**Gordon Institute
of Business Science**
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An exploration of how organisational learning contributes to building change leadership capability: A multiple case study

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ABSTRACT

The need for effective change leadership in organisations has become more important due to the ongoing pressures and demands for strategic rethinking and adaptation. However, in facilitating change, many organisations fail to leverage the role of leaders at multiple levels in the organisation. Scholars and practitioners suggest that there should be a greater focus on developing change leadership capability.

The objective of this research was to explore how organisational learning influences change leadership capability. The study adopted a cross-sectional, explorative, qualitative multiple case study using three planned change programmes implemented by three multi-national organisations operating in emerging markets.

This study identified learning mechanisms that organisations can use to build their change leadership capability. The study found that individual learning mechanisms enable the acquisition of organisational learning capability, learning through others enables the transfer of organisational learning capability, and formal organisational learning support mechanisms enable the integration of organisational learning capability. Furthermore, this study revealed that learning orientation, leadership, human resources, organisational culture and organisational structure facilitated organisational learning in building change leadership capability. This study also found six components of change leadership capability that can be learned through organisational learning: framing the change, enabling others to lead the change, preparing for the change, engaging others in the change, monitoring the change, and learned traits. A model has been developed to guide managers and HR practitioners on more effectively developing change leadership capability through organisational learning. The research outcomes contribute to change literature.

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Philosophy (Change Leadership) at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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LIST OF ACRONYMNS AND ABBREVIATIONS

OCC   Organisational change capabilities

OL   Organisational learning

LO   Learning orientation

CHAPTER 1: INTRODUCTION

1.1 Background to the research problem

Organisations face a multitude of pressures that demand continual adaptation and strategic rethinking (Scheepers & Swart, 2020; Stouten et al., 2018). From the rapid pace of technological innovation, exemplified by the emergence of technology and global mobility, to the increasingly global nature of competition (Dumas & Beinecke, 2018), businesses must continuously change in order to grow and prevent decline (Scheepers & Swart, 2020). Proponents of the emergent approach to change argue that change is continuous and emerges in an unpredictable manner that organisations cannot plan for (Burnes, 2017). Therefore, it is critical for organisations to respond proactively to these forces and adapt, continuously engaging in learning, experimentation, and innovation while seeking out new perspectives to ensure long-term success (Dumas & Beinecke, 2018).

In order for organisations to be able to continuously change in response to their external environment, leadership is a critical factor (Scheepers & Swart, 2020). While the leadership level often outsources this process to change practitioners, organisations cannot rely solely on change specialists to facilitate change. Though change specialists are often tasked with driving effective change, they may face limitations when it comes to influencing organisational leaders as they are accountable to and fulfil the desires of the leaders (Anderson & Ackerman-Anderson, 2010).

A wealth of previous literature has emphasised the pivotal role of leadership in driving organisational change (Higgs et al., 2022; Oreg & Berson, 2019; Scheepers & Swart, 2020). Research has also found how managers lead change to play a powerful role in achieving change acceptance from employees, as well as achieving positive organisational results (Stouten et al., 2018).

1.2 The research problem

1.2.1 Business relevance of the research problem

The relevance of understanding the role of leadership in change is essential for businesses as the literature reveals that there are common blindspots in organisations when planning for change. A recent article in the Harvard Business Review stated that organisations often aim to make significant changes while maintaining control, resulting

in a focus on managing change rather than leading it; however, this limits the results that organisation can achieve (Anderson, 2022).

Consequently, leaders often fail to take advantage of specific opportunities to contribute in a meaningful way during the process of change (Anderson, 2022). Moreover, the pace of change required for organisational sustainability has increased since the COVID-19 pandemic; however, organisations still struggle with significant challenges in effectively facilitating change (Fuller et al., 2021).

Building on the existing literature cited, this author further draws on their own experience as a change practitioner with a wealth of knowledge in facilitating change for multiple organisations across the globe, with particular interest in emerging markets where there is a higher rate of change due to the unpredictability of these markets. While the literature offers guidance on how leaders can effectively lead change (Anderson, 2022; Fuller et al., 2021), it is ultimately up to the individual leader to proactively seek such articles to develop their change leadership skills.

Additionally, the author of this study finds organisations give little attention to developing change leadership skills as executives are reluctant to take accountability for leading change. Effectively, this means that beyond the executive level indicating an openness to change and greenlighting budgets to hire external change consultants, organisations show little interest in transferring the skills and recommendations of change consultants to their own employees. This results in continuously hiring change consultants for future projects rather than upskilling internal staff to lead the change themselves, subsequently preventing the organisation from continuously evolving.

It is interesting to note that despite encountering real-world challenges, practitioners, such as the author of this study, often find that academic scholars do not sufficiently address these challenges (Aguinis et al., 2022). Instead, scholars tend to focus on providing theories and strategies for managers to follow (Aguinis et al., 2022). As a result, Aguinis et al. (2022) emphasise the importance of incorporating managers' experiences and challenges in management scholarship. This includes listening to their challenges, developing and testing theories that explicitly consider their role, and conducting research at multiple levels of analysis (Aguinis et al., 2022).

In summary, organisations are constantly under pressure to adapt and change, yet many businesses are failing to effectively leverage the role of the leaders in facilitating these changes. Although some organisations do prioritise change management, more

attention should be given to change leadership, and building the organisation's change leadership capability by adequately equipping employees with the relevant skills to lead change. One manner in which organisations can build their change leadership capability is to learn from their current change projects.

1.2.2 Theoretical perspective of the research problem

From a theoretical perspective, scholars also suggest that leadership is required at multiple levels of an organisation to drive successful change. Burnes (2017) argues that relying solely on the few senior managers at the top of the hierarchy to manage change is not feasible, while Scheepers and Swart (2020) champion the idea of leadership at multiple levels, cascading down the organisation to facilitate successful change.

