guba, 1985; Wesley, 2014). Achieving these four criteria of trustworthiness required me to be explicit about the process used to interpret the evidence, the rationale for that process, and to be open with one's data so that findings may be verified (Lincoln & Guba, 1985).

The qualitative approach was the chosen data collection method, which allowed me to retrieve data associated with the participants' lived experiences. Semistructured interviews were conducted to receive information from participants with lived

experiences of coaching and organizational change. Three venues were selected to seek participants: the public school system, a private school, and a charter school. The second phase of the research was to get a signature from the proper authority on the "Letter of Cooperation." Retrieving the "Letter of Participation" proved challenging as identifying the correct person to sign the document without making them feel guilty or violating data collection ethics. Several public-school systems were contacted, and there was rejection on three different occasions based on what they felt might violate their legal processes of solicitation. Once a clear rejection was received, a polite "Thank you" was given and no further contact with that organization was made. The school system that agreed to participate in the study signed the "Letter of Cooperation" and the names and email addresses of employees who might participate, and this became a venue for data collection.

Data collected came from superintendents, senior leaders, principals, directors, and managers with experience in the schools and school systems. The interviews consist of warm-up interview questions (Appendix E) followed by questions that guide the interview of selected participants seeking to answer the research question. To ensure consistency or dependability, the same questions were posed to each participant in the same order. Janis (2022) noted that the researcher's reflexivity is critical in establishing dependability. The research is an important element of the investigational process.

Qualitative research emphasized my functioning role in data collection by establishing credibility, transferability, dependability, and confirmability, which enhanced the trustworthiness of the data (Archibald et al., 2019). Similarly, Linneberg

and Korsgaard (2019) asserted that the researcher is the participant in the qualitative

research and is responsible for collecting or managing the data. In my study, I employed

either face-to-face semistructured interviews or video teleconferencing to collect data.

Being the data collector allowed me to control the data's consistency and establish the

research's credibility, transferability, dependability, and confirmability. The interviews

were completed within the allotted time, and no follow-up interviews were necessary.

Measuring the frequency of data collection in qualitative research is not standard

practice, as data collection is based on the participant's availability. Erickson (2012)

declared that qualitative research focuses on the discovery of knowledge of the

participants rather than a standard calendar of events. The data collection for this research

was based on the participant's availability. This plan of action included the interview, the

translation of data, and the coding. After completing three interviews, I began manual

coding and comparing the data, using NVivo to assist in additional analysis and

confirmation of the manual coding and Sonix AI software was used to transcribe.

The planned duration of the interviews was between 45 and 60 minutes,

preferably face-to-face or video teleconferencing with the telephone as the last option

(see Appendix B). The semistructured core interview questions found in Appendix E

guided the interview process; however, each participant's engagement with the questions

established the amount of time needed and the number of questions completed. The

semistructured interview allowed me to obtain in-depth information on the lived

experience of the participants (see Ruslin, 2022). The trustworthiness, dependability, and

confirmability of the data were maintained by asking the interview questions in the same

order to all participants. The interviews were recorded with a digital recorder and Zoom recording that could be uploaded to a secure source and password-protected to maintain the participant's information in accordance with the APA Code of Ethics 4.01, 4.03, and 8.03 (see American Psychological Association, 2017).

I informed each participant that they may exit the interview process at any time, and that I would share the collected, transcribed information with them so that they may validate the content. Upon the participant's validation of the accuracy of the data, I reassured them that their information would be safeguarded, that their identity would not be revealed in any published documents, and after 5 years, the data would be destroyed as established by the APA Code of Ethics 6.02 (see American Psychological Association, 2017). A letter of thanks was provided to each participant.

Sonix Ai software transcribed data in the speaker one and speaker two formats. After the transcription, I listened to the recording and compared the recording with the transcript, correcting the transcript to match the information on the audio. Also, all identifying names, locations, and words that could violate the participant's anonymity were removed. Each participant received a copy of the transcript for validation and was asked that if discrepancies were found, they should notify me within 3 days. If there were no discrepancies, no response was necessary. No responses were received. All interviews were conducted without variation or noteworthy circumstances associated with the processes specified in Chapter 3

The data analysis process for this study involved manual coding, Sonix AI, and NVivo to assist in analysis. Sonix AI software was used to transcribe and validate the

authenticity of the participants' interviews. It allowed for the evaluation of transcribed

data while simultaneously listening to the actual interviews, enabling real-time

corrections to the transcriptions. After removing all personal identifying characteristics,

discrepancies, and incomprehensible words, a second assessment of the transcript using

the modified copy was conducted to ensure the participants' original intent was preserved.

Each participant received a copy of the transcribed interview and was given three days to

respond regarding any discrepancies in the content or context. If no response was

received, the transcription was considered authenticated.

The next step in the process involved manually analyzing the data. The

transcribed data was reviewed using open coding to identify codes, categories, and

subthemes. Qureshi and Ünlü (2020) suggested that the open, axial, and selective coding

approach, developed initially to support grounded theory, can also benefit novice

researchers' data analysis efforts. Initially, I revisited the transcripts to identify common

open codes across multiple participants. The next step was axial coding, where I looked

for relationships and similarities among the codes, combining them to create distinct

codes representing multiple responses. The final stage of manual coding was the selective

coding phase, where I grouped codes and developed categories based on numerous codes.

Although themes identifiably manually, I was able to use NVivo to identify additional

open and axial codes.

The subsequent action in the data analysis process was to upload the transcripts

into NVivo to thoroughly examine the data, identify patterns, and develop themes. The

results obtained from NVivo were then compared with the information from the manual

coding process, and themes were subsequently defined. Although NVivo offered two data analysis methods, namely auto coding and manual coding, the student package did not include the auto coding feature; therefore, manual coding was employed. The information was integrated after the data analysis using NVivo and the manual coding, and the final codes, categories, and themes were determined. The ultimate outcome of the data analysis revealed the connection between the participants' information and the research question's aim to examine the influence of EC on organizational change.

The thematic analysis was used to guide the data analysis process for this study. Lester et al. (2020) suggested that new researchers follow the thematic analysis process based on its detail and analytic approach to qualitative analysis. The thematic analysis approach centers on seven steps.

Step 1: Prepare and Organize the Data for Analysis

In this data analysis phase, I organized the collected data by combining the notes from all interviews and the audio and video teleconference recordings, converting them to either MS Word or PDF format (see Lester et al., 2020). This phase also included organizing collected data into datasets for thematic analysis and importing them into NVIVO.

Step 2: Transcribing the Data

In this study, Sonix Ai transcribed verbatim the interviews to capture the participants' audio conversations and video teleconferencing accurately. Self and professional transcription were used to prepare data for analysis to capitalize on technology and maximize time while immersing into the data. Lester et al. (2020) noted

that professional transcribing is commonly used; however, self-transcription enables the researcher to understand the participants' perspective and how to align the data in the future.

Step 3: Becoming Familiar with the Data

Familiarity with the data was essential to data analysis and the data organization plan. I made sure to thoroughly familiarize myself with the data before beginning the analysis and organizing process. After receiving interviews from nine participants, I used Sonix Ai to transcribe the data. I carefully read the transcribed data while watching the video and listening to the audio, making necessary corrections to accurately reflect each participant's words and gestures while removing any identifying information. During this reading, I also eliminated any incomprehensible words and put into my memos participants' significant statements and gestures. In the second reading, I identified codes and removed any additional recognizing factors of the participants, and after the third review, I created a total of 42 codes. Subsequently, I inserted the transcribed interviews into NVivo, where I identified seven additional codes, bringing the total to 49 when combined with the codes from my manual coding process. This process yielded seven categories and three themes.

Step 4: Memoing the Data

The use of memos assisted me in emerging deeper into the data. Memos were my conversation with the data, highlighting areas for more in-depth analysis and identifying any biases (see Lester et al., 2020). I used memos to identify areas in the data that I

interpreted as critical in addressing the research question or that needed additional
research beyond this study.

Step 5: Coding the Data

Coding the data involves assessing the statements, experiences, and reflections
from the transcribed data of the participants to establish the highest level of inference
(Lochmiller, 2021). Lester et al. (2020) suggested approaching the coding of the data in
three phases, and I used all three: in the first phase, I descriptively applied codes; in the
second phase, I re-engaged the data more critically and assigned additional codes to reach
an increased level of inference; and in the third phase, the codes were assigned,
connecting my theoretical and conceptual framework and the data. The coding process
solidified the intimate relationship between me and the data.

