COACHING FOR SOCIAL-EMOTIONAL DEVELOPMENT IN ORGANIZATIONS

SHAHNAZ BIN SHAMSUDIN

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DECLARATION

I hereby declare that this case study is based on my original work except for quotations and citations that have been duly acknowledged. I also declare it has not been previously or concurrently submitted for any other degree at Universiti Tun Abdul Razak (UNIRAZAK) or other institution.

Signature   :

Name   :   Shahnaz Bin Shamsudin

Date   :   25 May 2023

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Coaching for Social-Emotional Development in Organizations

By

Shahnaz Bin Shamsudin

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Coaching and social-emotional topics are rarely discussed together, but these topics are actually the essence of any organizational development. An organization consists of more than one person. The bigger the organization, the more complex it becomes. Therefore, this complexity of human beings needs to be addressed and tackled accordingly, and this is where managers' roles become important. There is a case back in early 2000 at one of Google's subsidiaries, where the top management tried to eliminate the role of middle managers entirely at their organization, but later decided to keep their managers after they realized they need managers to solve their everyday work issues. Now, this management concern emerges again as technology becomes more advance, especially in Artificial Intelligence (AI) which has been said can take the place of many human jobs. This research project tries to understand better where coaching can help improve the office environment in the context of social-emotional development.

Chapter 1 - Introduction

1.1 Background of the study

The topic of emotional intelligence in the workplace is getting more popular recently when COVID-19 enter the scene. However, the formal research about it is still limited and does not provide convincing evidence, due to the complexity of human psychology. Also, at the same time, how coaching interventions could help this social-emotional development in organizations is not widely discussed because of lacking evidence and it is more on empirical works of top management, leaders, and scholars.

When and after the Pandemic, around early 2020 to early 2023, most of us including "baby boomers" experienced a very difficult time. Until in the middle of 2023, where the Pandemic is already over, the mental health issues is still widely in concern. This is not just because the Pandemic, but also the challenges and the environment factors too.

A prevalence increased of mental health issues from 2019 to 2021 and that younger and historically underrepresented workers still struggle the most (Greenwood et. Al 2021). Prior to the Pandemic, mental health support is a nice-to-have for business organizations and it was a trend at that time. But in 2020, it became a true business imperative until now. This scenario is a real challenge to most business organizations, from small businesses to large corporations. And it become the silent killer, for individuals and organizations. However, put that into a different perspective, in a more positive way, it is a necessary process for human and organizational development and their maturity, only when we tackle it positively.

Most of the studies, articles, and research projects about emotional intelligence are conducted by female researchers. The need to address the stigma and the emerging link to diversity, equity, and inclusion (DEI) is somewhat still a "luxury" and can only be afforded by large corporations. And ultimately, can businesses find their balance between this and their business end survival in this challenging time is another different story.

1.2 Problem Statement

The problem that this research project address is poor work performance and conflict at the workplace due to different age groups. It can be the age factor or generation factor, or both. There are many consequences of not solving the problem including being stagnant, dissatisfied, conflicts, and ultimately resulting in losing business and closing down, especially for small and medium-sized businesses. Therefore, research is needed to understand the factors involved to solve this problem. Many small and medium-sized businesses cannot survive more than one generation. It is more to an organization with a biological perspective, where the owner starts the business and is also the one who closes the business. This scenario happened across all the cultures in the world. Despite good educational backgrounds, enough business capital, and knowledge, many businesses still failed. What went wrong actually?

1.3 Research Questions

The research questions of this study are as follows:-
1. How coaching can help to enable people in organizations to find breakthroughs?
2. How it can develop their social-emotional capabilities at workplaces?

1.4 Research Objectives

Based on the research questions, these objectives have been identified. The general objective is to better understand how coaching can help managers enable their subordinates in organizations. And the specific research objective has been identified based on four main elements tested, which are coaching, workplaces, social-emotional domains, and age, and therefore, this study aims to determine, describe and evaluate whether coaching can help people develop their social-emotional domains at their workplaces.

1.5 Significance of the study

The significance of the study lies in the coaching intervention, where appropriate, to support people in organizations. This research can help to create awareness of coaching interventions at workplaces. Also, to understand how age can moderate impacts. This needs to be addressed at an early stage in all possible situations, by good leadership, or natural self-awareness, so that the negative impact can be reduced before it is too late. Limited social-emotional capabilities need to be raised quickly so that companies do not have to carry the emotional burden too much in order to effectively run the businesses. There are many possible ways to conduct business based on organizational perspectives. But yet, in order to be profitable, a business need to be done fast at low cost. All constraints need to be tackled as fast as possible. This is including the workplace environments. This environment will give the mediating effect in the context of this research project.

Chapter 2 - Literature Review

2.1 Introduction

In 1990, Salovey and Mayer developed EI (or EQ, for Emotional Quotient) which had been attributed to Daniel Goleman's model - published in 1955. Goleman agreed that the classical view of intelligence was too narrow without emotional qualities, which he thought were vital in applying intelligence in everyday life. Goleman's model outlines five main EI constructs:

1. Self-awareness
2. Self-regulation
3. Social skill
4. Empathy
5. Motivation

Emotional competencies are not innate talents, but rather need to learn and can be developed to achieve a desired level of outstanding performance. And in management, EI is a key aspect of managing people effectively. Goleman once argued a more empathetic style of management.

There is still limited evidence through research projects that shows the relationship between coaching interventions, social-emotional development, and the work outcomes in organizations. Susanne Scheibe, Frank Walter, and Yujie Zhan did mention the limitation of existing research and empirical evidence on the context of the link between employee age and work outcomes but without the context of coaching.

The statistical result indicated that coaching significantly gave impacts to the social emotional development (Dippenaar M. and Schaap P. 2017) at the workplace and this can be seen in Competence-Empathy Manager Environment that has been developed by Grace Lordan and Teresa Almeida (2022). Even though there are many terms that have been used to describe coachworks, such as executive coach, career coach, and business coach, the coaching principle is still the same, enablement.

2.1.1 Competence-Empathy Manager Environments (Adapted from MIT Sloan Management Review)

In an article from MIT Sloan Management Review titled How Empathy and Competence Promote a Diverse Leadership Culture (Grace Lordan and Teresa Almeida 2022), the researchers pointed out two important elements that are easy to understand, which are competence and empathy, that are related to shaping work environments.

Figure 1

Source: "How Empathy and Competence Promote a Diverse Leadership Culture" By Grace Lordan and Teresa Almeida, MIT Sloan Management Review, June 2022 sloanreview.mit.edu/x/64009.
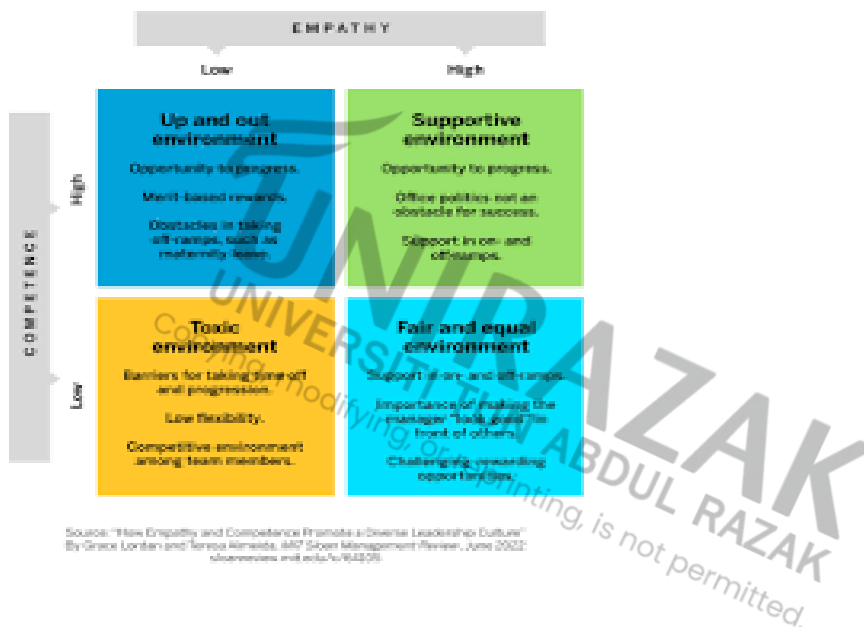
The researchers build a framework called Competence-Empathy Manager Environment, which has four quadrants, where the lowest point is a toxic environment and the highest point is a supportive environment.