Research also suggests that employees may be more receptive to change when it is led by their immediate managers rather than by senior leaders (Heyden et al., 2017). Moreover, research has indicated that leadership roles at multi-levels of the organisation – including senior and mid-level managers, influential employees and change agents – play a central role in change (Higgs & Rowland, 2000; Stouten et al., 2018). In fact, Stouten et al. (2018) recommended that future research should focus on employees and stakeholders in non-senior leadership positions, in order to gain a better understanding of the complexity associated with change leadership at all levels of the organisation. Clearly, there is a critical need for a more comprehensive understanding of change leadership from multi-levels in an organisation.

Effective change leadership involves different members of an organisation, each with a unique role to play in driving the change. It is important that these organisational members throughout the organisation are prepared for the relevant activities needed to facilitate the change (Heyden et al., 2017). This underscores the importance of developing change leadership as an organisational capability, rather than only a leadership level. To develop this capability, it is essential to understand what factors contribute to it. In 2000, Higgs and Rowland (2000) suggested that research should focus on identifying the drivers of change leadership capability. However, to date, there have been relatively few studies exploring this topic in depth (Montreuil, 2022; Supriharyanti & Sukoco, 2022).

Numerous studies have shown that organisational learning (OL) plays a critical role in the acquisition and transfer of organisational knowledge, leading to the development of organisational capabilities (Alerasoul et al., 2022; Teece, 2018). However, despite the

wealth of research on this topic, few studies have explored the specific ways in which OL impacts change leadership capability (Montreuil, 2022; Supriharyanti & Sukoco, 2022). Despite an increased interest in organisational change and the role of the leader in leading change, it is surprising that so little empirical research has been conducted to explore how OL influences change leadership capability.

1.3 Research questions

The primary research question used to explore this study was *How does organisational learning influence change leadership capability?* The following secondary research questions were developed to explore this primary research question:

1. What organisational learning capabilities and mechanisms contribute towards change leadership capability?
2. How does an organisation's learning orientation influence change leadership capability?
3. What components of change leadership capability have been learnt through organisational learning?

1.4 Research aims

The aim of this study was to understand the role of organisational learning in building change leadership capability. In particular, this study intended to identify the learning capabilities and mechanisms thereof that play a role in developing change leadership capability. This study also intended to understand the influence of learning orientation on change leadership capability. Moreover, by understanding how organisational learning has contributed to change leadership capability, this study also intended to identify the key components of change leadership capability that have been learnt through organisational learning.

1.5 Research contribution

The research contributes to literature on change leadership and organisational learning. The findings of this study intend to enhance the field of change leadership studies by offering insights into how change leadership capability can be developed through OL. Moreover, this research intended to contribute to the understanding of change leadership in the larger academic field and in practice by identifying core components of change leadership capability that can be learnt through OL. This research also contributes to the field of organisational learning by applying Alerasoul's et al. (2022) newly developed

Organisational Learning Chain framework to gain a deeper understanding of how OL influences change leadership capability. In doing so, the framework was tested to see where it could be confirmed in practice, and where further exploration would be required. Moreover, this study further contributed to the legitimacy of the concept of unlearning, and how unlearning enables the OL capability of acquiring.

The findings also provide practical guidelines to managers and HR practitioners on how to intentionally cultivate change leadership capability through organisational learning, including strategies for facilitating organisational learning.

1.6 Research scope

The theoretical scope of this study is situated in OL and change leadership literature. Moreover, to better understand how OL contributes to change leadership capability, this study was explored within Alerasoul's et al. (2022) Organisational Learning Chain framework.

A qualitative design and methodology was utilised to provide a deep understanding and fulfil the exploratory aims of this study (Saunders et al., 2019). Scheepers and Swart (2020) emphasise the importance of understanding the context in which change leadership occurs. Additionally, Alerasoul et al. (2022) and Bleijenbergh et al. (2021) suggest that conducting more exploratory research, such as case studies, can provide managers and human resource managers with specific practical implications that align with an organisation's culture.

Building on these suggestions, this study examined how organisational learning influences change leadership capability using a multiple case study design. To select the cases, the criteria were twofold. First, the organisations had to be multinational companies operating in emerging markets, in line with Scheepers' and Swart's (2020) encouragement to further explore change leadership in these contexts. Second, the organisations had recently or were currently implementing a planned change program. From each company, five participants with various roles in the change programme were interviewed to gain perspectives from employees on how organisational learning influences change leadership capability at multiple levels of the organisation.

1.7 Structural outline of the research report

The research report comprises seven chapters. Chapter 1 has introduced the study's background, explained the relevance of the research to business and academia, defined the scope of the study, and outlined the research questions, aims, and contributions of the study.

Chapter 2 presents a comprehensive review of the literature on change leadership, OL, and how OL and change leadership intersect. This chapter also details the theoretical framework of the Organisational Learning Chain that underpins this study. Chapter 3 outlines the primary research question and secondary research questions and explains how these questions emerged from the literature review in Chapter 2. Chapter 4 discusses the research design and methodology used to explore the research questions outlined in Chapter 3. Chapter 5 presents the findings of the research through thematic analysis, while Chapter 6 discusses these findings in relation to the literature reviewed in Chapter 2. Finally, Chapter 7 summarises the main findings and conclusions of the research, identifies the contributions of the study, and discusses the limitations and recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Building on the introduction and the explanations laid out in Chapter 1, this chapter seeks to clarify the key concepts in literature necessary for a better understanding of the research question: How does organisational learning influence change leadership capability? This section introduces change leadership as a concept before moving onto the nuances of change as a leadership capability.