Step 6: Moving From Codes to Categories and Categories to Themes

In this phase, generating categories and themes from the codes responded to the
research question: How does EC influence the promotion of organizational change? This
process built upon Step 5 by inductively engaging the data to create categories and
themes. The applied format for this study was to evaluate the identified codes, assign
them to a category, and then establish themes. I created the categories and themes from
results of the manual coding and the additional codes of NVivo. I then applied a personal
assessment of the codes and combined similar codes and created seven categories. The
seven categories were then assessed in relationship with the research question and three
themes were developed.

Step 7: Making the Analytic Process Transparent

Making the data collection process and analytical process of coding, categorization, and identifying themes transparent and replicable increased the trustworthiness of the qualitative study (Pratt et al., 2020). Lester et al. (2020) cited that building trustworthiness includes documenting and sharing the researcher's analytical methods' mapping, transparency, and frequencies. Transparency in this study was a documented audit trail and sharing of the methods for data analysis.

Issues of Trustworthiness

Transferability

Transferability was another critical component of trustworthiness in this qualitative research. Transferability is the process in the research findings where the information of this study can be expanded in someone else's study of similar interest (Stahl & King, 2020). The trustworthiness of the transferable information was only possible when I provided a detailed description of contextual information of data collection, the organizations where data was collected, those that impacted the data collection, and the methods and timeframe of the data collection (see Stahl & King, 2020). I journaled the findings of the research and the challenges associated with the previous detailed description of contextual information of data collection to establish transparency of the study.

Dependability

Dependability was another aspect of trustworthiness whereby it was necessary to convey my entailment of the study. I allowed peer researchers to read and provide

interpretation to field notes to build the dependability of the research (see Stahl & King, 2020). I had a peer researcher scrutinize the data and provide her analysis and feedback. The peer review causes researchers to be conscious of what is deemed fact instead of what is interpreted (Stahl & King, 2020).

Confirmability

Confirmability in transcendental phenomenological qualitative research is the researcher's willingness to seek an objective reality of the data findings. Nguyen et al. (2021) opined that presenting an audit trail of how the original data sources connected with the research methods establish confirmability in qualitative research. Confirmability in this research was my desire to remove personal biases and maintain pure data transcription and analysis (see Stahl & King, 2020). This study included an audit of where and when data were collected, the transcription process, and when and who performed the peer review.

<p align="center">**Ethical Procedures**</p>

Ethical consideration was followed during the research process to ensure all participants were engaged according to the IRB's ethical requirements. The collection of data was predicated on approval from the IRB. Notable concerns in ethical compliance were the participants' privacy, data protection, and cyber security when using video teleconferencing and physical security (see Khan & MacEachen, 2022; Okumu, n. d.). The practice of confidentiality, informed consent, truth-telling, data protection, the principle of autonomy, and who will have access to participants' data was maintained throughout the study (see Varkey, 2021). All participants received an Invitation to

Participate letter describing the interview protocol (Appendix D). After receiving

confirmation from the individual willing to participate, the consent form was emailed

requesting verification of consent by a return email stating, "I consent." To maintain

confidentiality, respect, and protection of each participant's information, I observed the

ethical standards set by the American Psychological Association Code of Ethics (APA)

and Walden University IRB (see American Psychological Association, 2017). I obtained

approval from the IRB on the appropriate method for recruiting potential participants and

invited them by email to volunteer to participate in the semi-structured interview of the

study. To protect each participant's confidentiality, no names or pseudo-names were used

in the transcript or publication of the data collected. I provided personal safeguarding of

all transcripts and digital files in accordance with APA ethical standards 6-*Record*

Keeping and Fees and 4-*Privacy and Confidentiality* (see American Psychological

Association, 2017). The protection includes passwords and physical protection of files

and the deletion of and destruction of consent forms and information sheets after 5 years.

Summary

In this qualitative transcendental phenomenological study, I sought to understand

the lived experiences of superintendents, principals, executive directors, directors, and

managers who received EC amidst an organizational change. The transcendental

phenomenological study was the most appropriate methodology for exploring the

influence that coaching has on the promotion of organizational change. This chapter

included descriptions of the participants, data collection methods, and the data analysis

process. The data have been presented in a nonbiased manner to ensure the

trustworthiness of the research. This chapter included the research design and rationale, the role of the researcher, the methodology, the instrumentation, the data analysis plan, issues of trustworthiness, and ethical procedures. Chapter 4 includes the results and analysis of the collected data, the analysis process utilized, and the trustworthiness of the data results.

Chapter 4: Results

This transcendental phenomenological qualitative study was formulated to research the lived experiences of educators in leadership roles who underwent EC while navigating organizational change. The goal was to gain insight into how EC impacted their decision-making process from their unique perspectives. The study focused on the research question: How does EC influence the promotion of organizational change? Understanding educational leaders' processes to drive organizational change was necessary and attractive. As Locke et al. (2024) noted, successful implementation of change processes is critical to student academic success.

In this chapter, I focus on the demographics, setting, recruitment process, participant experience, and data analysis and validity. This study's demographic included senior leaders from the public school system, charter schools, and private schools. I used semistructured interviews via face-to-face and video teleconferencing sessions for data collection. The interview questions were used to gather knowledge of the lived experiences associated with the research question and the number of years in senior leadership. It was essential to use the transcendental phenomenological inquiry to understand the role and influence of the coach in the decision-making process and the impact coaching made in the organizations' efforts to promote change. The semistructured interview included three questions that collected information on the participant and 10 questions that focused on EC and organizational change. (see Appendix E).

The study implemented strict research protocols to ensure the data's accuracy, credibility, and dependability. The interview process included consistently asking each participant identical questions and utilizing video and Zoom recordings. Sonix Ai was used to transcribe the interviews, enabling a verifiable, side-by-side review of the text while listening to the original recording. Furthermore, in the coding process, I utilized manual coding and NVivo 14 software to facilitate the identification of open codes and axial codes, which led to categories that combined codes and, finally, the development of themes that addressed the research question.

In this chapter, I include interview results, the results from the data collected, a discussion on the trustworthiness of the data, and the data analysis procedures. Also included is the discussion based on the themes associated with the research question and codes associated with the themes. Finally, this chapter concludes with a summary of the meaningful components of the study and an introduction to Chapter 5.

Research Setting

A transcendental phenomenological qualitative research method was used for this study, including one-on-one semistructured interviews with open- and closed-ended questions and follow-up questions to provide additional supporting information. The transcendental phenomenological approach was selected because it examines the participants' lived experiences and perceptions of the coaching engagement without the researchers' preconceived ideas (see Moustakas, 1994). The application of the transcendental phenomenological approach restricted my biases and external influences, which could have affected the trustworthiness of the data.

To collect credible data, I endeavored to have a safe environment and relaxed conversation with each participant. The interview questions, the interview process, and the data analysis were structured to allow the participant space to elaborate on the coaching experience and aimed to provoke responses to the research question. The study captured each participant's perception of coaching and their lived experiences. The interview questions allowed them to expound until they exhausted all information associated with the questions. It was understood how the coaching experience contributed to personal and organizational changes. A second goal was achieved in the understanding of the ROI of the client because of EC.

Demographics

The final sample included nine participants, seven of whom were male and two of whom were female. Four participants were between the ages of 41-50, while one was 30 to 40, and four were 50 and above. The years of service in senior leadership ranged from 9 years to 43 years. Three participants held leadership positions from 5 to 15 years, two between 16 to 25 years, and four served 26 or more years. All participants had received a minimum of four EC sessions, and one had continual coaching for over 2 years. The demographic findings were not part of the assessments; however, they provided an image of each participant's characteristics.

Data Collection

After obtaining approval from the Walden University IRB, I initiated the recruitment process through the Walden University Participant Pool and contacted the public school system, a private and charter school to recruit participants. To keep track of

the people I contacted via email, phone call, or text, I created an Excel spreadsheet and recorded the details of our interactions. I reached out to 15 potential participants and shared the Invitation to Participate letter as a follow-up. Out of those 15, eight agreed to participate, while one was excluded because of their limited leadership experience. Two additional participants also agreed to take part, and I promptly sent them the Letter of Consent. Within 2 weeks, eight of the nine interviews were completed, while the last one took place in the fourth week.

During the onsite interviews, I utilized a computer to capture both video and audio, along with a handheld device for redundancy purposes. Those who opted for a video teleconference were recorded primarily through Zoom, with a handheld device serving as a backup. The interviews were typically between 15 and 45 minutes in duration, with all participants situated in a secure and quiet environment to ensure minimal disturbance throughout the process. The transcribed data from the interviews was manually reviewed multiple times, manually analyzed, and then uploaded into NVivo for additional analysis.