The toxic environment is shaped when competence and empathy are at their lowest point. Whereas, the supportive environment is shaped when competence and empathy are at their highest point.

This framework is really helpful to understand why such environments - toxic, fair, and supportive environments exist in organizations nowadays. Such complexity is simplified by this framework in order to understand further an environment and do

something to ensure an organizational functions well to reach its short-term goals and long-term objectives.

2.2 Theoretical Foundation

There is evidence suggesting that emotional well-being improves from early adulthood to old age (Scheibe et al. 2021). Age is significantly and positively related to positive emotions and task crafting (Russo et al. 2021).

There are a few factors that relate to each other concerning social-emotional development. When focusing on the age factor, the gap between ages could be reduced with training or other forms of the educational process, by five to ten years, where ten years could be considered as an extreme case. Age has a direct relationship with social-emotional domains.

The emotional development process does not end when individuals reach the adult stages. It continues throughout adulthood and into older age (Scheibe et al. 2021). The empirical evidence that shows a link betwen age and work outcomes, is still limited, even though there are increments in the numbers of research on this particular topic.

At workplaces, competence, and empathy are two different elements that relate to the environments. This is based on Competence-Empathy Manager Environments (Lordan and Almeida 2022). When competence and empathy are high, a supportive environment could emerge. Whereas, if competence and empathy are low, a toxic environment will emerge. A "fair and equal environment" and "up and out environment" are something in between it.

Managing the complexity of humans could also be very difficult due to deep-level diversities which include family background, education background, age, gender, emotional maturity, and many other factors. This research will be more focused on the age variable which becomes the moderator. There are things that we always care about when referring to people in an organization - love, power, money, attention, family, purpose, and meaning - as these factors would influence the whole environment at the

workplace. We could ignore some of the factors that we felt were irrelevant and not important, and we take them very seriously on certain others. We can ignore age, level, and status, for example, and we can take serious of them all at the same time. This is human nature as we need to get along with the people around us. And it happens on an everyday basis. But the big question is, does age really important for us to consider as a key element for overall work performance?

Coaching is one of many ways to do and accomplished things, especially when involved with complex issues. It involved at least two parties and one of them is more experienced than the other. International Coach Federation (ICF) defines coaching as partnering with clients in a thought-provoking & creative process to maximize their personal & professional potential. From a more general definition in Wikipedia, coaching is defined as a form of development in which an experienced person, called a *coach*, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. While we can see many different definitions of coaching from different sources, coaching involves relationships, tasks, and the development of the people who are being coached.

The origin of the word came from train coaches, which were used to transport people or things from one place to another. In the coaching context, it means from where the coachees are now to where they want to be. In a more complex environment, it is a process of enablement finding breakthroughs. The first use of the term in sports is only in the early 1860s when sports teams use coaches to train the team. In business, executive coaching started in the 1980s in the United Kingdom where Sir John Whitmore brought the sports method into the business world and coined the term "performance coaching."

In coaching, it is not just about being honest and maintaining integrity, it is also about being forthright and being present. While there are many other principles in coaching, ICF has developed its own standards with its own core competencies model. It includes demonstrating ethical practice, embodying a coaching mindset, establishing and maintaining agreements between parties, cultivating trust and safety, maintaining presence, listening actively, evoking awareness, and facilitating client's growth. These core competencies are considered a gold standard for the coaching industry throughout

the world. Whereas for the International Association of Coaching (IAC), the approach is different. They do not use competencies, but mastery skills as long as the goal and objective are achieved. Both ICF and IAC were founded by the same person, Thomas J. Leonard. He is regarded as the founder of the modern coaching profession. He also participated deeply in the foundation of the Coaches Training Institute in California, United States.

There is a difference between coaching and mentoring. The difference is coaching is primarily participative activity and mentoring is primarily directive. Coaching is facilitating growth and change by evoking an individual's own resourcefulness whereas mentoring is about sharing knowledge and wisdom to educate and develop a less experienced individual. Somehow these two management skills can be confusing because they can somehow overlap.

2.2.1 GROW Model

GROW Model is quite popular in coaching. It is a goal-oriented model that is easy to use because of its four simple steps, yet effective to reach a short-term goal. GROW stands for (G) Goal, (R) Reality, (O) Options, and (W) for Will. If we look from a dimension of the working environment, we always saw barriers and constraints to doing work. And this is where this model could help. In terms of work performance, employees need to break the barriers to perform, be it personal or organizational barriers. Because of the complexity of humans, with different backgrounds and styles, perceptions, cognition, and emotions, we always find difficulties to complete an assignment. For example, a new team that has just been formed a week, cannot find the tune and rhythm to do an assignment compared to a team that has been formed a year to complete the same assignment. Logically, the latter will perform better than the first, at least in terms of teamwork.

This model also could be used as a short-term tactic and as a small component of a larger long-term strategy. In the context of this research, where age becomes the focal point, an ideal team is a combination of young and old. Seniors will lead the juniors, the more experienced will use their experiences to maneuver the team, and as a result,

the juniors will learn in the process. A positive learning environment should be in place in order to move forward. We always find toxic environment will make people stuck in the middle. The physical and mental health of employees is important factor in any work environment in order to perform. Depression and anxiety could limit the potential for personal and professional development. A balancing act should be in place like Albert Einstein once said: "Life is like riding a bicycle, in order to get the balance, we should keep paddling it."

In social-emotional development, there are three elements which are social, which is based on social science, emotions, based on human psychology, and its development which is referred to as the human developmental process. All these elements have been combined and promoting to this belief of age has a direct relation with maturity in the social context, and therefore, how this scenario could influence the workplace environment.

Age, personal development, and emotional maturity are the independent and moderating variables whereas social environment and competence are dependent variables. Age has moderating effects on work performance and this constraint will affect the quality of work and the environment at the workplace. The older the person, the better they perform their work.

2.3 Empirical Research

Maturity is one important factor to understand the whole process. Age constraints could limit the understanding of how things go and what it supposed to be. They somehow need to reach the age group first, to understand how things work, and do it in an effective manner.

A fundamental social skill that is related to emotional intelligence nowadays is listening skill. This needs someone to be an effective listener in order to understand what the other party needs and what information they wanted to send. Also include the spoken and unspoken concerns of others, openness to their views, and willingness to engage ideas that are different from ours, are among the qualities that represent the emotional

intelligence of someone. Honest feedback will be appreciated by the other party if we are not just pretending but really understanding what the other party is saying, since it has extended consequences that people can see. In simpler words, the other party will validate if we truly understand and give a real benefit, provided all of the people involved are genuine. And this also helps build strong relationships and maintain credibility with others.

Leadership style is something that is under massive changes as the Baby Boomers transfer power to emerging leaders in Gen X, Millennial, and Gen Z generations. Before 2010, in the management context, people talk about the capabilities of managers, managing people, and working in stable environments. But now, things changed that require us to adapt quickly to the environment that needs a new skill to teach and coach, and this requires someone to know how to coach their people.