In order to delimit the scope of this study, more general discussions of the leadership literature are avoided. The literature focuses narrowly on the overlap between leadership, change and capabilities. This in line with scholars such as Higgs and Rowland (2011) who posit that general leadership literature, while interesting, is not of direct relevance to the role of leaders in leading change. Moving from change leadership, the literature review builds toward discussing organisational learning, framing it in the context of change leadership to limit the literature to what is relevant to the research question. Figure 1 below illustrates the roadmap for the literature review.

Figure 1: Roadmap of literature review.
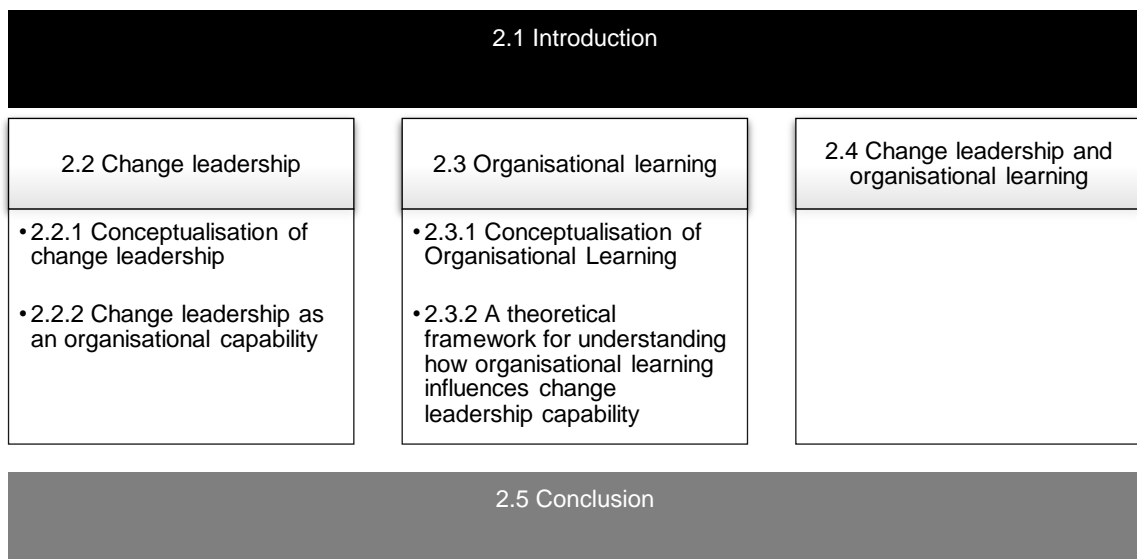
2.2 Change leadership

2.2.1 Conceptualisation of change leadership

The ability to lead change is critical in improving an organisation's competitiveness

(Scheepers & Swart, 2020). Often, organisations have a suitable strategic direction to deal with changes in a rapidly changing environment; however, they often lack the ability to make the strategic objectives a reality in day-to-day business (Scheepers & Swart, 2020; Surty & Scheepers, 2019). This has led to a growing interest amongst scholars in exploring the role leaders play in facilitating change (Dumas & Beinecke, 2018; Graetz, 2000; Higgs et al., 2022; Higgs & Rowland, 2000, 2005, 2011; Kotter, 1995; Oreg & Berson, 2019; Rajagopalan & Spreitzer, 1977; Surty & Scheepers, 2019).

In the late 1990s, scholars such as Kotter (1995) and Rajagopalan and Spreitzer (1977) began surfacing the importance of considering the leader's role in effecting change. Graetz (2000) sought to identify what factors are critical to leading change and contributed that instrumental (operational knowledge) and charismatic roles (interpersonal skills) are key to change leadership. More recently, Oreg and Berson (2019) noted that there is an abundance of research on leadership, as well as organisational change, and the two concepts have been often referred to in combination with each other; however, not much is known about how the two concepts integrate.

Furthermore, the impact leaders have on change has not been studied systematically (Oreg & Berson, 2019). In particular, Oreg's and Berson's (2019) conceptual framework developed from a review of the literature in both domains identified three key behavioural actions of leaders, through which they can influence the affected persons' responses to a specific change. These include (1) effective communication, (2) showing support and attention to concerns of stakeholders affected by the change, and (3) involving stakeholders during the change process (Oreg & Berson, 2019). It is beyond the scope of this research study to explore vast literature on leadership, hence this study focuses within the boundaries of the literature that explicitly explores the intersection of leadership and change, known as the concept of change leadership.

Change leadership is defined as the "change-orientation in leadership that systematically plans the change, while considering the people and resources involved" (Scheepers & Swart, 2020, Orientation to change leadership section, para. 11). Even though the construct of change leadership emerged decades ago, few scholars have moved beyond generic descriptions of change leadership, although some have introduced change

leadership models (Dumas & Beinecke, 2018; Higgs et al., 2022; Scheepers & Swart, 2020). This study explored two of the latest change leadership models available in the literature.

The first model is proposed by Higgs et al. (2022). This model has evolved over the past two decades through multiple studies by Higgs (Higgs et al., 2022; Higgs & Rowland, 2000, 2005, 2011), alongside fellow scholars that have associated leadership behaviours to activities involved in the change process. Higgs et al. (2022) posit that there are five categories of change leadership behaviour. The first category, (1) *Shaping*, involves leader-centric behaviours whereby the leader directs the change process by controlling how it is clarified and planned, monitors progress and solves any challenges that arise. These behaviours demonstrate control by the change leader by holding others accountable to how he or she views the change process should be (Higgs et al., 2022; Higgs & Rowland, 2011).

The second category, (2) *Involving,* includes behaviours of helping others to relate to and identify with the change goals, as well as involving others in determining ways to achieve the goals. The third category, (3) *Engaging,* refers to how leaders empower their people to decide on the direction of the change and also how the capabilities will be acquired to achieve the change. The fourth category, (4) *Boundary spanning,* includes building relationships with external stakeholders, external monitoring, and networking with others. Lastly, the fifth category was not labelled, but was found as an addition to the study, (5) *Purpose*. This category refers to demonstrating behaviours to show a clear purpose for the change and creating a sense of belonging for others (Higgs et al., 2022).