Data Analysis

To guide the data analysis process, I utilized the thematic approach, which involved transcribing nine interviews using Sonix and manually coded as-well-as uploaded the data into NVivo. Through a step-by-step analysis process, three themes emerged that represented the research question, along with 12 axial codes and two subcodes. The transcripts were read multiple times to become familiar with the content of each interview, identify codes, develop categories, and create themes aimed at reaching

data saturation. After the eighth interview, the same themes and codes began to be prominent; however, I only had two venues, and the third site, which was the charter school, had agreed to participate; therefore, I added the ninth interview. Memo notes were taken throughout the readings of the transcribed interviews to define pertinent information and locations within the documents.

While analyzing the data, open codes, axial codes, categories, themes, contextual connections, and synthesized insights for each participant were identified as the results. The codes were color-coded, and a codebook was generated in NVivo and exported to Microsoft Excel to establish a chart for categories. NVivo also recorded the number of files and references associated with the codes and themes, which assisted with identifying the frequency of similar coaching influence. This information was part of the data analysis process. I used the 7-step process outlined in Chapter 3 and associated with the thematic analysis approach for the data analysis process. Data were transcribed using Sonix and analyzed manually and with NVivo following the seven steps of the thematic approach, which assisted in identifying three themes, seven categories, 12 axial codes, 49 open codes, and two subcodes. (See Table 1).

Table 1

Codes and Categories

Open codes	Axial code	Subcodes	Categories
1. Career development	Assessments		Growth, evolution and improvements
2. Staff retention	Processes		Results of effective communication
3. Roles and responsibilities	Responsibilities		Impact on the organization's outcome
4. Personal growth	Communication		Experiences from coaching encounter
5. Transformative power			Identifying obstacles or resistance
6. Educational excellence			
7. Task alignment			
8. Work as a cohesive unit			
9. Personal adaptability and strategic networking			
10. Team development			
11. Effective communication			
12. Improved leadership Effectiveness			
13. Increased productivity	Trust		
14. Enhancing reputation	Obstacles		Trusting relationships
15. Emphasizing cultural differences	Organizational change		Coaching's impact on implementing change
16. Motivation and expectations	Results	Goals	
17. Effective discipline			
18. Process-oriented leadership			
19. Systemic issues versus individual blame			
20. Make real-time decisions			
21. Achieving their goal			
22. Embracing collaboration			
23. Overcoming difficult decisions			
24. Personal change,			
25. Embrace leadership practices			
26. Openness to new ideas			
27. Lack of finances or resources			
28. Resistance from leadership			
29. Great experience			
30. Everything the coach said to us is very doable	Accepted challenges Accountability		
31. When you see something that's exciting you move to make the organization better	Experiences Self-awareness	Engaging coach	
32. Executive coaching was a critical mechanism for advancing			
33. Executive coaching was transformative			
34. Associated with successful and unsuccessful attempts at implementation			
35. Change requires continuous effort			
36. Maintaining patience and open-mindedness toward change			
37. Incremental improvements are prominent throughout			
38. Transformed by coaching			
39. Highlight the importance of strategic action			
40. Coach is tool for enhancing leadership strategies			
41. Leadership accountability			

Open codes	Axial code	Subcodes	Categories
42. Emphasize student-centric approaches to change			
43. Maintaining adaptability			
44. Enhancing self-reflection			
45. Enacting change and improving leadership practices.			
46. Developing personal goals,			
47. Embrace shaping the strategic plan			
48. Produced tangible results and drove school improvements.			
49. Establishing clear goals			

In the growth, evolution category, and improvement, seven participants shared details about positive personal or organizational changes that affected the school or school system. Similarly, the improvements as a result of effective communication category garnered information from seven out of nine participants. The trusting coach-client relationship category had supporting data from six participants, while the impact on the organization's outcomes category also had input from six. Eight out of nine participants' data filled the coaching's impact on organizational change category, which was the fifth. All nine participants' experiences with the coach were mentioned in the interviews and shared in the sixth category, experiences from the coaching encounter. Lastly, eight out of nine participants provided information that fit the seventh and final category, identified obstacles or resistance.

The themes and categories presented in Table 2 were derived from the interviews of nine participants, yielding valuable insights into addressing the research question. By consolidating similar categories, I identified three relevant themes that directly address the research question. Additionally, the open codes, axial codes, and subcodes were exclusively developed from the interview data and assigned to the appropriate categories. During the transcription phase, I carefully compared the data to ensure accuracy,

conducting a thorough side-by-side comparison of the video, audio, and transcribed files to verify that participants' statements were accurately recorded. Personal identifiers and any potentially identifying information were meticulously removed. A second side-by-side comparison was performed to ensure that the original intent of the participants was maintained during the validating process while also eliminating any additional personally identifying characteristics.

I proceeded by analyzing the data to identify similar open codes among the participants. I selected manual coding and NVivo to analyze my data to ensure its transferability and trustworthiness. I manually analyzed the data using an Excel spreadsheet to collect similar statements from each participant and assign codes. This process yielded 38 codes. Afterward, I carefully reviewed the files to ensure no pertinent information was overlooked. I was content with my assessment and proceeded to input the information into NVivo, a powerful tool for organizing data from various sources and facilitating a rigorous analytical process (see Dalkin et al., 2021). NVivo was instrumental in analyzing the data to ensure its transferability and trustworthiness and comparing the results with my manual coding. This analysis revealed four additional codes and two subcodes, bringing the total number of open codes to 49 and two subcodes.

Finally, I aligned the open codes and participants' similar statements to identify the axial codes. I narrowed the open codes by combining similar codes and the participants' intent into 12 axial codes and two subcodes representing the participants' responses (See Table 1). Subsequently, the axial codes were grouped to generate

categories that combined the intents of similar groups of participants. Seven categories were created that expressed the global consensus of the participants in collaboration with the research question, generating three themes (see Table 2).

Table 2

Categories and Themes

Categories	Themes
Growth., evolution and improvements Results of effective communication	Characteristics that Influence Change
Impact on the organization's outcome Experiences from coaching encounter Identifying obstacles or resistance	Impact on organization
Trusting relationships Coaching's impact on implementing change	Influence of executive coaching

Evidence of Trustworthiness

In conducting the study, I utilized qualitative research methods. While quantitative research aims to address generalization, reliability, and validation, qualitative research focuses on the trustworthiness of the data (Haq et al., 2023; Parsakia et al., 2023). In the assurance of the validity and rigor of this qualitative study, the four dimensions criteria were incorporated: credibility, transferability, dependability, and confirmability (see Enworo, 2023). In order to further establish the trustworthiness of my findings, I provided each participant with a copy of the transcript to review and validate the accuracy of the transcription process.

Credibility

According to Wood et al. (2020), credibility pertains to the researcher-reader relationship where the data aligns with research goals, the researcher's perspective,

research procedures, and the research's nature and scope are evident in the outcomes. During data collection and analysis, I adopted the epoche perspective, which captured participants' fresh lived experiences, transcribed their interviews, and shared the transcript for translation validation. The transcript approval by the participants served as the basis for data analysis, which followed a strict thematic analysis approach outlined in Chapter 3. Reviewing the transcribed interviews, I learned how easily biased opinions can affect the data. However, the thematic approach left no room for personal interjection of thoughts. The seven steps to follow for the thematic approach are detailed in Chapter 3.

Transferability

Stahl and King (2020) declared that data's transferability means it can be shared with another researcher with similar interests. Although the qualitative study has a small sample size, the lived experiences generated in-depth information on the subject matter and the phenomenon of interest. Transferability effectiveness occurs when the researcher clearly defines the content of the data, ensuring that other readers can identify parallelism between their lived experiences and the information provided in the study. Therefore, a step-by-step approach to the data analysis, data collection, setting, and demographic of each participant is presented in this chapter to provide readers with the opportunity to assess the data in a broader framework that supported other situations (see Johnson et al., 2020). Therefore, a concise description of how interviews were conducted, recorded, transcribed, and validated is provided. A description of the support of the themes, codes, and subcodes and their relationship with the research question is also provided.

Dependability

Qualitative research required the consistency and dependability of the data, and my approach to data management aided in determining the data quality and trustworthiness. I prepared 10 primary questions and four secondary questions and asked them in a systematic method to each participant to maintain data alignment. The study did not require any adjustments to the questions or processes to conduct the interviews and secure the data. Data security is critical as it assures the participants that the study protects their identity; therefore, I followed the ethical protection of data procedure outlined in the Consent Form. The interviews were returned to each participant for validation of transcription accuracy. The outline of the instruments for data collection and analysis was provided in Chapter 3; the research used specified instruments that aided in answering the research question. This study was designed to provide other researchers with a mapping of the procedures and instruments that can be replicated.

Confirmability

The final component of the four dimensions criteria of trustworthiness is confirmability, where the reader is convinced that the researcher's rendition of study results and interpretation is based on data and not personal biases. I created the interview questions that were associated with the research question, presented them to my research chair, and modified them based on his recommendations. I also presented them to the committee member and modified them a second time based on her suggestions, then presented them to the participants in sequence each time. The interviewee was allowed to

answer the questions without any interruptions, and then I proceeded to the next question. The interviews were transcribed and saved and sent to each participant for verification.