Goleman (2005) in his book Emotional Intelligence, breaks down the concept of emotional competencies which include self-awareness, self-management, social awareness, and relationship management. A hiring manager needs to find insight into potential employees' emotional competencies to decide whether the candidates are suitable or not to fill their job vacancies.

Building trust requires multiple emotional competencies. It involves understanding what the other person is expressing, sensing what they are feeling, being conscious of our own behavior, and altering behavior with each individual. Also, curiosity and willingness to learn are good signs of emotional intelligence.

Sull et. al (2022) described three factors to fix the toxic culture in workplaces: toxic leadership, toxic social norms, and poor work design. Leadership consistently becomes the number one factor to predict toxic culture in workplaces. Leaders need to walk the talk and lead by example if they want to change their workplace culture. It means they need to be accountable for their own action first before the rest. There is no one-size-fits-all approach when come to fixing toxic culture. It takes time and depends largely on the current situation, strategy, and individual organization.

In coaching, there are competencies required for coaches to coach the clients. As for ICF, there are eleven core competencies that serve as fundamental processes to coach. Below shows how the coaching process can be done:

Figure 2

Agarwal et al. (2006) and later on described by Yu (2007) via MIT Sloan Management Review with the same Agarwal's research project, distinguished between developmental coaching and executive coaching. "Executive coaching is a different brand of coaching and requires a different type of coach," says Agarwal. An executive coach can provide insights from their extensive experience and useful information that

they have. At this level, executive coaching is more about behaviors. Whereas, developmental coaching empowers a supervisor to address specific individual knowledge gaps, more to a functional level and business processes. Naturally, when people get to a more senior level, they talk more about behaviors, and less about functional knowledge, and this process involved different levels of maturity, and also different age groups. It goes back to the main idea and the title of this research project.

As Yu (2007) said in the management review, the distinction is important, particularly when managers at different levels respond to coaching. Sometimes managers can level down to teach or coach their subordinates who are much younger than them but cannot do this for a long time as their levels are different, especially in a fast-paced environment. This is involved many factors including cognition, emotional maturity, and perception.

Jabnoun (2008) in his book Islam and Management, says a leader must have knowledge and wisdom and he referred this to a Qur'an verse in Surah Al-Qasas,

"When he (Musa) reached full age and was firmly established (in life), We bestowed on him wisdom and knowledge: for thus do We reward those who do good."

(Qur'an 28:14)

This verse stated about when people reach a certain age, they will get a certain kind of wisdom and knowledge that they do not have earlier. And this requires efforts to actively find the knowledge and be competent in a particular area.

How much do coaches actually matter?

Most of us agree, that coaches can really give a great impact on organizations and they can be the "X Factor" to the success of an organization.
In sports, for most of us, coaches are chiefly responsible for their team's results. So, like the executive coaches. Executive coaches specialize in helping individuals who want to expand their leadership skills that are necessary to grow their business or career.

A good coach can help us focus. It is like a "blinker" that put other things aside in order to accomplish a certain thing that is more important. An executive coach could help their clients to be more effective in playing their role and help their organization succeed. A coach also can help clients to manage their time and energy better, deal with their stress, and even confront their challenges.

As mental health issue continues to rise, the demand for coaching increases dramatically. More and more people seek information to understand better about coaching and this is backed by the number of Google searches for 'coach' is up 70% according to Benjamin Laker, a leadership professor at Henley Business School, United Kingdom. From my personal communication with Nurazamila Binti Marni, an ICF Associate Certified Coach, based in Kuala Lumpur, on 15 May 2023, she confirmed this trend occurred when the Pandemic time.

Coaching is a valuable tool for developing people and organizations. Bonneywell (2017) found interesting findings from a group of female leaders in a global organization, and she breaks down the results into two groups:

1. Personal experience - coaching can increase the level of self-awareness, self-confidence, and self-leadership.

2. Relationship with others - Make an impact on leadership style, relationship to line manager, relationship to conflict, relationship to power, and relationship to personal life.

The experience of coaching and how it gives impacts to the clients may not be the same from one to another. But it somehow gives hope and strength to the client to find their breakthrough to a complex problem that they think or feel is really hard to solve at the beginning.

2.3.2 Reporting

More and more organizations nowadays implement matrix structures to cope with the increased scale. Therefore, reporting becomes more complex and this needs to be

addressed accordingly among the people involved. Managers need to be more empathetic to their subordinates that managing multiple reporting leaders, internally and externally.

Also, it requires managers to manage their superiors too, directly and indirectly, and this will be complex and challenging. A collaborative manner will help and this can be done by listening to their joint reporting subordinates and ensuring they are always aligned to eliminate confusion and reduce conflicts and frictions, whenever necessary.

When managing up, managers should communicate with their leaders if conflicts emerge and this can be done by requesting a 1:1 meeting to clarify any confusion or conflicting feedback and then follow up with actions and outcomes.

Coaches as Leaders

Earlier in this research project mentioned the competence that needs to go alongside empathy. In another dimension, competence also needs to go alongside the character. The character needs to be valued in order to make good decisions and outcomes.

Crossan et al. (2022) described leaders largely misunderstand the concept of characters, and think it is just about ethics rather than foundational to judgment. In the context of organization development, where an organization is one of the elements in this research project, a character is one of the most significant levers to effect positive organizational development. Leaders of high character are said had nearly five times the return on assets of those with low character. Crossan et al. (2022) also add high character leaders are those whose employees rated them highly on integrity, responsibility, forgiveness, and compassion.

An organization that valued character will perform better. This is because character which becomes the foundation of judgment will enable them to bring their best every day even in challenging situations. A character can become the competitive edge to leaders. And as the coaches themselves are leaders, strong characters help to give enough humility when it needs, good judgment, and decision-making, in order to bring

the best out of everyone in the team or organization and ultimately sets them apart from the rest.

Boyatzis et al. (2019) said, a good coach is someone who is "present" and is there to ask good questions and listen intently, offer compassion, build a caring relationship, and also explore his or her coachee's individual vision. They also emphasize the word "help," not "guide," "lead," "push," or "pull." He added, as coaches, we are not there to tell anyone what to do. But rather to assist someone else with making a change. Perhaps, this is one of the significant differences between a coach and a leader. Either way, as a coach or as a leader, the impact or the effectiveness of their job is more important than the terminology that is used.

Too much empathy can weigh you down and cause burnout. With compassion, we can help others since it involved active intention and it goes beyond mere emotion. There is a significant distinction between "sympathy," "empathy," and "compassion," according to Hoogard et al. (2021).

Figure 3

Compassion Goes Beyond Sympathy and Empathy
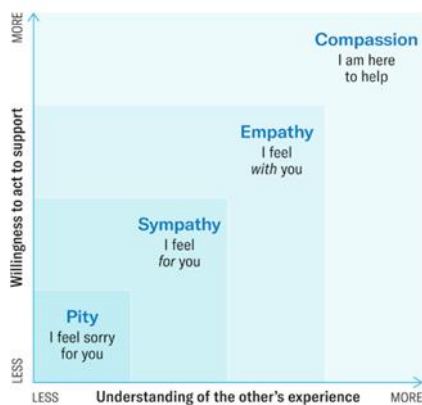
Source: Potential Project   ○ HBR

Age Diversity: Is it discrimination?

As Malaysian now just after the PRU 15, the voting age of 18 seems to change a lot and make a different landscape to the election result. The voice of a younger generation is taking place to create another dimension for the future of the nation. For a record, the biggest age group for this election is 30 to 39 years old. Just after a few days, on 21 November 2022, in New Zealand, the New Zealand Prime Minister, Jacinda Ardern, is promoting the voting age in the country to be lowered to 16 from 18 years old. This requires 75% of the supermajority of lawmakers to agree. A campaign group, Make It 16 argued that young people should be able to vote on matters affecting them. NPR, a nonprofit media organization based in Washington, said a number of countries are debating whether to lower their voting age to 16. This includes Australia, Brazil, Malta, Cuba, and Ecuador.