It should be noted that *shaping* behaviours of leaders have been found to lead to less effective change implementation (Higgs et al., 2022; Higgs & Rowland, 2011). However, in Higgs' and Rowland's (2011) study, it was discovered that when these behaviours were present with *framing* and *creating* behaviours (establishing an emotional connection to the change, creating tension by challenging others to deliver the change, enabling the space, in terms of emotional, time and physical space, allowing people to think and act differently, and containing the change within a clear framework), the change implementation was successful. Moreover, Higgs and Rowland (2011) found that a number of the successful change stories they explored contained some degree of *shaping* behaviours, suggesting that a specific amount of direction from leaders could be vital for the success of implementing changes. For this reason, it is important to further explore these shaping behaviours and understand which of these behaviours in

particular serve the organisation and which fulfil the leaders' needs (Higgs & Rowland, 2011).

In addition, Higgs et al. (2022) found that when leaders demonstrated shaping behaviours, it led to an increase of employees feeling confused and that a bureaucracy existed. Moreover, Scheepers and Swart (2020) advocate that leadership is embedded in context, and different change processes or phases in the process may require different leadership styles. Hence, understanding shaping behaviour should be further explored within the context of the change.

The second change leadership model that has significantly contributed to moving beyond a generic description is Scheepers' and Swart's (2020) Ten Enablers Model. This model posits the role change leaders need to fulfil to successfully effect change (Scheepers & Swart, 2020). Additionally, this model acknowledges the role of context in change leadership (Scheepers & Swart, 2020). This is depicted in Scheepers' and Swart's (2020) illustration of the model, where the white, inner frame represents the organisation where the change is taking place, and the surrounding grey frame represents the environment (see Figure 2 below).

Figure 2: The Ten Enablers Model (Scheepers & Swart, 2020).
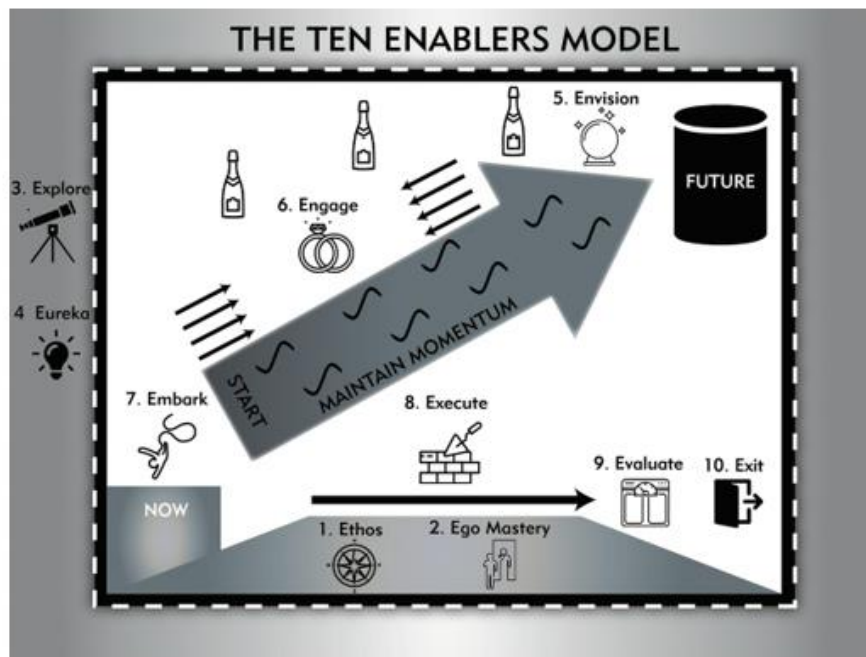
The Ten Enablers Model has demonstrated successful results in Southern Africa and the scholars have created this model to be used within emerging markets. Even though the steps are labelled sequentially, the model posits that the process is cyclical and any

enabler can be revisited at any stage of the change process (Scheepers & Swart, 2020). Moreover, this model can be used at any level, be it individual, group, departmental or organisational level processes (Scheepers & Swart, 2020).

The ten enablers of the model are as follows: *Enabler 1: Ethos* describes how the change leader establishes ethical values for the change process and ensures everyone's behaviours and actions align to these values, as well as identifies the purpose for the change. *Enabler 2: Ego mastery* describes the need for change leaders to possess self-awareness, control their egos, maintain a balanced state, and remain aligned with the change's purpose throughout the entire process. *Enabler 3: Explore* involves the change leader investigating environmental factors that may impact the organisation, as well as encouraging others in the organisation to explore opportunities in the organisation's environment. *Enabler 4: Eureka moments* emphasises the critical role the change leader plays by identifying opportunities and discovering insights to address the challenges in the organisation's environment. *Enabler 5: Envision* describes how the change leader needs to translate opportunities into inspirational visions, along with the business case for the change, that can be shared and understood by the rest of the organisation. *Enabler 6: Engage* refers to the change leader's role in communicating with stakeholders to get their buy-in and acceptance of the change, as well as identify change agents. *Enabler 7: Embark* involves the changer leader initiating the change process by setting the goals for the change, comprehending the present situation and assessing the organisation's readiness for change, as well as creating a detailed plan of how the change will be accomplished. *Enabler 8: Execute* describes the change leader's role in delivering the change plan and achieving the goals that will advance the organisation towards realising its vision. *Enabler 9: Evaluate* refers to how the change leader should conduct a review of the change project to determine areas of improvement and lessons learned. And lastly, *Enabler 10: Exit* involves the change leader relinquishing control and creating a seamless transition for the new leader to be successful, when they leave the project (Scheepers & Swart, 2020)**.**

In summary, the author of this study provides a comparison of the Ten Enablers Model (Scheepers & Swart, 2020)**,** the change leadership behaviour categories proposed by Higgs et al. (2022), and the three key functions of change leaders' behaviours identified by Oreg and Berson (2019) in Table 1.