Study Results

My study involved nine individuals, with Sonix utilized for data transcription and manual coding as the primary tool for data analysis and NVivo 14 employed to affirm and add consistency to the findings of the manually coded data. The interview questions were created to address the research question: How does EC influence the promotion of organizational change? This segment expounded upon the codes, subcodes, categories, and themes derived from the manual and NVivo data analysis. All names and identifying information were omitted, and each participant was identified as P-1 through P-9 for confidentiality. Relevant excerpts from participant interviews were included when discussing findings to provide context; however, there were no excerpts from each participant each time, only the relevant information.

Themes

In the course of my interviews, the impact of EC was apparent in responses pertaining to the factors influencing change, such as a deeper commitment to the organization, increased self-awareness, a shift in leadership style towards greater inclusivity, acceptance of challenges, accountability, and heightened self-awareness. The findings from the coding process and the research question helped to define seven distinct categories.

Theme 1: Characteristics That Influence Change

The first category, growth, evolution and improvements, examined the experiences of many participants and the organizational aspects that drove change. The interviews highlighted how EC contributed to personal and professional growth, as well as the implementation of sustainable change. P-5 emphasized that the influence of EC was directly linked to their personal and professional development. P-4 stressed that coaching led to a recognition of the need for ongoing adaptation and improvement, underscoring that change is not only large-scale transformation but also incremental progress, which improved the relationship between leadership and teachers, consequently benefiting students directly. P-4 shared,

I gained knowledge that helped me to implement sustainable change. You gotta always be in a mode of being willing to adapt, change and improve, you know? So you know what is changed. Change is really mostly about the steps that are incremental that you take to make yourself better, to make your organization better. Mhm, I never believed in the idea of a big change because to me, big change, when it's pursued, is a big change, and transformation b and it fails.

The findings from P-4 and P-5 revealed that a significant number of participants acknowledged that EC played a crucial role in raising their awareness of the need for personal and professional development. Additionally, coaching was cited as a catalyst for growth, evolution, and enhancement within the school systems.

The next category established was outcomes of effective communication. Participants noted that effective communication played a crucial role in aligning and

reinforcing essential leadership tasks, emphasizing the significance of team development, and fostering more meaningful dialogue. Understanding the objectives of the schools or school system and the personal dynamics of the leaders was identified as pivotal in driving change. Many participants highlighted that effectively communicating the goals set by the board and those of the school or school system as essential elements in implementing and sustaining positive change. P-7 emphasized that improved communication and transparency among team members was a key outcome discussed during coaching and contributed to achieving a more effective organization:

And I found that, um, how we improved was collaboration, communication all of the time. And, just that honest feedback as well. I don't, you know, I don't think I did that as well as I could. What do you guys think? How can we improve constantly looking at improving the situation, improving ourselves, and build a stronger educational organization as well as we go through?

Similarly, P-2 emphasized the importance of effective communication in the organization's successful implementation of change. They highlighted the collaborative nature of communication throughout the entire process, starting with the coach-coachee relationship and extending to those involved in frontline implementation. A crucial aspect of effective communication was the clear articulation of the necessary steps for success, from the initial idea to actual implementation. P-2 mentioned that having well-defined process steps provided motivation to see the process through to completion and that the outcome was not as successful when the steps were not communicated effectively:

I think coaching made a huge difference because sometimes we weren't sure what to do. So as we followed the steps, I think what has been most effective is when we have steps to follow. But when that didn't take place, it was not as effective. But now, with the new coaching experience that I've had, uh, there have been steps, there are follow-up steps, and the coach is, readily available where we can communicate it. It's not a one-shot deal where the coach just comes in and says, "Hey, I presented this, do what you want to with it." The coach meets regularly, um, with us to continue organizational change, because when there's a change in leadership, as there has been in my organization, uh, sometimes people don't know what to do. If you've been in this business doing it yourself for so many years, then you can't always remember everything to pass on to the next leader and the schools suffer. Okay.

The two categories, growth, evolution and improvements, and the results of effective communication, along with the research question to gain an understanding of the factors of EC that influence the promotion of organizational change, generated my first theme, characteristics that influence change. The next theme, impact on organization, was derived from three categories, impact on the organization's outcome, experiences from the coaching encounter, and identifying obstacles or resistance.

The initial theme, characteristics that influence change, was formed from the two categories growth, evolution and improvements and the results of effective communication, as well as the research question aimed at understanding the factors of EC that influence organizational change. The results from reading and rereading the

interviews, along with the data analysis, indicated that characteristics from the participants' coaching encounters existed that influenced both personal and organizational change. Following this, the subsequent theme, impact on organization, was developed from three categories: impact on the organization's outcome, experiences from the coaching encounter, and identifying obstacles or resistance.

Theme 2: Impact on Organization

The analysis of the three subcodes showed that EC brought to light certain participant characteristics that directly impacted the organization's objectives, the engagement of frontline workers, and the educational experience of the students. Many participants' collaboration and trust in the coach extended beyond their individual relationships and influenced the organization's culture, fostered top down and bottom up collaboration, and trust among colleagues in the processes associated with change. Approval of the coaching encounter by P-4 demonstrated an acceptance of a holistic approach that includes collaboration and acceptance to implement sustainable change:

> I think the biggest impact is, once I accepted that I needed to do something different, I was able to see the benefit of coaching. You know, uh, within the organization and on the organization. So, somebody else has got a better idea. Okay. Changing and learning is really about discovering new ideas and beginning to put it in practice. And where I think coaching helped me reminded me to keep my mind open about doing things so that everyone can get better. Okay.

The participants emphasized the impact of their experiences from the coaching encounter, the second category, on their organizations' abilities to implement and sustain

appropriate changes. Most of the participants described the results of their coaching

encounter as transformative, practical, challenging, evolutionary, and supportive, among

other attributes. They expressed increased confidence in the role of the coach in

developing strategies that affect the organization's outcomes. Additionally, P-2 provided

examples of both positive and not so positive coaching effects, emphasizing their impact

on the organization's objectives:

> I have actually been coached recently and it has been a great experience. Um, I
>
> can see people just chomping at the bit to get it done. I have been excited because
>
> I know that everything the coach said to us is very doable. With that being said, I
>
> have really tried to push almost, you know, to the point where they're like, okay,
>
> we know, um, but you got to slow down a little bit because when you see
>
> something that's exciting to make the organization better, then I really push
>
> through it. And, my experience, my most recent experience has been great. Some
>
> of my other coaching experiences, um, I don't know if it was just the fact that
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> executive coaching was so new that it didn't really have its effect. Just about three
>
> years ago, I went through executive coaching, and I thought the coach did a good
>
> job. And we, um, charted some takeaways and things that we needed to do and
>
> needed to monitor. And it started off really powerful, and somehow it kind of lost
>
> its steam and, um, we never finished the process.

The final category of the second theme was identifying obstacles or resistance.

Many factors were highlighted by the participants as obstacles that affected the outcomes

of the organization that were realized in coaching. Several participants noted that

coaching helped to identify personal, leadership, and procedural obstacles that had influenced the sustainability of changes offered in the school systems. Consistent throughout the interviews, it was leadership that was most discussed as a significant obstacle in the organization's efforts to implement and sustain change. Leadership was not the sole contributing factor, as processes, blame, discipline and motivations were identified as additional obstacles that had a significant influence in the organizations' efforts to perpetuate change. Several participants stated that EC caused them to assess themselves to understand their role in the obstacles and to develop strategies to address personal and organizational changes. EC was also credited with aiding to broaden their perspectives of root causes. P-6 experienced an obstacle when a leader departed from the company, and it was realized that most of the trust, confidence and dependence had been thrust upon them and how the departure further exposed the lack of leadership. The question to this senior leader was "What were the obstacles that impacted the organization's efforts of change?" P-6's response was as follows:

> A change in leadership in the department? Um, we had a champion. I think every department, every leadership organization, every team needs a champion. And that champion is not always the smartest, brightest person. It's the person that can leverage the most to advance the initiatives. And, um, we had a phenomenal leader, um, who not only was just great at completing tasks, but her influence was there because these senior leaders trusted her, right? Like, trusted her. So, anything that our team needed, we got it. Well, that person ended up leaving the organization. And the mistake, I think in hindsight, was that our leader was too

aligned. Our team was too aligned to one leader. And that favor, uh, was not

always affirmed. And so once that leader left, our celebrity left, our influence left,

um, and so that was, uh, a major obstacle for us, how we navigated that. Well, that

leader left. She had to leave, uh, the organization.