There are many factors that could contribute to the way people behave. Genetics and environmental factors are two of them. These two factors are referred to as heritability. Heritability is factored we're born with and how the environment shapes our behavior and happiness. According to Lester et al. (2022) from an MIT Sloan Management report earlier this year, a long-term study shows heritability accounted for about 30% of job satisfaction at age 21, the importance of heritability dropped to less than 20% when measured again at ages 25 to 30. Having said this, environmental factors within a workplace become more important over time.

Birkinshaw et al. (2019) said there are several effects operating at the same time when referring to lifespan development and organizational demography. The effects are:

•   First, the biological age effect: As we go through our life's events, we became more conscious and reflective of our own selves.

•   Generational effect: Imprinted with certain expectations and values that are connected to the period in which we grow up.

•   Experience effect: Past experiences, both successes, and failures.

•   Seniority effect: Gain formal authority, greater access to resources, and a higher level of responsibility.

Wagner (2007) through Janet Polach's working paper in 2006, Working with Veterans, Boomers, Xers, and Ys: It's About Their Age, Not When They Were Born, said each generational cohort has unique descriptors that explain their way of doing things in today's workforce. He said veterans, comprise seniors who were born prior to World War II. Their upbringing during that time makes them seen as civic-minded due to the war environment. Baby boomers who were born around the time of WWII were raised in overcrowded public schools in the late 1950s and 1960s. This is the time when television was first introduced to the market and provided them with a graphic view of events at that time.

He suggested exercising leadership flexibility. It is easy to fall into a standard set of management practices. The reality of diversity requires a significantly different course of action. The supervisory style must be situation based. He also suggested managers should orient to the outcomes of the team. Actively reflecting on team accomplishments and challenges ahead is time well spent. All employees' needs and desires change and evolve as they move through life stages. And managers will understand and respond accordingly to the changes. By doing this, managers can build a cohesive and effective organizational culture out of diversity.

Mental Health

According to a research project in 2021, from Harvard Business Review's article, in the United States, 68% of Millenials (50% in 2019) and 81% of Gen Zers (75% in 2019) have left roles for mental health reasons. Around 91% of respondents believed that a company's culture should consider and support mental health compared to 86% in 2019.

Having said that, mental health issues are the norm among employees across all organizational levels. Macro stressors are increasing and therefore, affected all of us on a regular basis. Employers must play their role to tackle this mental health issue that

become widely spread all over the world. Organizations have to train all their employees on how to minimize this and also to ensure this mental health issue is controllable in their workplaces.

There is no fixed definition of mental health. MyHealth.gov.my, an official portal of Malaysia's Ministry of Health describes mental health as a state of well-being in which an individual is aware of his own abilities, can handle stress well, can work productively, and is able to contribute to society.

Mentalhealth.gov under the U.S. Department of Health & Human Services, an American government agency based in Washington, describes mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act.

Depression comes when people cannot move on from their past stories. Many factors are involved and obviously, people that suffer from depression need to fight back their depression in order to move forward. This cannot be done without courage and motivation, and therefore, a healthy lifestyle and positive environment are needed to help individuals live a positive life.

Being present and living without too much overthinking will avoid people from anxiety. Worrying too much about the future and not living with the present could somehow make people sad and therefore, they are not happy with themselves.

The maturity process is something that must take place. People cannot avoid their problems in order to solve them. They must solve it first before going to the other. "Go with the flow" will ensure people take the necessary steps to reach their goals.

As the environment is in recovery from the Pandemic, more and more people are getting out of mental illness. As I write this on 16 May 2023, people in Malaysia, start enjoying their life back and are able to celebrate festivals like before the Pandemic. For a record, the World Health Organization (WHO) ended the global emergency status for COVID-19 on 5 May 2023. However, the end of the emergency did not mean COVID was over as a global health threat.

In the context of an organization, managers need to help their subordinates getting out of their mental illness as soon as they know it. Many managers become aware of mental health issues when they find their team performing poorly (De Tienne et al. 2020). And this can be considered late. De Tienne and her fellow researchers team advised the employees should report a mental health problem and ask for a reasonable accommodation so that their manager can intervene to minimize the damage to the organization and help the employees return as quickly as possible to full health.

A clinical psychologist turned writer, Dr. Alice Boyes, shared five strategies to help us overcome depression, in her article "How to Get Something Down When You're Feeling Down." The strategy is as follows:

1. Try to have one source of accomplishment and one source of pleasure in each of your mornings, afternoons, and evenings.
2. Find the sweet spot between not working enough and expecting too much of yourself.
3. Alternate between easy, medium, and hard tasks.
4. Cultivate a deep-work habit to reduce our need for self-control
5. Consider getting treatment for our mental health.

2.4 Proposed Conceptual Framework

The proposed conceptual framework is based on whether the person is in their 20's, 30's, 40's, 50's, and so on. However, this is a hypothesis and needs further research. The level of the stage is determined by the level of maturity and some other aspects that are related to the maturity process.

Capability Levels (Social-emotional)

Focus on Self   Focus on others

Stage 5 (50 years and above)

Stage 4 (40 years and above)

Stage 3 (30 years and above)

Stage 2 (20 years and above)
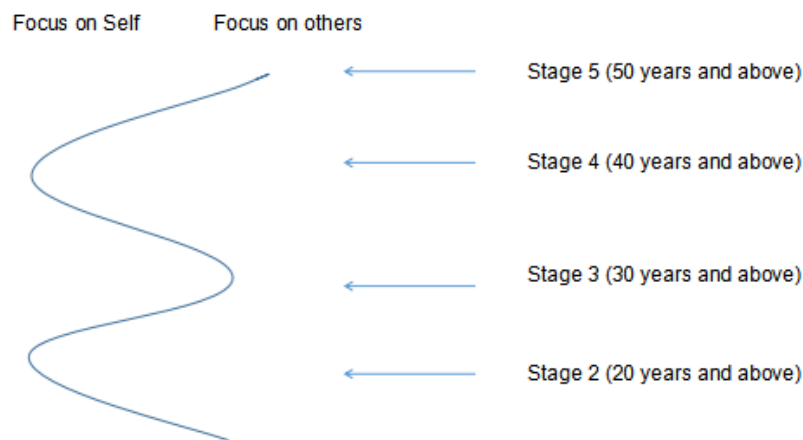
Figure 4

Based on the above diagram, social-emotional development capability (ED) (Shaker Mustafa, 2014) has been identified based on three crucial questions:-

1. Social-emotional questions: What should I do and for whom?
2. Cognitive question: What can I do and what are my options?
3. Psychological-behavioral: How am I doing?

From the diagram, young executives in 20's have tendencies to focus on themselves, whereas in their 30's, they have tendencies to focus on others, and 40's back to themselves again but with different maturity levels, and finally 50's, they "go with the flow." The zigzag effect makes the complexity easier to understand.

The 20s, known as "The Individualist," the 30s known as "The Community Member," and the 40s known as "The Self-Authorized." Each level shared the same characteristics. For example, for individualists, they are more to zero-sum-game or the "winner takes all." When they are in their 30s, they are more to be considerate of others. When they are 40s, they learn to play win-win, or no deal at all. Ultimately, at 50 and above, they go with the flow. For high potential people, they have a tendency to go beyond their age compared to the average. They learn faster and have a willingness to carry more responsibilities.