Table 1: A comparison of change leadership models and frameworks (Author's compilation).

Ten Enablers Model (Scheepers & Swart, 2020)	Change leadership behaviour categories (Higgs et al., 2022)	Three key functions of change leaders' behaviours (Oreg & Berson, 2019)
1. Ethos	Purpose	
2. Ego mastery		
3. Explore	Boundary spanning	
4. Eureka moments		
5. Envision		
6. Engage	Involving	Effective communication Being supportive and attentive
7. Embark	Shaping Engaging	
8. Execute		Involving stakeholders during the change process
9. Evaluate		
10. Exit		

2.2.2 Change leadership as an organisational capability

Building on from the concept of change leadership, this section explores change leadership as a capability. Montreuil (2022) defines organisational change capability (OCC) as "the actions that an organisation takes on its change capacity to realize its latent ability. The organisation uses its resources properly, strategically and dynamically to achieve change efficiency" (The Ten Enablers Model Section, para 1). However, there remains a lack of consensus amongst scholars on how OCC is conceptualised (Albrecht & Roughsedge, 2022; Montreuil, 2022). In particular, a dimension of OCC centred around leadership has emerged amongst scholars. Albrecht and Roughsedge (2022) found senior-leader commitment to change capability, visible senior-leader sponsorship of change, skilled change leaders and supportive frontline leaders to be key dimensions of OCC. Similarly, Oxtoby et al. (2002) posited business unit leadership as a dimension of OCC. Additionally, Judge and Douglas (2009) and Ramezan et al. (2013) suggest that managerial capabilities make up part of OCC. It is evident that leadership is a critical dimension of OCC; however, scholars have varying contributions to how this leadership dimension of OCC is constructed. This study explored the leadership capability dimension of OCC using the concept of change leadership discussed in the section above.

Limited literature exists on change leadership capability (Dumas & Beinecke, 2018; Higgs & Rowland, 2005), hence this study sought to understand change leadership capability by drawing from and building on the literature on dynamic capabilities and dynamic managerial capabilities. Teece (2018) has contributed significantly to research

on a firm's dynamic capabilities, which are the capabilities required to transform organisations and bring about change in response to organisational threats and arising opportunities.

The concept of dynamic managerial capabilities was developed as an extension of the dynamic capabilities perspective and emphasises the role of managers in strategic change (Helfat & Martin, 2015; Teece, 2018). In Helfat's and Martin's (2015) review and synthesis of the dynamic managerial capabilities literature, they organise their findings around three core notions: (1) managerial cognition – the manager's knowledge structure of mental models, beliefs and emotional make up, (2) managerial social capital – the manager's formal and informal networks within and across organisations, and (3) managerial human capital – the manager's knowledge, education, experience and skills. Expanding on this conceptualisation of the role of leaders in strategic change, this study explored the role of change leaders in organisational change. Hence, the three change leadership frameworks discussed in *section 2.2.1 Conceptualisation of change leadersh*ip above, provide a point of departure from which the study explored change leadership capability, in conjunction with how Helfat's and Martin's (2015) dynamic managerial capabilities have been comprised (managerial cognition, managerial social capital and managerial human capital).

The need to explore what comprises change leadership capability is further supported by calls from scholars for practical change leadership frameworks (Dumas & Beinecke, 2018; Higgs & Rowland, 2011; Scheepers & Swart, 2020), a need for more empirical evidence on change leadership to bridge the gap between academic research in change implementation and how it takes place in place in practice (Scheepers & Swart, 2020), as well as feedback on the Ten Enablers Model (Scheepers & Swart, 2020).

2.3 Organisational learning

2.3.1 Conceptualisation of organisational learning

Learning has been found to play a role in developing organisational capabilities (Teece, 2018). Before this relationship can be examined, it is vital to first unpack the concept of organisational learning. OL has attracted the attention of numerous scholars for over forty years (Alerasoul et al., 2022; Crossan et al., 1999; Crossan et al., 2011; Easterby-Smith, 1997); however, no universally accepted definition of OL exists (Alerasoul et al., 2022; Oh & Han, 2020). The table below summarises some of the commonly used OL definitions over the past twenty years.

Table 2: Summary of various definitions of organisational learning.

Scholar	Definition
(Dodgson, 1993)	"the ways firms build, supplement and organize knowledge and routines around their activities and within their cultures, and adapt and develop organisational efficiency by improving the use of the broad skills of their workforces" (p. 377)
(Nonaka I, 1994)	"a process that "organisationally" amplifies the knowledge created by individuals, and crystalizes it as a part of the knowledge network of organisation" (p. 17)
(DiBella et al., 1996)	"the capacity (or processes) within an organisation to maintain or improve performance based on experience" (p. 363).
(Chiva et al., 2014)	"the process through which organisations change or modify their mental models, rules, processes or knowledge, maintaining or improving their performance" (p. 689)
(Alerasoul et al., 2022)	"Organisational learning focuses on the processes - 'How does an organisation learn?" (p. 1)

Even though a diverse set of definitions exist for OL, the majority of the definitions include processes of how an organisation learns (Oh & Han, 2020). For the purposes of this study, OL is defined as how an organisation learns and the processes that take place for an organisation to learn (Alerasoul et al., 2022; Sun & Scott, 2003).