The dynamics of one team member created an obstacle that affected the overall

outcome of the organization. Both positive and negative results in three different

categories had an influence on the organization. Similarly, the positive impact of EC

experiences on the organization's outcome was also noted. This leads us to our final

theme, the influence of EC.

Theme 3: The Influence of EC

The influence of coaching was found to be based on two main categories: trusting

relationships and coaching's impact on implementing change. Participants emphasized

the importance of a trusting relationship with the coach in helping them to propose and

implement change. One participant, P-4, mentioned that being inspired to respond came

from the various coaching styles and recommendations, particularly those that did not

confine them to a strict leadership format. The consensus from eight out of nine

participants was that coaching encouraged them to think outside the box. Some

participants initially hesitated to embrace certain strategies, but it was the coach's

confidence and trust in them that ultimately led them to trust the coach and the change

process. P-2 noted, "Some lessons learned through this process might be for anyone being

coached. Trust your coach, build a relationship with your coach, and don't be afraid to

take risks."

Similarly, P-1 shared an experience during a time when implementing sustainable change was crucial, stating, "So the process was different. Yeah. But I think what's also uniquely different was that our work, that relationship with leadership, trust, respect, was enhanced through the connection to the coach, which was paramount and the cornerstone to every success we experienced." These two participants echoed the sentiments of many others, defining the EC experience as a fitting intervention to facilitate organizational change.

During the final category, coaching's impact on implementing change, participants discussed the direct connection between coaching and organizational changes. P-5 stated,

> One of my coaches taught me about the inside-out model of systems change, because sometimes you have to infiltrate a system and learn a system before you can change a system. And if you're a wrecking ball trying to change it, you're ineffective. So, I've learned that sometimes, let me just observe and learn until the right moment and then proceed to move forward. This has allowed me to recommend changes in the school system that have positively impacted our discipline rating, improved student-to-teacher relationships, and reduced our dropout rate.

Similarly, P-6 highlighted that EC influenced them to think and act differently, prompting them to deeply assess situations, seek personal fulfillment, and contribute to the success of others for the overall growth of the organization. The narratives of the

participants revealed that EC plays a significant role in promoting personal and behavioral change, ultimately influencing the organization's outcomes.

Summary

In Chapter 4, I reported the results of the lived experiences from the interviews of nine participants based on the research question. Through careful analysis of the participants' data, codes were established, that assisted in defining the categories, and from the categories and the research question, three distinct themes emerged. The resulting insights shed light on the factors that influence successful change within organizations and the effectiveness of EC in achieving these changes. The participants provided valuable insights into how EC can lead to personal and organizational growth, consistent with existing research on the topic. Chapter 5 elaborates on the interview data's interpretations, limitations, recommendations, and implications while exploring the implications for social change and future research.

Chapter 5: Discussion, Conclusions, and Recommendations

In this transcendental phenomenological qualitative study, I examined senior leaders' lived experiences within educational organizations. Previous research has highlighted the need for further investigation into EC, including its effectiveness, leadership models, ROI, and individual and organizational approaches (Bozer & Jones, 2018; Schermuly & Grabann, 2019; Taylor et al., 2019). By comparing data from nine senior leaders across a public school system, a charter, and a private school, this study contributed new insights to the field. I collected data through semistructured interviews featuring both open and closed-ended questions. (see Appendix E) Participant selection criteria were over 5 years of leadership experience at the level of superintendent, senior leader, principal, director, or manager and at least four sessions of EC.

After conducting manual coding and using NVivo to corroborate the manually analyzed data, codes, subcodes, and categories were aligned with the research questions, leading to the identification of three distinct themes: the characteristics influencing change, the impact on the organization, and the influence of EC. A total of 42 open codes were identified in my data analysis using manual coding, and NVivo added seven additional codes. My data analysis results also included 12 axial codes, two subcodes, and seven categories. Analysis of the codes produced seven categories. Three themes emerged from these categories. The interviews were transcribed using Sonix AI software. Chapter 5 comprises my analysis of the participants' lived experiences, literature review, and conceptual framework from Chapters 1 and 2. It also encompasses discussions on interpretations, limitations, recommendations, implications, and conclusions.

Interpretation of Findings

In this section, I compare the data from the lived experiences of the participants' nine interviews with the conceptual framework and literature review of the influence of EC and organizational change. The participants in this study were leaders within the public school system, charter, and private schools who managed staff members and made day-to-day, short and long-term decisions that impacted thousands of students. All participants had at least five EC sessions and more than 5 years of senior leadership experience. The results of this study confirmed what a series of longitudinal studies proclaimed, that EC supports behavioral change, increases the transformational process of the coachees, and enhances self-efficacy, the goal-setting process, needs for satisfaction, and emotional acknowledgment of success (see De Hann et al., 2019; Mosteo et al., 2021).

I thoroughly analyzed the conceptual framework and scholarly literature to evaluate the study's results. This section was organized around three distinct themes and their respective categories, codes, and subcodes. It began with an overview of participant comments related to each theme, followed by a comparison with the literature review, and concluded with a comparison to the conceptual framework. The research question guided the study: How does EC influence the promotion of organizational change?

Theme 1: The Characteristics That Influenced Change

The theme of the study highlighted how EC can facilitate personal and organizational growth and transformation. The participants' feedback centered around their experiences with EC, which resulted in personal and organizational growth and

transformation. P-6 expressed that coaching had improved their dedication to the organization and strengthened leadership and team alignment to achieve goals. P-8 noted that EC fueled a dynamic evolution of leadership within education and fostered a collective ambition for educational excellence. The participants shared that EC helped them become more adaptable and understand the importance of team development, leading to improved communication and honesty among team members. The coaches guided the participants through principles of growth, evolution, and effective communication, resulting in improved self-awareness, leadership skills, and professional growth. This process also led to sustainable changes in the coachees' strategic planning.

Interpretation and Comparison of Results in Respect to the Literature Review

Leadership development is a vital component in developing strategies that influence the implementation of organizational transformation. Successful and sustainable organizational changes must be centered around the effective leader who can convince subordinates to accept and trust their knowledge and abilities to achieve the expected outcome and encourage others to seek new methods for problem-solving to create a culture that stimulates personal growth (Faupel & Süß, 2019). The present market commands that leaders' skill development fulfill the constantly changing needs to ensure the success of organizational change (Moldoveanu & Narayandas, 2019). Collectively the nine participants from the study articulated that factors from the coaching engagement influencing change were the leader's ability to leverage their strengths, empower team members, create alignments between the leadership, team

members, and outcome, increased commitment to the organization, as their leadership styles evolved.

The information from the literature review highlighted the importance of using appropriate models, theories, frameworks, and concepts as a critical component in influencing organizational change (Pandolfi, 2020). Likewise, De Haan et al. (2019) stated that appropriate models and theories were critical for trustworthiness, regarding their effectiveness and influence on promoting organizational change. However, participants from the study did not mention models, theories, or concepts in their interviews, but they suggested that the executive coach was instrumental in the change process.

The study participants shared the benefits of the EC encounters that assisted them in addressing their fundamental leadership practices and the motivation that inspired them to change. The themes generated from the study fit the characteristics Jung et al. (2020) cited commitment, empowerment, gaining confidence, achieving high performance, trusting their leaders, and enhancing self-awareness. The summation of the interpretation of the data that generated the codes assessment and processes was that EC helped leaders improve the assessment process and build strategies that enhanced the organizations' objective. Likewise, Errida and Lotfi (2021) noted that EC assisted leaders in behavior change, empowering their subordinates, improving commitment, facilitating change, developing self-awareness and self-motivation, and implementing new methodologies.

Interpretation and Comparison of Results in Respect to the Conceptual Framework

According to Woodruff et al. (2021), EC can significantly benefit leaders in identifying their goals, strategies, strengths, weaknesses, and overall effectiveness in promoting organizational changes. In fact, seven out of nine participants in the study reported that EC positively impacted their leadership methods by highlighting the evolution of their responsibilities, identifying the need for new strategies, and enhancing their self-awareness and personal transformation. The remarkable change in approach and behavior was evident, with eight out of nine participants referencing the topic of assessment a total of 26 times. P-9 even noted that through the coaching experience, they realized that their assessment of the organization's outcome was closely linked to their relationships. They concluded that authentic relationships between leaders, team members, stakeholders, and the company significantly influence the organization's outcome. The significance of the assessment also indicated that the coach-client experience motivated participants personally and the organization to develop characteristics such as commitment, team strategies, communication, enhanced technology, and personal competence, which enable sustainable change. Moreover, research by Spears-Jones et al. (2021) suggested that EC can improve leaders' ability to lead change, build authentic relationships, provide appropriate assessment, properly utilize feedback, and improve self-development.