When people reach their 40s, they are well aware their situation that they carry more responsibility than before. Therefore, they also can be very calculated and here comes the win-win or no deal. Finally when 50s, most people have a lot of life experiences and enough for them to weigh and carefully value within time and decide what best at the moment. They have the wisdom to take the responsibility and find ways to solve problems at hand and find help.

Of course, there are people who are lucky enough being born in a rich and well-to-do family. They have less resistance to achieve something they want compared to the less fortunate one. This odd topic only can be solved with the older ones involved.

The maturity varies from one to another and depends on many factors. But for this research project, the researcher only focuses on the social-emotional context. Social-emotional includes age, level of education, family background, and household income. The researcher has studying and observing this theory since 2012, and found this theory quite accurate.

2.5 Hypothesis development
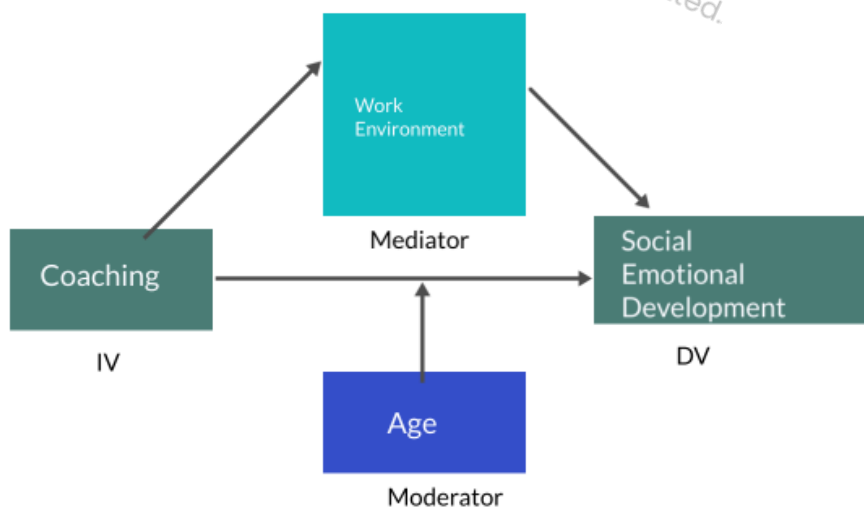
Figure 5

The greater the age, the better an understanding of the whole process.

There are four thought forms that could capture the world's complexity - process, relationship, context, and transformation. As most of us know, the world's complexity comes from the people, the human. Anything that involved people, will surely involve some degree of complexity. And that's why managing people is hard. From the context of management, managing the people is managing the complexity or vice versa. Therefore, it requires a set of skills or knowledge to handle it, and from the context of this research, where age becomes the focal point, we can say that in most situations, older people will manage the younger ones. Although with some exceptions, we can see almost anywhere or in any situation, a more senior person leads their juniors. This establishment is something natural; if it is not that way, people will feel weird about it.

2.6 Summary of Chapter 2

In design thinking, empathy is needed for a deep understanding of a problem. The process starts with empathetic, defining, ideating, making a prototype, testing the prototype, and then implementing it. Emotional maturity, in this context, has to go hand in hand in order to fully understand the problem at hand. By understanding people and the emotions involved, the complexity of a problem could be solved, or at least temporarily. Proper coaching could help design thinking practitioners find a breakthrough in a complex problem.

Design thinking is relatively new, but it is gradually implemented by industries to help them find a breakthrough in complex problems since it is an ongoing process to solve anticipated problems, now and then. Concerning the rapidly changing environment nowadays, an organization needs to stay agile in order to quickly adapt to the competitive environment.

Always in coaching, the coach will not tell the coachee what to do but offer stories to help them find their own way out. By doing this, the coachee will not limit themselves to directions or instructions, instead open themselves to finding the solution, until the problem is solved.

Chapter 3

Research Methodology

3.1. Introduction

In Chapter 2, many important facts have been touched about coaching. But yet the result of each coaching process may vary. Therefore, in this research design section, the readers will read about the social-emotional development concept which basically comes from a professor in the human developmental field name Otto Laske. In this chapter, readers will be guided on how this research has been designed and aligned with the research aim, its objective, and the research question.

The aim of this study is to determine how coaching could help to promote social-emotional development in organizations. Apart from that, this research also seeks ways to understand and create environments that help people in organizations to perform work at workplaces. This research mainly consumes the secondary data taken from various research projects about coaching, organizations, and emotional intelligence. Many management articles from all over the world from various reputable organizations like MIT Sloan, Harvard Business School, Oxford, and International Coach Federation (ICF). Also, include research from the local private researchers that capture the three elements in this particular research project.

A set of questionnaires in the form of Google Forms had been used to collect primary data. Since age is the moderator in this research project, the questionnaire had been distributed fairly enough to each single age group to ensure the result is reasonable. For sampling, Krijce and Morgan's table had been used to determine the sampling size. For SPSS software, IBM SPSS had been used to project the outcome of the research.

The researcher has observed the theory of social-emotional capability since 2012. The theory is originally from Professor Otto Laske and then his findings have been considered seriously by Dr Shaker Mustafa in the context of executive coaching. The researcher met Dr Shaker at Universiti Malaya Centre for Continuing Education (UMCCed) in 2012 when enrolled a post graduate program called Certified Business

and Executive Coaching. The program took one year to complete. Since managing and coaching go hand in hand and are still within the same social science field, the researcher felt it is good to know deeper about these two topics.

3.2. Research Design

This research project had been designed to carry out and tackle the research questions which are mainly about how coaching interventions could help managers develop their subordinates or organization members, in order to enable them to find their breakthroughs with a focus on their individual maturity levels. In order to answer the research question, this research has four elements which are coaching, individual age, environment, and social-emotional development. These four dimensions will give a qualitative analysis to understand the complexity of the people in organizations.

Human beings are said to construct their own "reality" determined by two different strands of development over the lifespan: social-emotional and cognitive (Laske, 2007).

In the context of social-emotional development, this research project refers to Professor Otto Laske's work, titled Coaching for Development: The Constructive Developmental Framework (CDF) which had been published in 2007. From the research, he puts the central idea of CDF is how people make meaning and sense of the real world and it changes over their life span, and because of these changes, it becomes a developmental issue. The behavior and the use of skills (such as coaching skills) are determined by a person's present developmental profile, composed of a social-emotional profile, a cognitive profile, and a behavioral profile.

In this research project, only social-emotional aspects that be focused on. To not be confused, social-emotional is sometimes can be referred to as emotional intelligence (EI), and emotional quotient (EQ). The social-emotional as the term suggests, is more to social aspects and its environment.

Since the workplace involves people that come from many different backgrounds, it is good to understand, especially for young adults, these social factors to avoid many

misunderstandings and be calm to perform their work. In fast pace environments, it is become more crucial to understand this in order to focus on what really matters. As human beings, we are all distracted by many things happening around us. Therefore, mental clarity and well-being are important to ensure good decision makings.

In management, people have a tendency to follow trends. Many times, executives just copy what others doing. Only to realize they do not have the capacity to do it at the end of the day. Office politics give stress to organization members, but this is what happened nowadays, where people have been disturbed with virals on social media. This current development gives a lot of anxiety to all of us. Mental health issues and individual well-being becoming more important than ever, and these issues need to be addressed accordingly before it is too late.

3.3. Data Collection Methods

All data is taken out from various secondary sources including journal articles, management books, and current writings about the subject matter.

3.4. Operationalisation and Measurement

3.4.1. Independent variable

Coaching is the independent variable in this research. Coaching is the focal point of this research projects.

3.4.2. Mediating Variable

The work environment is the mediator. As the work environment can change easily and rapidly, this factor can be nurtured by employers or managers from time to time without any costs involved. Just creativity is needed.

3.4.3. Dependent variables

Social-emotional domains are the dependent variables. Age, family background, education level, and household income are a few examples of the domains.