Moreover, the interrelated concepts of *learning organisation* and *learning orientation* have also attracted scholarly attention (Gong et al., 2009; Pastor Pérez et al., 2019; Sun & Scott, 2003). A learning organisation is an organisation that has the ability to continually change its behaviour through effective learning processes (Alerasoul et al., 2022). Learning orientation, on the other hand, is a set of organisational values that determines how likely it is that an organisation will proactively pursue learning (Sinkula et al., 1997).

2.3.2 A theoretical framework for understanding how organisational learning influences change leadership capability

2.3.2.1 Organisational Learning Chain

This study's theoretical underpinning uses the Organisational Learning Chain framework developed by Alerasoul et al, (2022) to explain how organisational learning influences change leadership capability. This theory was chosen in particular as it is the most recent attempt to integrate the vast amount of literature on organisational learning and its interrelated concepts.

The authors of this framework used a systematic literature network analysis, a structural methodology, to explore a holistic view of organisational learning by taking into account OL, learning orientation (LO), and learning organisation and how it drives organisational performance outcomes, key factors that influence learning performance, as well the different levels of OL (individual, group and organisational) (Alerasoul et al., 2022). Hence, the Organisational Learning Chain framework explains organisational learning in the context of how it is created, the influence of an organisation's learning orientation in creating organisational learning capabilities, and the influence of the organisational learning capability on the outcomes for which it intended, which in particular for this study is the outcome of change leadership capability. The Organisational Learning Chain theoretical framework (Alerasoul et al., 2022) is represented in Figure 3 below.

Figure 3: Organisational Learning Chain theoretical framework (Alerasoul et al., 2022, p. 2).
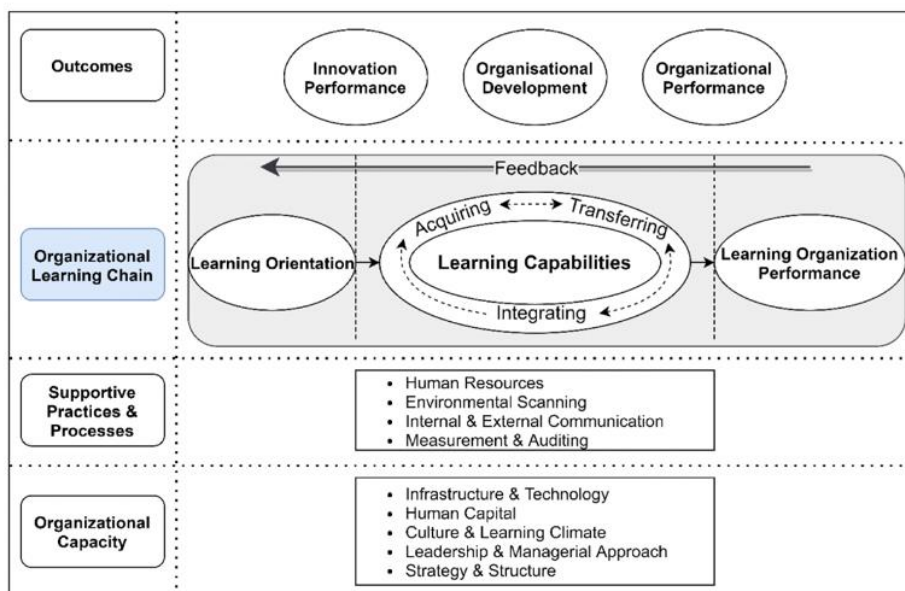
2.3.2.2 Learning orientation

The Organisational Learning Chain theoretical framework posits that LO is an antecedent for the development of OL capabilities and is positively correlated i.e. a higher level of learning orientation will create improved organisational learning capabilities (Alerasoul et al., 2022). The authors of the theoretical framework define learning orientation according to Baker's and Sinkula's (1999) definition that states: "Learning orientation is conceptualized as a set of values that influence the degree to which an organisation is satisfied with its theories in use, mental models, and dominant logics which may or may not have their bases in the marketplace" (Baker & Sinkula, 1999, p. 413).

Moreover, Sinkula et al. (1997) propose that LO consists of three dimensions: (1) *Commitment to learning* – the extent to which an organisation values and encourages learning, (2) *Open-mindedness* – the willingness of the organisation to question and challenge whether established mental models, routines, and assumptions that were developed from the past still hold true, and (3) *Shared vision* – the focus of individual efforts within an organisation that creates energy and commitment to what knowledge should be acquired by the organisation. Commitment to learning and open-mindedness influences the intensity of learning, whereas the dimension of shared vision influences what should be learnt, i.e. the direction of the learning (Alerasoul et al., 2022; Sinkula et al., 1997b). Interestingly, Sinkula et al. (1997) linked the dimension of open-mindedness to unlearning. However, Alerasoul et al. (2022) postulate that unlearning is a mechanism of transferring and integrating learning capabilities. Unlearning is more comprehensively unpacked in the next section.

2.3.2.3 Organisational learning capabilities

Organisational learning capabilities are defined as the process of acquiring, transferring and integrating explorative and exploitative feedback across multi-levels (individual, group and organisation) in the organisation, that is initiated by an individual acquiring knowledge (Alerasoul et al., 2022). Knowledge can be acquired through trial and error, learning from the past and from the external environment, including but not limited to best practices, customers, competitors, environmental trends, and events. This knowledge is then exchanged and integrated into organisational collective knowledge through conversation, team work, in particular cross-functional teams, insightful interpretations, and a systematic approach to problems, such as solving, memorising and unlearning (Alerasoul et al., 2022).

Even though the conceptualisation of OL has attracted the attention of many scholars for over forty years (Alerasoul et al., 2022; Crossan et al., 1999; Crossan et al., 2011; Easterby-Smith, 1997), there is yet to be a widely accepted OL theory (Crossan et al., 2011). A noteworthy development towards an accepted theory of OL is Crossan's et al. (1999) 4I framework of organisational learning. This framework won the "Decade Award", recognising Crossan's et al. (1999) contribution as the most cited article from the past decade in the Academy of Management Review. Moreover, this framework has been used by numerous scholars in organisational literature (Alerasoul et al., 2022; Crossan et al., 2011).