Similarly, seven participants addressed the importance of processes, indicating that the coaching encounter served as a catalyst for promoting change. The success of organizational change depended on various factors such as communication, engagement,

commitment, attitudes, resistance, and competence (Jung et al., 2020; Passmore & Lai, 2020; van Coller-Peter & Cronjé, 2020). P-9 expressed how the coaching experience helped them work on personal goals, develop leadership skills, define critical aspects of the school, such as organizational chart and structure, and create a strategic plan. According to a survey on business failure rates, 18.4% of businesses fail after 1 year, and 65.5% fail after 10 years, with factors such as employees' attitudes, competence, commitment, and organizational change contributing to their failures (LendingTree, 2020). P-2 mentioned that EC helped expand their leadership vision beyond the school environment and they were inspired to research other leaders. It was also emphasized how EC was grounded in theories, concepts, and principles of leadership that addressed competencies, organizational change, interpersonal communication, and crisis management.

This study highlighted the significance of EC in identifying the traits that impact organizational change. The insights from the participants' interviews aligned with existing research that outlines competence, commitment, planning, attitude, and goal setting as crucial factors pinpointed by EC as driving forces of organizational change. P-2, P-3, P-5, P-7, P-8, and P-9 alluded to the traits and characteristics as identified in EC that shaped change. The data confirmed that EC played a role in shaping these traits, ultimately impacting change within the educational system.

Theme 2: The Impact on the Organization

In Theme 2, the participants' encounters with EC were examined for their impact on the organization. The interviews yielded two main categories of data: obstacles or

resistance and impact on the organization's outcomes. The data included attributes such as difficult decisions, openness to new ideas, finance/resources, team experience/credibility, and accountability. P-4 shared that although they possessed the attributes of accountability, discipline, and motivation, they struggled with achieving their goals. They found the coaching experience inspiring and helpful in holding them accountable for achieving their goals. P-2 emphasized the importance of leadership practices and openness to new ideas during difficult seasons of change. Through coaching, they indicated that they could embrace new ideas and implement them successfully. Overall, the data revealed that personal and organizational challenges exist, but EC provided guidance, support, and a method for overcoming obstacles and achieving goals.

Interpretation and Comparison of Results in Respect to the Literature Review

Research has found that adapting to organizational change is a complex process, requiring both personal and organizational flexibility, and often involves overcoming the emotion of survival rather than simply following strategic plans (Sarta et al., 2021). Onyeneke and Abe (2021) noted that leadership changes do not necessarily result in direct employee behavioral changes to support organizational change; however, employees' cognitive assessment can impact their response to the planned change event. Therefore, intentional and strategic planning by leadership is crucial in addressing obstacles and attributes impacting the organization from a holistic perspective and successfully implementing the change that influenced the organization's ability to implement and sustain successful changes.

The study identified trust, obstacles, change, results, and goals as attributes that impact the organization. Although research has indicated that 60-70% of initiatives to implement organizational change fail, decreasing the failure rate requires an organization to invest in models that reshape its culture (Errida & Lotfi, 2021). Errida and Lotfi (2021) also stressed the importance of gathering feedback, identifying obstacles, developing strategies to achieve goals, and assessing results as vital components for successful organizational change implementation. The participants in the study found that EC was particularly effective in helping them identify the key factors that influenced their organization's ability to change and in developing a strategy to leverage these factors to drive sustainable change, as expressed by all participants in that EC made a difference. It was noted that there were changes in the participants' personal and professional lives due to the impact of EC.

Interpretation and Comparison of Results in Respect to the Conceptual Framework

Research found that EC can help with leadership development, enhanced self-efficacy, and personality change (De Haan et al., 2019; McGill et al., 2019). The current study revealed that companies' investments in leaders and employees are vital to achieving organizational success. The information from the participants' interviews revealed that their impact on the organization required them as leaders to seek feedback and implement strategies that signified that this information was credible and valued. Lee et al. (2021) stated that feedback from the leader boosted the achievement of goals, encouraged change of behavior, and produced successful outcomes.

During the study, P-3 expressed gratitude towards EC for revealing the importance of investing in others and acknowledging their contributions as the key to sustainable success. The individual recognized that even a company's most exceptional core values, principles, or past achievements do not necessarily guarantee long-term growth. Based on the data, EC engagement has clearly had a significant impact on fostering a culture of commitment, communication, dedication, and motivation, resulting in positive outcomes for the organization. P-9 reported that coaching has helped him to intentionally shape his thoughts, actions, and strategies to provide a sense of purpose, establish clear goals, and define what constitutes quality. Chebbi et al. (2020) emphasized that a crucial aspect of successful organizational change is understanding what needs to change, how to make those changes, and why they are necessary.

Theme 3: The Influence of EC

In Theme 3, the observation was that data-driven characteristics can significantly impact both individuals and organizations during EC encounters. The study, which drew on the lived experiences of nine participants, provided valuable insights into the coach-coachee relationship, highlighting the importance of trust in achieving successful outcomes and driving change within the organization. According to Athanasopoulou and Dopson (2018), EC can inspire and promote personal and organizational growth, leading to improved outcomes for executive leaders and managers. Through the participants' accounts, identified were several key factors that influenced the coaching encounter, including a willingness to embrace new ideas, a strong commitment to continuous

improvement, a focus on strategic planning, and a catalyst for both personal and organizational growth.

Interpretation and Comparison of Results in Respect to the Literature Review

Recent research has shown that EC can improve performance and personal satisfaction, ultimately benefiting the organization's efficiency and effectiveness (McInerney et al., 2021). The study's data revealed that coaching helped participants enhance growth and teacher retention, improve training quality, and increase personal and team efficiency. One participant credited coaching with fostering professional growth, promoting data-driven strategies, and cultivating a responsive and proactive leadership style that transformed operational procedures. According to Bickerich et al. (2018), successful EC for organizational change depends on the coach's abilities and effectiveness, the coachee's characteristics, and the techniques' persuasiveness.

Data from the study's participants concluded that coaching was instrumental in establishing clear goals, enhancing self-reflection, enacting change, and improving leadership practices. Likewise, EC was a critical mechanism for advancing personal and organizational educational leadership objectives that influenced the organization's trajectory. Albizu et al. (2019) stated that EC is considered a leadership development tool that assists executives in performance improvement and the outcome of the organization's efforts to implement change. P-6 declared that EC was a tool that enhanced his leadership strategies to support and navigate organizational change. P-8 proclaimed that EC was essential for maintaining adaptability, ongoing learning, and navigating the complexities of change within the school system. The data from the nine participants indicated that EC

had been an intervention in their leadership journey that has enhanced their personal and professional growth and positively impacted the outcome of the organization's efforts to implement change.

Interpretation and Comparison of Results in Respect to the Conceptual Framework

In this section, I present the study's results, which revealed the influence of EC's characteristics and suggest its role in affecting change beyond the personal behavior of the coachee and the organization. Likewise, the study added value to current research, such as De Haan's (2021) study on the effectiveness of EC and its negative and positive effects on coaches and coachees. In this section, I presented three categories that highlight the data derived from the participants' voices and the research question's aim to gain relevant information that addresses coaching's influence on the organization's strategies to implement change.

The study added value to the limited research that focuses on the impact of EC at the organizational level. To interpret the results of my data, I used a dual approach: the literature review and the conceptual framework. The interpretation section is organized by three distinct themes, followed by seven categories. The research question guided the study: How does EC influence the promotion of organizational change?

Theme 1: Characteristics That Influenced Change

The first theme consisted of growth, evolution, and improvements through effective communication as categories that supported characteristics influenced change. Out of the nine participants, seven reported experiencing personal growth and increased leadership effectiveness thanks to the coaching experience. The interview data also

revealed that the coaching encounter helped the organization identify evolving characteristics such as responsibilities, practices, school development challenges, self-awareness, and leadership dynamics that contributed to achieving personal and organizational goals. P-8 noted that EC and a collective ambition to ensure educational excellence were the driving forces behind the dynamic evolution of leadership within education. P-6 also emphasized the importance of self-awareness and personal transformation when engaging with EC. Overall, the consensus of these seven participants was that EC provided valuable insight into personal and organizational factors that influenced change.

The second category, improvements through effective communication, was designed to reinforce essential leadership tasks such as alignment, strategic networking, and adaptability while enhancing communication and honesty. In the interviews of the nine participants, eight provided data that supported this category. P-8 emphasized that issues were brought to the table and thoroughly examined, with data analyzed to determine what has been attempted and what still needs to be done. This approach helped them navigate challenging situations with EC and team feedback. P-3 observed that individual and team contributions were acknowledged during the coaching sessions and team meetings, where we capitalized upon individual strengths. Effective communication was identified as a critical attribute that drove change.