3.4.4. Moderating Variable

Age as the moderator. As time flies, people are more mature, and therefore, moderating effects will be taking place.

Summary of Chapter 3

There are four elements in the hypothesis - coaching, age, environment, and social-emotional development. Even though there is no emphasis on the work outcomes, this research project is mainly for understanding how coaching could create a better environment, in the sense of individual maturity levels in organizations. There are no hard rules when coming to grooming people. As long as things work well, it is good enough and gets ready for the next.

Chapter 4

Findings and Data Analysis

4.1 Introduction

This section has described the forms of research used in analyzing the data that have been conducted. In this section, the forms of questions, measurements, study design, population, and data collection and analysis methods used to analyze the data are also described. Next, the results of the data that have been analyzed will be described in the next chapter.

4.2 Descriptive Analysis

4.2.1 Socio-Demographic Respondent Distribution

Table 4.1 Socio-Demographic

Characteristics		Number (n=102)	Percent
Gender	Male	66	64.7
	Female	36	35.3
Age	18 - 30 years old	36	35.3
	31 - 40 years old	30	29.4
	41 - 50 years old	18	17.6
	51 - 60 years old	12	11.8
	60 years old and above	6	5.9
Level of Education	SPM / STPM / A Level / Diploma	30	29.4
	Degree	60	58.8
	Master	12	11.8
	Doctorate	0	0.0
	Associate Professor	0	0.0
	Professor	0	0.0

Characteristics		Number (n=102)	Percent
Years of working experience	Student	0	0.0
	1 - 5 years	48	47.1
	6 - 10 years	42	41.2
	11 - 15 years	12	11.8
	16 - 20 years	0	0.0
	20 years and above	0	0.0
Monthly household income	Less than RM4,850	36	35.3
	31 - 40 years old	30	29.4
	41 - 50 years old	18	17.6
	51 - 60 years old	12	11.8
	60 years old and above	6	5.9
Organization size	2 - 10	0	0.0
	11 - 50	6	5.9
	50 - 100	42	41.2
	101 - 500	30	29.4
	501 - 1000	24	23.5
	More than 1000	0	0.0

From Table 4.1 above, most of the respondents are male with number 66(64.7%). Most of the respondents with a number of 36(35.3%) age between 18-30 years old. Most of the respondents with number of 60(58.8%) possess a degree. Most of respondents with number of 48(47.1%) have 1-5 years working experience. Most of respondents with number of 36(35.3%) have less than RM4,850 monthly household income. Most of respondents with number of 42(41.2%) work with organization with 50-100 worker.

4.2.2 Work Environment Response Distribution

Table 4.2 Work Environment Response Distribution

No	Characteristic	Strongly Disagree n / (%)	Disagree n / (%)	Neutral n / (%)	Agree n / (%)	Strongly Agree n / (%)
1	My workplace has a good environment and culture.	0(0.0)	0(0.0)	0(0.0)	54(52.9)	48(47.1)
2	My workplace has a supportive environment.	0(0.0)	0(0.0)	0(0.0)	66(64.7)	36(35.3)
3	My workplace has fair and equal environment.	0(0.0)	0(0.0)	0(0.0)	78(76.5)	24(23.5)
4	My workplace has given opportunity to progress but with little flexibility.	0(0.0)	0(0.0)	0(0.0)	84(82.4)	18(17.6)
5	My workplace has low flexibility and competitive environment among team members.	0(0.0)	0(0.0)	0(0.0)	72(70.6)	30(29.4)

Based on the data from the table above, it shows that most respondents as much as 52.9% or 54 people agree on the statement: My workplace has a good environment and culture. Based on the data from the table above, it shows that most respondents as much as 64.7% or 66 people agree on the statement: My workplace has a supportive environment.

Based on the data from the table above, it shows that most respondents as much as 76.5% or 78 people agree on the statement: My workplace has fair and equal environment. Based on the data from the table above, it shows that most respondents as much as 82.4% or 84 people agree on the statement: My workplace has given opportunity to progress but with little flexibility. Based on the data from the table above, it shows that most respondents as much as 70.6% or 72 people agree on the statement: My workplace has low flexibility and competitive environment among team members.

4.2.3 Coaching Response Distribution

Table 4.3 Coaching Response Distribution

No	Characteristic	Yes n / (%)	No n / (%)
1	If you have been given any opportunity, do you like to be coached by someone for your personal and professional development?	72(70.6)	30(29.4)
2	Does your organization practice or encourage coaching for staff?	78(76.5)	24(23.5)

Based on the data from the table above, it shows that most respondents as much as 70.6% or 72 people agree on the statement: If you have been given any opportunity, do you like to be coached by someone for your personal and professional development?

Based on the data from the table above, it shows that most respondents as much as 76.5% or 78 people agree on the statement: Does your organization practice or encourage coaching for staff?

4.2.4 Social emotional Response Distribution

Table 4.4 Social emotional Response Distribution

No	Characteristic	Yes n / (%)	No n / (%)
1	Do you think the organization members (including yourself) should consider to be more empathetic to others in order to improve the work environment at your workplace?	78(76.5)	24(23.5)

2	Does your organization foster collaborative relationships at workplace?	48(47.1)	54(52.9)
3	Does your organization incorporate different perspectives into decision-making process in order to provide a strong foundation for moving forward?	60(58.8)	42(41.2)
4	Does your organization adopt growth culture for employees' professional development?	66(64.7)	36(35.3)
5	Does your organization promote work-life balance culture?	54(52.9)	48(47.1)
6	Do you feel your workplace culture supports employee well-being?	60(58.8)	42(41.2)

Based on the data from the table above, it shows that most respondents as much as 76.5% or 78 people agree on the statement: Do you think the organization members (including yourself) should consider to be more empathetic to others in order to improve the work environment at your workplace?

Based on the data from the table above, it shows that most respondents as much as 52.9% or 54 people not agree on the statement: Does your organization foster collaborative relationships at workplace?

Based on the data from the table above, it shows that most respondents as much as 58.8% or 60 people agree on the statement: Does your organization incorporate different perspectives into decision-making process in order to provide a strong foundation for moving forward?

Based on the data from the table above, it shows that most respondents as much as 64.7% or 66 people agree on the statement: Does your organization adopt growth culture for employees' professional development?

Based on the data from the table above, it shows that most respondents as much as 52.9% or 54 people agree on the statement: Does your organization promote work-life balance culture?

Based on the data from the table above, it shows that most respondents as much as 58.8% or 60 people agree on the statement: Do you feel your workplace culture supports employee well-being?

4.3 Inferential Analysis

Dependent Variable Effect

Table 4.5

Correlations

		Coaching	Social
Coaching	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.000
	N	102	102
Social	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	102	102
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.6

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.870	.430		13.656	.000
	Coaching	1.005	.161	.529	6.236	.000

a. Dependent Variable: Social-Emotional Development

Mediator Variable Effect

Table 4.7

Correlations

		Coaching	Work-environment
Coaching	Pearson Correlation	1	.200[*]
	Sig. (2-tailed)		.044
	N	102	102
Work-environment	Pearson Correlation	.200[*]	1
	Sig. (2-tailed)	.044	
	N	102	102
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 4.8

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.067	.239		88.113	.000
	Coaching	.183	.090	.200	2.039	.044

a. Mediator: Work environment

Table 4.9
Mediator and Dependent Variable Effects

Correlations

|		Social	Coaching	Work-environment
Social	Pearson Correlation	1	.529[**]	-.033
	Sig. (2-tailed)		.000	.740
	N	102	102	102
Coaching	Pearson Correlation	.529[**]	1	.200[*]
	Sig. (2-tailed)	.000		.044
	N	102	102	102
Work-environment	Pearson Correlation	-.033	.200[*]	1
	Sig. (2-tailed)	.740	.044	
	N	102	102	102
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 4.10