The 4I framework proposes that OL is multi-level, meaning organisations learn on an individual, group and organisation level. These levels are linked by four processes termed the '4Is': intuiting, interpreting, integrating, and institutionalising. (1) individuals learn through *intuiting*, when they develop new insights by recognising patterns from past experiences. (2) *Interpreting* takes place on both an individual level and group level by using language, metaphors and images to make sense of their insight to themselves or others. (3) *Integration* takes place on a group level, whereby the group develops a shared understanding through dialogue, collective actions and shared practices. (4) OL takes place through *institutionalising,* where individual and group learning is embedded into the organisation through routines, procedures, systems and structures. Moreover, Crossan et al. (1999) state that OL is a dynamic process involving tension between explorative processes (feed-forward loops) and exploitative processes (feedback loops.) Feed-forward loops occur when individuals and teams explore newfound knowledge and this knowledge becomes institutionalised in the organisation. In contrast, feedback loops occur when individuals and teams exploit organisational knowledge by using what the organisation has learnt.

From Alerasoul's et al. (2022) description of acquiring, transferring and integrating, this study postulates the following: *Acquiring* corresponds to Crossan's et al. (1999) first and second process in the 4I framework i.e. intuiting and interpreting on an individual level. *Transferring* corresponds to Crossan's et al. (1999) interpreting and integrating processes on a group level. Lastly, *integrating* corresponds with Crossan's et al. (1999) integrating process on an organisational level and institutionalising process.

Interestingly, Alerasoul et al. (2022) also consider unlearning as part of transferring and integrating. Within the literature on OL, the concept of unlearning has been identified as a research gap (Alerasoul et al., 2022; Burt & Nair, 2020; Tsang & Zahra, 2008). Tsang and Zahra (2008) define unlearning as the process of replacing old routines with new organisational routines. In contrast, Howells and Scholderer (2016) argue that the concept of unlearning should be discarded as it lacks empirical support and other technical terminologies such learning better conceptualise the concept. There is also a scholarly debate as to whether organisations also unlearn, or if only individuals unlearn (Klammer & Gueldenberg, 2019). In particular, De Holan and Phillips (2004) argue that organisation are incapable of engaging in the process of unlearning as they do not have cognitive activities; rather, individuals have cognitive activities. For the purposes of this study, organisational learning considers both the concepts of learning and unlearning.

In addition to understanding OL processes are required for organisations to learn, learning mechanisms should also be considered. Relying on informal learning does not guarantee that OL processes will be highly effective, hence organisations require systematic learning mechanisms in order to develop the capability for systematic organisational learning (Basten & Haamann, 2018). Learning mechanisms refer to the activities that take place and result in a learning process (Alerasoul et al., 2022; Basten & Haamann, 2018). For example, Alerasoul et al. (2022) suggest that some learning mechanisms for the *acquiring* learning process are learning from past experiences and trial and error. However, limited literature has holistically explored all the learning mechanisms that could lead to systematic learning (Basten & Haamann, 2018).

This gap is also evidenced in Alerasoul's et al. (2022) Organisational Learning Chain framework and their systematic literature review, as only examples of learning mechanisms are provided. Basten and Haamann (2018) attempted to bridge this gap in the literature by conducting a literature review to identify OL approaches (mechanisms), as well as linking these approaches to OL theories. However, their study did not link OL approaches to Crossan's et al. (1999) 4I framework of organisational learning. Hence, for the purposes of this literature review, a summary of the OL mechanisms identified by Basten and Haamann (2018) was explored. Basten and Haamann (2018) identified eighteen OL mechanisms in their literature review and categorised these mechanisms into three domains: (1) people, (2) processes and (3) technologies. People-based learning mechanisms include chief knowledge officers, dyadic relationships, events for informal interactions, job rotations, knowledge brokers, knowledge managers and skills management (Basten & Haamann, 2018). Process learning mechanisms include action learning, communities of practice, cross-functional teams, experience factories, leaving expert debriefings, post-mortem evaluations, project briefings, research and development, and training (Basten & Haamann, 2018). Lastly, technology learning mechanisms include knowledge repositories and virtual worlds (Basten & Haamann, 2018).

2.3.2.4 Learning organisation performance

These organisational learning capabilities influence the learning organisation's performance in terms of knowledge management and strategic behaviour (Alerasoul et al., 2022). For the purposes of this study, learning organisation performance was delimited from the study's scope, as the focus of this study is on capability development – in particular, change leadership capability.

2.3.2.5 Outcomes

An outcome of the core learning chain (LO, OL capabilities and learning organisation performance) is innovation performance, organisational development and organisational performance (Alerasoul et al., 2022). In particular, this study explored the outcome of organisational development and how the Organisational Learning Chain influences change leadership capability. Organisational development typically entails processes to build capability (Scheepers & Swart, 2020)

2.3.2.6 Organisational capacity

The Organisational Learning Chain theoretical framework posits that in order for the core learning chain to work effectively, there needs to be adequate organisational capacity to support the learning chain (Alerasoul et al., 2022). Alerasoul et al. (2022) define organisational capacity to include (1) the infrastructure and technology that enables activities related to learning and knowledge management, (2) the quality of the organisation's human capital i.e. employees' knowledge and skills, (3) an organisational culture that encourages learning as a value, (4) leadership that supports learning and continuous improvement, and (5) the organisation's structure (Alerasoul et al., 2022). In terms of the organisation's structure, literature suggests that organisations with organic structures that enable open communication, less hierarchy and higher autonomy enable OL (Tajeddini et al., 2017). However, the opposite has also been found and further research is required to understand the context in which different organisational structures facilitate OL (Alerasoul et al., 2022). For the purposes of this study, organisational capacity was delimited from the study's scope.