Theme 2: Organizational Change

Identified Obstacles or Resistance

Similarly, the second theme, entitled organizational change, was divided into two categories, namely identified obstacles or resistance and impact on the organization's outcomes. Six of the nine participants provided information supporting the latter category in the interviews, while eight contributed data to the former. The identified obstacles category encompassed topics such as challenging decisions, personal transformation, openness to novel ideas, and financial constraints that impeded the implementation of sustainable changes. P-8 identified state policies or opposition at the school level as barriers to organizational change. Additionally, P-7 emphasized the significant financial resources required to effect changes and acknowledged the value of EC in maintaining a strategic approach to overcoming obstacles.

The Impact on the Organization's Outcomes

In the Impact on the organization's outcomes category, participants provided valuable insights on the theme of organizational change. Six out of the nine participants highlighted productivity increase and school reputation enhancement. They emphasized cultural differences in motivation, expectations, discipline, accountability, and overall motivation that ultimately contributed to achieving goals. P-4 mentioned that strategies that recognize systemic issues versus individual blame and emphasized the universality of leadership skills despite resource differences are crucial for change. P-2 reflected on their coaching experience and how it lends credibility to their observations about organizational leadership and outcomes. The interviews revealed that coaching and both

extrinsic and intrinsic motivation of individuals positively impact organizational outcomes.

Theme 3: Influence of EC

After analyzing the research question, codes, subcodes, and categories, it became clear that the overarching third and final theme was the influence of EC. This theme was further broken down into three distinct categories based on the participants' interviews: coaching impact on organizational change, experiences from the coaching encounter, and trusting coach-client relationship. The first category, coaching impact on organizational change, was heavily influenced by eight of the nine participants. The second category, experiences from the coaching encounter, was well-supported, with eight participants sharing valuable insights. Finally, the third category, trusting coach-client relationship, had five participants who contributed information on various factors, such as continuous effort, maintaining patience and open-mindedness, and facilitating positive organizational change. These were just a few examples of the rich and diverse information gathered during the coaching encounters.

Coaching Impact on Organizational Change

The interviews of the nine participants yielded critical insights into their interactions with the executive coach, which significantly impacted both personal and organizational development. The coaching sessions covered various topics, including successful and unsuccessful attempts at implementing organizational change, the importance of incremental improvement, and the transformative power of mentorship and coaching in developing effective leadership skills. P-6 reported that coaching equipped

them with tools to improve their leadership strategies, particularly in navigating organizational change. P-7 noted that coaching encouraged them to adopt a more collaborative leadership style to facilitate positive change, especially in student interactions. Similarly, P-9 attested that coaching resulted in tangible improvements in their school, enabling them to establish clear goals, engage in self-reflection, drive change, and enhance their leadership practices.

Experiences From the Coaching Encounter

During the coaching experience, eight participants shared valuable insights about how their interactions with the coach led to personal growth and positive change. One participant, P-2, described the experience as a personal journey that helped them become a more effective leader and adapt to new methods for implementing sustainable change. Another participant, P-3, noted that EC can have emotionally positive effects, promoting vulnerability, empathy, and open-mindedness in leadership. P-6 reflected on the value of applicable leadership principles and emphasized the importance of data-driven decision-making and risk assessment. Other participants sought to improve their leadership processes for themselves and their teams, navigate changes due to district mergers, and develop more responsive and proactive leadership styles. Throughout the coaching experience, participants were encouraged to reflect strategically, promote data-driven strategies, and cultivate resilient organizational structures.

Trusting Coach-Client Relationship

In the category of establishing a trusting coach-client relationship, five participants contributed information and offered a total of eight references. One

participant, P-4, shared that coaching led to a more receptive attitude towards novel ideas and changes, as well as a willingness to take risks when it comes to leadership style. P-2 reported a positive coaching experience and remarked they were eager to implement the coach's suggestions. P-7 expressed that EC helped them to commit to continuous improvement and expand their personal and organizational goals. The interviews also revealed other insightful dialogue, such as the importance of contemporary knowledge over dated expertise and how EC positively impacted team development. Overall, participants noted that their trust in their coach motivated them to try new things and take more significant risks in exploring new leadership methods.

Limitations of the Study

This study aimed to investigate the experiences of educational leaders, including superintendents, principals, and managers, in their everyday settings. Data were collected through Zoom and in-person interviews, with an emphasis on the influence of EC on promoting organizational change. Participants were at liberty to respond to questions in their preferred surroundings without any limitations on their responses. However, the study's limitations encompassed a small sample size, the ability to replicate conditions, and the informality of the conclusion.

The study had a sample size of nine participants who were able to choose their preferred setting and time to participate. Participant recruitment was based on convenience, snowball, and purposeful sampling, which can lead to potential biases in participant selection. Participants were given the option to conduct their interviews either face-to-face or via video teleconferencing. Given the small sample size, generalization is

not feasible, but trustworthiness remains crucial. The participants shared their personal experiences for this study, and further research with a larger sample size would be necessary to validate the findings.

Transferring the findings of the qualitative study to different contexts might be difficult due to the challenges of replicating the conditions. However, Stalmeijer et al. (2024) indicated that the respondents validated the trustworthiness of the findings. It is worth noting that the study did not mention the models and theories that play a crucial role in coaching and influencing the approach to change. While the questions were presented to each participant in the same order and content, the data did not account for the models used to achieve the desired outcomes based on their lived experiences.

My interest in EC and industrial organizational psychology may create a potential bias toward anticipated outcomes. To ensure impartiality throughout the data collection and analysis process, the interview questions were reviewed and approved by my chair, committee member, and peers in the coaching field. I ensured that the data were transcribed and coded accurately by manually listening to the interviews and then comparing the Sonix and NVivo information. Then, I sent each transcribed interview to the participants to review for content accuracy. The study's findings were presented unbiasedly by me as a participant, focusing on reporting the participants' lived experiences.

Recommendations

For my study, I aimed to understand the lived experiences of senior leaders, including superintendents, principals, and managers from one public school system, one

private school, and one charter school. I aimed to understand their perspectives on how

EC influenced the promotion of organizational change. I analyzed the characteristics that

influenced change, its impact on the organization, and the influence of EC on both the

organization and the individuals involved. To gather data, I conducted semistructured

interviews with participants selected through purposeful, convenient, and snowball

sampling methods. All participants had at least 5 years of experience in senior leadership

roles. I reached data saturation after interviewing eight participants, including a retired

superintendent, an individual who resigned from the public school system 3 months

earlier, and representatives from the public and private schools. The ninth participant was

recommended via the snowball sampling process and fulfilled my desire to have

representation in the research from a charter school. There was not any new information

provided; however, the data confirmed the similarity of results from EC in a different

school environment.

Based on the information gathered, it was found that the relationship between

coach and coachee played a crucial role in identifying the traits of both individuals and

organizations that drive change. All nine participants reported experiencing personal

changes in behavior as a result of their coaching and also noted changes within their

respective organizations.

The findings underscored the significant impact that EC can have on promoting

organizational change. However, the data did not include any discussions on the theories

or coaching models utilized during the sessions. To address this gap in the future, the

researcher is advised to incorporate specific questions to prompt participants to share

their thoughts on these topics. It is important to note that the lack of discussion on models and theories does not diminish the value of coaching or prevent participants from recognizing its benefits.

Further research is necessary to define the role of coaches in assisting coachees with assessing situations, establishing goals, increasing self-awareness, and overcoming obstacles to achieve desired outcomes. To determine the effectiveness of coaching, future research should focus on examining coaching effects and effectiveness. Based on my narrowly focused study involving the experiences of nine individuals who underwent EC as a catalyst for organizational change, it is my suggestion that a more extensive study involving a larger population of individuals involved in coaching, either as coaches or coachees, would provide valuable insights into the effectiveness of coaching. A quantitative study by De Haans (2021) revealed that 111 coachees and 104 coaches reported experiencing adverse side effects, and 123 coaches indicated that the coach-client relationship had led to a negative perception of EC. De Haans emphasized the importance of analyzing potential effectiveness in coaching and stressed the need for better definitions of positive and negative impacts (De Haans, 2021). The findings from my research can add to the lived experience perspective of coaching influence on the individual and the organization.

Future research should also focus on examining how models and theories impact the coaching experience. One of the advantages of model and theory-centered coaching is the potential for reliable and replicable coaching procedures. The study should involve a broader range of schools and school systems to assess individual behavior and

organizational changes. Future studies should also employ quantitative methods to measure motivation, commitment, and results, using tools such as the Likert Scale for Motivation, the Academic Motivation Scale, the Situational Motivation Scale, or the Structural Equation Modeling (SEM) analysis tools.