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.199	3.777		3.229	.002
	Coaching	1.060	.163	.558	6.503	.000
	Work Environment	-.300	.178	-.145	-1.686	.095

a. Dependent Variable: Social-Emotional Development

In conclusion, from the tables above, only coaching has significant relationship with social-emotional domains because p = value is 0.000, below than 0.05. This variable is positive with moderate strength. All correlation analysis were done with Pearson correlation analysis.
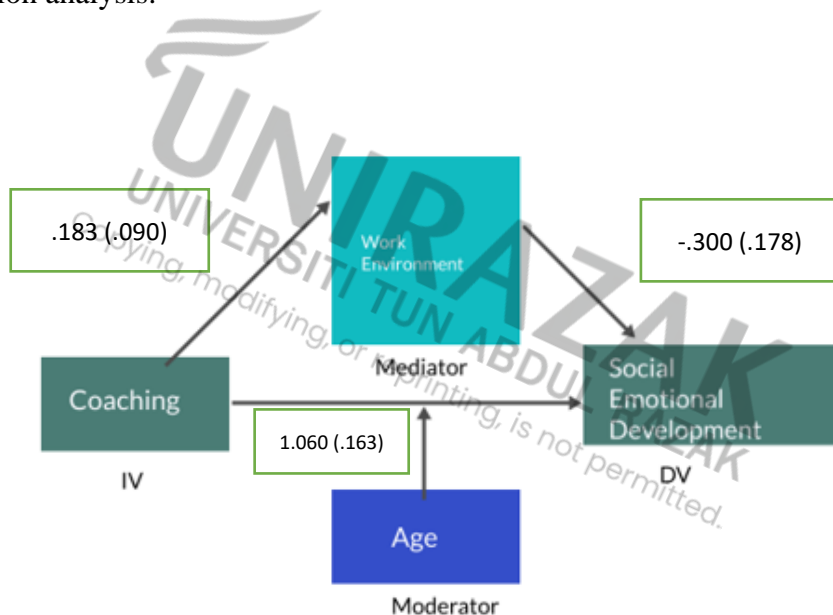
Input:		Test statistic:	Std. Error:	p-value:
a	.183	Sobel test: -1.29759118	0.04230917	0.19442785
b	-.300	Aroian test: -1.21351354	0.04524053	0.22493354
s_a	.090	Goodman test: -1.40197757	0.03915897	0.16092194
s_b	.178	Reset all	Calculate	

The Sobel test show the p-value is higher than 0.05, therefore can conclude that there is no indirect effect between coaching and social via work environment is statistically not significant (p-value > 0.05).

4.3.2 Moderator Variable Effect
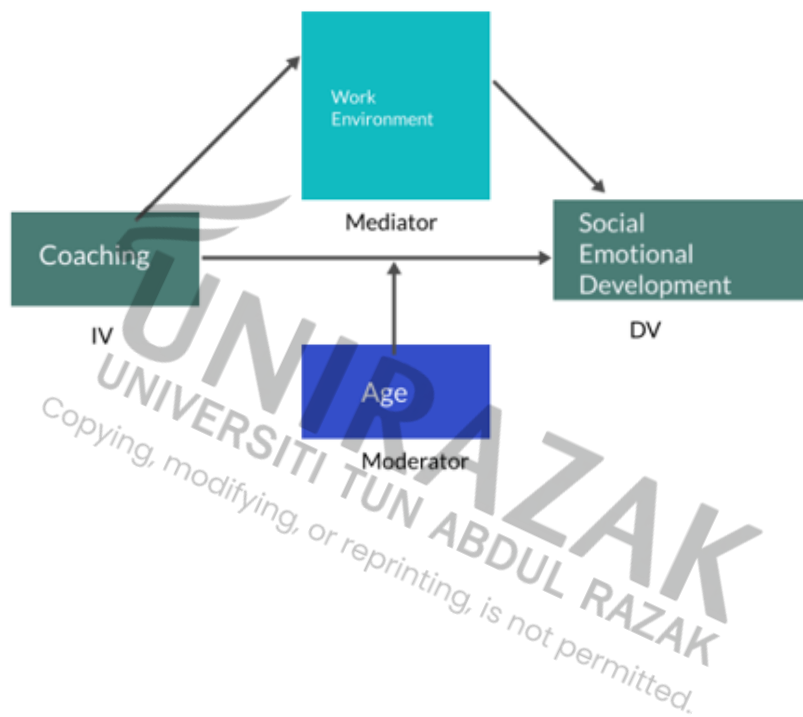
Table 4.11

Correlations

		Age	Coaching	Social	Work Environment
Age	Pearson Correlation	1	-.007	-.260**	-.070
	Sig. (2-tailed)		.947	.008	.486
	N	102	102	102	102
Coaching	Pearson Correlation	-.007	1	.529**	.200*
	Sig. (2-tailed)	.947		.000	.044
	N	102	102	102	102
Social	Pearson Correlation	-.260**	.529**	1	-.033
	Sig. (2-tailed)	.008	.000		.740
	N	102	102	102	102
Work Environment	Pearson Correlation	-.070	.200*	-.033	1
	Sig. (2-tailed)	.486	.044	.740	
	N	102	102	102	102

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.12

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.865	.428		13.691	.000
	INT	-.172	.132	-.111	-1.308	.194
	Coaching	1.006	.161	.530	6.269	.000

a. Dependent Variable: Social Emotional

The result shown that the interaction term (INT) has a P-value of 0.194. Since the P-value is higher than 0.05, it can consider that the moderator variable Age has no effect on the relationship between independent variable coaching and dependent variable Social Emotional.

Chapter 5

Recommendation and Conclusion

5.1 Chapter Overview

In this section, conclusions and suggestions will be presented as the final part of this research. This conclusion is based on the results of data analysis that has been carried out and will answer the problems that have been formulated previously in accordance with the objectives of this study. In addition to the conclusions will be included suggestions that are expected to be useful for all interested parties.

5.2 Discussion on Findings

Based on the finding in previous chapter, it was observed that the coaching is significantly has effect on the social emotion variable as the regression analysis show a p-value of 0.00 which lower than 0.05. However, the mediator and moderator variables doesn't have influence the relationship between coaching and social emotion development. This finding was supported by Bresser and Wilson (2010:9) state, 'At the heart of coaching lies the idea of empowering people by facilitating self-directed learning, personal growth and improved social emotion development'.

Much current literature on coaching explores executive coaching as a relatively new and promising practice linked to growth and social emotion development, but empirical research assessing the effects of coaching lags far behind the practice of coaching (Bono et al. 2009; Grant 2013). De Meuse, Dai and Lee (2009) emphasize that the effectiveness of executive coaching needs to be clearly and scientifically demonstrated. According to Page and De Haan (2014), studies on the effectiveness of executive coaching lack experimental designs that include objective quantitative measures and comparable control groups.

Despite the increasing popularity of coaching, evidence outlining the necessity of coaching to enhance leaders' EI and the impact of coaching is inadequate (Carey, Philippon & Cummings 2011; Groves et al. 2008; McEnrue et al. 2010). A review by

McEnrue et al. (2010:3–19) shows that existing research fails to adequately confirm whether it is viable to develop individuals' EI or in fact how to develop it. It seems that very few well-designed EI development studies that include valid measures of EI have been published (Groves et al. 2008). More recently, Schutte, Malouff and Thorsteinsson (2013) did a meta-analysis on EI training and highlighted only three experimental and control group design studies that had been done in an organizational context.