<div align="center">

Implications

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The results of this study have significant implications for positive social change at various levels -- theoretical, social, and practical. As discussed in Chapter 2, the study can provide valuable insights to influence effective organizational changes, reduce the likelihood of organizational failures, enhance business leaders' ability to implement successful practices and foster positive social change (see Guy, 2019). The study involved senior leadership in schools engaging with executive coaches to assess the impact of coaching on organizational outcomes, ROI, and social impact on the community. In this report, I analyzed the study's findings on the influence of EC on individuals and organizations and how it yielded positive results for the study participants.

Implication to Practice

This study has made a valuable contribution to the field by identifying key characteristics of both individuals and organizations that foster growth, develop effective strategies, and overcome obstacles. These findings offer organizations a strong opportunity to successfully navigate the challenges of change. Chapter 2 of the study highlighted the need for further evidence-based research on the impact of EC on organizational change (see Settembre-Blundo et al., 2021). I found that EC has the

potential to increase individual motivation, enhance goal achievement, improve accountability, facilitate strategic planning, and promote collaboration. Although the coaching process is typically between the coach and the coachee, the data revealed that both the individual and the organization benefited positively. Individuals experienced significant personal transformation, heightened self-awareness, and a better understanding of the need for ongoing adaptation and improvement in their leadership processes. The coaching experience also helped shape a more responsive and proactive leadership style and emphasized the importance of embracing collaboration. For example, more collaboration and openness began to take place in weekly meetings within the organization, according to P-1 and P-2. For the organization, the coaching process resulted in greater accountability, substantial leadership commitment, a willingness to explore new strategies, and intentional effort toward achieving goals.

According to the findings of this study, EC can have a transformative effect on mindsets, enhancing self-awareness and boosting leadership efficiency, all of which can positively impact performance and increase the likelihood of achieving goals. While the study aimed to uncover the specific theories and models used by executive coaches to facilitate change, this was not reflected in the data. Nonetheless, the results suggested that EC can play a significant role in influencing organizational change.

Implication to Theory

This research has made a significant contribution to the field of EC and its impact on organizational change. Through conducting interviews, I was able to address gaps in current literature about organizational change and its effectiveness, resulting from EC of

senior leaders. The research assessed the coach-coachee relationship, strategies utilized by senior leaders, the outcomes of coaching sessions, and the influence of EC on promoting organizational change. The findings revealed that the nine participants believed EC to be significant in promoting organizational change, as evidenced by personal behavior change and observed changes in the leadership and goals. Overall, this research demonstrates the potential for EC to influence behavior and facilitate organizational change.

Implication for Social Change

The implication for social change was found within the organization and among senior leaders where a change in the behavior of the superintendent, senior leader, principal, director, or manager positively impacted the teacher who provides direct instruction to the students. The study also mentioned that EC assisted in developing strategies for teacher retention and produced stability at the senior leadership level, the student level, and in the community. A stable, progressive school or school system means that the education received fits the requirements for advanced education and meets the needs of students who will transition from high school to college or the workforce. If EC continues to impact the way senior leaders operate an enhance their commitment to the organization and to its stakeholders and subordinates, ultimately, the organization will have to change based on the impact that the coaching will have had.

Leadership plays a crucial role in inducing social change. Senior leadership engagement in EC empowers individuals to examine new growth within their educational environment. Organizations' ability to change to meet the needs of this changing society

enhances their ability to be competitive in the market, maintain a healthy workforce, and maintain competitive wages. This contributes to positive social change by providing decision-makers with the tools to grow staff and involve all stakeholders.

Conclusions

In this study, I investigated the firsthand experiences of school superintendents, principals, directors, senior leaders, and managers, examining how EC influences organizational change. Every participant reported significant benefits from their coaching sessions and expressed their acceptance of coaching as a valuable tool for improving their organization. Additionally, participants expressed appreciation for the support they received from their team and colleagues during the change implementation process. The findings indicated that the EC approach and the relationship with the coachee positively influenced organizational outcomes, personal behavior, communication strategies, and resilience.

While there are some limitations, the data gathered offers valuable insights into growth, effective communication, trust, outcomes, change, and resistance that can affect both individuals and organizations. The benefits of EC include building trusting relationships, promoting collaboration, fostering growth, and utilizing feedback. Future research should prioritize incorporating theories and models as crucial data points. Based on my analysis, I confidently assert that the EC experience is fundamental to organizational efforts to implement change, as well as behavioral change in executive leadership.

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Appendix A: Interview Process

I am conducting a study of the lived experiences of superintendents, senior leaders, principals, directors, and managers of public-school systems and private and charter schools who have undergone executive coaching and faced its influence on personal behavioral change or organizational change.

Interview Process:

➢ One 45–60-minute interview, preferably Video teleconferencing with options being face-to-face, or telephone.

➢ For privacy protection, the completed and published dissertation, all identifiers will be redacted and then destroyed after five years of approved publication.

➢ A participant may withdraw at any time.

Requirement to Volunteer:
➢ Completed a minimum of four coaching sessions.
➢ Experienced a need for organizational change.
➢ Served as a superintendent, senior leader, principal, director, or manager with five years of service collectively.

Support needed for interview:

➢ Secluded office space
➢ Uninterrupted time to conduct interviews.
➢ Identify three dates and times that are convenient to participate in the interview process.

Date _____ Time _____
Date _____ Time _____

This interview is part of the research that will be submitted in partial fulfillment of the requirements for the Doctor of Industrial Occupational Psychology.

Appendix B: Invitation to Participate Letter

To Each Potential Participant:

I would like to conduct an interview to be submitted in partial fulfillment of the requirements for the Doctor of Industrial Occupational Psychology. As I am currently working on my dissertation, your assistance would be greatly appreciated in responding to approximately seven interview questions which relate to the following research question: "How does executive coaching influence the promotion of organizational change?" The interview will take 45-60 minutes in a location of your preference. Upon completion of all interviews, I will transcribe the information, and you have the option of reviewing your information for accuracy. It will be available upon request. All interviewee information and responses are strictly confidential. My transcript and analysis will be shared with my dissertation team. Identifiers will be redacted upon publication, and interview recordings and transcripts will be destroyed five years following program completion.

This research explores the lived experience of superintendents, senior leaders, principals, directors, and managers of public-school systems and private and charter schools who have engaged in executive coaching and encountered organizational change. Recommendations would further the study of the influence of executive coaching on organizational change. Your acceptance of this invitation would be greatly appreciated.

Appendix C: Thank You Script

Dear, "Person's Name"

Thank you for taking time out of your busy schedule to participate in this study. I am grateful for your willingness to participate and the valuable information you provided. Upon your request I will provide a brief overview of my finding.

Again Thanks,

Appendix D: Interview Protocol

➢   Establish rapport with participant.

➢   Clarify consent and the voluntary consensual with options to discontinue at any point.

➢   Clarify participant has had an executive coaching experience (four sessions minimum)

➢   Ask if there are any questions prior to the interview beginning?

➢   Explain how the process will work with audio and/or video recording.

➢   Explain how data will be managed.

➢   Reiterate participant's confidentiality.

➢   State allocated time (45-60 minutes).

Interview Script with All Participants

Greetings I am a doctoral student at Walden University. If you do not want me to record the interview, please let me know, and I will not do so. Also, I will destroy the recording after I transcribe it and have notes I can analyze. At this point, I would like to begin recording the interview. I will start by revisiting the goal which is to gain a deeper understanding of the influence of executive coaching in promoting organizational change. Please feel comfortable in speaking freely as you respond to the following questions which will only be viewed by the researcher and the doctoral committee after being transcribed. Thank you for agreeing to participate in this recorded 45–60-minute interview. Do you have any questions before we begin?

Appendix E: Interview Questions

Warm-up Questions

Tell me about your position in the organization.

How long have you had this position?

Open-ended Semistructured Interview Questions

IQ1: How would you define your coaching experience?

IQ2: Can you share the difference coaching made to support organizational change?

IQ3: What would you share with another leader in a similar organizational condition as you?

IQ4: What caused you to choose executive coaching?

IQ5: What result were you trying to achieve*?*

FIQa. Why did you hope to achieve this goal?

FIQb. How would you describe the coaching's impact on achieving your goals?

IQ6: Did executive coaching help you identify a need for change?

FIQa. What do you think you need to do to get a better result (or closer to your goal)?

FIQb. What's important to you about that outcome or results?

IQ7: Did coaching assist you in changing any leadership practices?

FIQa. What changes did you make?

FIQb. How did you feel about those changes?

IQ8: Were there obstacles that impact the organization's efforts of change?

FIQa: If yes, how did you address the obstacles?

FIQb: What impact did coaching have in overcoming these obstacles?

IQ9: What are some lessons learned through this process?

IQ10: How did you work through the changes?