The researcher also found that several reason that could promote toxic environment at workplace. Table 5.1 shows that 3 major reasons that create a toxic environment at the workplace. Most of the respondents agree that lack of empathy is the main reason of the existence of toxic working environments. Table 5.2 show that most of the respondents agree build connections can reframe politics positively at workplace. Table 5.3 show that most of the respondents agree create positive communication is one of impacts of the intervening coaching. Table 5.4 show that most of the respondents agree. coaching intervention will benefit the employee as they realize their potential and limit. Table 5.5 show that most of the respondents agree diversity, equity and inclusion (DEI) increase their trust to organization.

Table 5.1 What are the reasons that you think could promote toxic environment at your workplace? You may tick more than one.

Characteristic	Frequency	Percent
Lack of empathy	48	47.1
Lack of leadership	36	35.3
Poor management skills	18	17.6

Table 5.2 Reframe politics positively at workplace.

Characteristic	Frequency	Percent
Build connections	42	41.2
Leverage it to drive inclusion	24	23.5
Access opportunities	18	17.6
Get things done	18	17.6

Table 5.3 The impacts of the intervening coaching

Characteristic	Frequency	Percent
Create positive communication	48	47.1
Increase self-confidence	18	17.6
Create Supportive environment	36	35.3

Table 5.4 Coaching intervention benefit

Characteristic	Frequency	Percent
Enablement	30	29.4
Help to identify options	24	23.5
Guide me to realize my potential and limit	48	47.1

Table 5.5 How do diversity, equity and inclusion (DEI) impact organization

Characteristic	Frequency	Percent
Job satisfaction	30	29.4
Bring creativity and innovation	12	11.8
Increased level of trust	36	35.3
Higher engagement levels	24	23.5

5.4 Recommendations based on the respondents response distribution

Table 5.6

A suggestion from the below options is to improve workplace culture and how the organization members could play their roles more effectively.		
Characteristic	Frequency	Percent
Communicate effectively	42	41.2
Be more empathetic	36	35.3
Cultivates trust and safety	12	11.8
Improve interpersonal skills	12	11.8

How does organization manage conflict		
Characteristic	Frequency	Percent
Evaluate the situation	36	35.3
Communicate clearly and calmly	24	23.5

Listen attentively	24	23.5
Collaboration to find possible solution	18	17.6

5.5 Limitation

Throughout the research, there were limitations in conducting it and the following points indicate the limitation briefly:

- Research projects based on this coaching and social-emotional topic are still limited, especially in the local context. Therefore, gathering concrete information for this project was critical.
- Time for this research project is very limited. Therefore, the information collected is perhaps biased and not showing the real picture of the situation.

5.6 Conclusion

Based on the descriptive analysis and hypothesis testing, it can be concluded that coaching is significantly having an effect on the social emotion variable as the regression analysis shows a p-value of 0.00 which is lower than 0.05. However, the mediator and moderator variables don't influence the relationship between coaching and social emotion development.

Thus, the research objectives are satisfied.

Coaching interventions are proven to help managers enable their subordinates. With certain skills and a full understanding of what is at the core of a problem, both managers and subordinates will find their breakthroughs and eventually solve problems and perform.

5.7 Recommendations

The following are recommendations to improve the workplace culture and how an organization's members could play their roles more effectively. These recommendations are included in the questionnaire.

Communicate effectively: Be it work-from-home or at the office, all organization members should have effective communication skills. Communication is the key to any business's success. This also improved individual productivity and job satisfaction level.

Be more empathetic: Emotional intelligence is becoming more fashionable these days as more and more working people have stressed with their work and personal life due to challenging environments and demands.

Cultivates trust and safety: Build trust and fill the gap. These factors will also promote a positive environment in workplaces.

Improve interpersonal skills: Apart from communication and being more empathetic, there are other elements. This includes leadership, problem-solving, negotiation, teamwork, and non-verbal communication.

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APPENDIX

Questionnaire for Data Collection (via Google Form)

COACHING FOR SOCIAL-EMOTIONAL DEVELOPMENT IN ORGANIZATIONS

Personal Details

Gender

☐ Male

☐ Female

1. Age

☐ 18 - 30 years old

☐ 31 - 40 years old

☐ 41 - 50 years old

☐ 51 - 60 years old

☐ 60 and above

2. Level of Education

☐ SPM / STPM / A Level / Diploma

☐ Degree

☐ Master

☐ Doctorate

☐ Associate Professor

☐ Professor

3. Years of working experience

☐ Student

☐ 1 - 5 years

☐ 6 - 10 years

☐ 11 - 15 years

☐ 16 - 20 years

□   20 years and above

4. Monthly Household Income Group

□   Less than RM4,850

□   From RM4,851 to RM10,959

□   More than RM10,959

5. Organization Size (Number of people)

□   2-10,

□   11-50,

□   51-100,

□   101-500,

□   501-1000,

□   More than 1000

Work Environment

Multiple choice questions (Strongly Disagree to Strongly Agree)

My workplace has a good environment and culture.

My workplace has a supportive environment.

My workplace has fair and equal environment.

My workplace has given opportunity to progress but with little flexibility

My workplace has low flexibility and competitive environment among team members.

If you have been given any opportunity, do you like to be coached by someone for your personal and professional development?

Yes

No

Maybe

Do you think the organization members (including yourself) should consider to be more empathetic to others in order to improve the work environment at your workplace?

- Yes
- No
- Neutral

1 suggestion from the below options to improve workplace culture and how the organization members could play their role more effectively.

- Communicate effectively
- Be more empathetic
- Cultivates trust and safety
- Improve interpersonal skills

What are the reasons that you think could promote toxic environment at your workplace? You may tick more than one.

- Low flexibility
- High competition
- Lack of empathy
- Personal issue
- Fast paced environment
- No teamwork
- Lack of leadership
- Poor management skills
- Discrimination of favoritism
- Lack of recognition

We can't sit out of office politics nowadays. But we can reframe it positively. How you reframe politics positively at your workplace?

- Build connections
- Leverage it to drive inclusion
- Access opportunities
- Get things done

Does your organization foster collaborative relationships at workplace?

- Yes

- No
- Sometimes

Does your organization incorporate different perspectives into decision-making process in order to provide a strong foundation for moving forward?

- Yes
- No
- Not sure

Coaching

Does your organization practice or encourage coaching for staff members?

- Yes
- No

What are the impacts of intervening coaching at your workplace? You may tick more than one.

- Create positive communication
- Increased self-confident
- Improve retention rate
- Adapting to change more easily
- Create a supportive environment

Does your organization adopt growth culture for employees' professional development?

- Yes
- No

How do diversity, equity and inclusion (DEI) impact your organization?

- Job satisfaction
- Bring creativity and innovation
- Increased level of trust

- Higher engagement levels

How would coaching intervening benefit you at your workplace? You may tick more than one.

- Enablement
- Take me from the current situation to a desired goal
- Help to identify options
- Guide me to realize my potential and limit
- Not sure

Social emotional development

How does your organization manage conflict at workplace? You may tick more than one.

- Evaluate the situation
- Communicate clearly and calmly
- Listen attentively
- Collaborate to find possible solution

Does your organization promote work-life balance culture?

- Yes
- No
- Maybe

Do you feel your workplace culture supports employee well-being?

- Yes
- No

APPROVAL PAGE

TITLE OF PROJECT PAPER: **COACHING FOR SOCIAL-EMOTIONAL**
                                            DEVELOPMENT IN ORGANIZATIONS

NAME OF AUTHOR   **:**   **SHAHNAZ BIN SHAMSUDIN**

The undersigned certify that the above candidate has fulfilled the conditions of the project paper prepared in partial fulfilment for the degree of Master of Business Administration.

SUPERVISOR

Signature   :   _____

Name   :

Date   :

ENDORSED BY:

_____

Dean

Graduate School of Business

Date   :