2.3.2.7 Supportive practices and processes

In addition to organisational capacity, the Organisational Learning Chain theoretical framework proposes that supportive HR practices and processes also facilitate the core learning chain (Alerasoul et al., 2022). In particular, Alerasoul et al. (2022) state that strategic human resource development practices and tools, environmental scanning, open communication both internally and externally, and assessing effectiveness of OL with the aim of continuously improving OL, facilitates OL and its intended outcomes. For the purposes of this study, supportive practices and processes were also delimited from the study's scope.

2.4 Change leadership and organisational learning

This section explores what is already known about how organisational learning influences change leadership capability. In Supriharyanti's and Sukoco's (2022) systematic review of existing research on OCC, they found a general theme of learning in organisations to be the antecedent of OCC. Likewise, Montreuil (2022) conducted a scoping literature review on OCC and found organisational learning at the organisational level to be significant contributor to OCC. More particularly, Schilke et al. (2018) found dynamic capabilities to be partly developed through learning-by-doing, resulting in an organisation becoming more capable through the experience of utilising dynamic capabilities.

In addition, Albrecht and Roughsedge (2022) identified the importance of learning and development initiatives in creating a common understanding of change frameworks and their associated practices, principles and processes to embed OCC in the organisation. Even though these scholars explored how organisational learning influences the development of OCC, change leadership capability is one of the dimensions of OCC, as discussed in *section 2.2.2 Change leadership as an organisational capability* of this literature review.

Stouten et al. (2018) synthesised change literature and developed ten evidence-based change management principles. Once of these principles includes training and developing change-related skills in existing leaders, which will enable good change leadership in the entire organisation. In particular, Higgs and Rowland (2001) showed how a structured change leadership training programme contributed to building change leadership capability.

Higgs and Rowland (2001) designed a structured development programme to build change leadership capability within one organisation and assed its impact. This structured programme combined learning with implementing a real change project in the organisation and consisted of two core modules (See Table 3 for the curriculum overview) as well as coaching assistance for support during the implementation of the change (Higgs & Rowland, 2001).

Table 3: Module curriculum (Higgs & Rowland, 2001, p. 50).

Module Curriculum	
Module 1	**Module 2**
Exploring competency feedback with peers and coaches	Reviewing lessons from experience since module 1
Theories of change	Capturing and using the learning from a change process

Making your change a business issue, advocating your case and securing sponsorship	Assessing and measuring progress
Handling the human response to change	Learning from other organisations
Building commitment and energy	Peer feedback on leadership behaviours
Designing workable implementation plans	Live practice - change facilitation
	Sustaining implementation—'War Rooms'
	Developing your own point of view on change

In Higgs' and Rowland's (2001) assessment of the impact of this programme, they found the most significant impact to be within change projects where numerous people from the same project attended the development programme, demonstrating the value networks in developing change leadership capability. Moreover, when individuals from projects attended the development programme, the highest organisational impact was observed when these individuals shared their learnings, making it accessible for colleagues who did not attend. In addition, the coaching support offered to participants during the implementation of the change project had a significant impact on developing change leadership capability on an individual level. In particular, the following coaching elements were found to have the most impact: (1) assisting the participant to analyse problems thoroughly, (2) being a sounding board for the participant to express their ideas, and (3) offering support to the participant when they encountered challenges in implementing the change project.

Moreover, Anderson and Ackerman-Anderson (2010) encouraged organisations to build their capacity for change by developing change leadership capability internally, and not solely relying on outsourcing transformation initiatives. In particular, they propose a framework for a change leadership development curriculum that consists of (1) *Breakthrough training* – an experiential intervention to assist leaders in adopting an Emerging Mindset, (2) *Change education* – change information and models that will assist leaders to understand how to effectively lead change processes presented during classroom training, discussions, reading, constructing learning groups and applying tools, (3) *Building change strategy* – learning from developing change strategies for real organisational change initiatives, (4) *Conscious process design* – applying a change process model to a real organisational change initiative with a facilitative style, where coaching may be provided to assist the leader, and lastly (5) *Conscious process facilitation* – where change consultants assist the change leader in reinforcing learnings of change leadership through coaching, learning clinics and effectively timed during real organisational change initiatives (Anderson & Ackerman-Anderson, 2010). These

programmes show how change leadership capability can be learnt through the learning mechanism of training.

Another learning mechanism outlined by Alerasoul et al. (2022) is learning from past experience. Stouten et al. (2018) point out how learning from experience is more difficult in the field of change as learning from experience requires practising repeatedly and being able to obtain feedback on the result. The nature of change is so diverse, hence change practitioners have limited opportunities to lead change in the same domains and compare feedback from various interventions (Stouten et al., 2018). Moreover, the result of change programmes can take years to materialise, limiting the speed at which change practitioners can learn from experience (Stouten et al., 2018). Supporting Stouten's et al. (2018) proposition, Heckmann et al. (2016) found no significant relationship between the quantity of change experience and the organisation's capacity to change. This demonstrates that an organisation's experience in changing does not contribute to the organisation's ability to more effectively change in the future. Interestingly, Heckmann's et al. (2016) study found the quality of employees' perceptions of previous organisational changes to positively impact the organisation's capacity to change. This demonstrates the importance of change leadership, as the organisation's change leaders can contribute to employees positively experiencing change.

Alerasoul et al. (2022) also mention that learning takes place via the OL capability of transferring. Scheepers and Swart (2020) argue that change leaders should purposefully develop those they are leading to also be able to lead change in order to continuously improve how change is carried out in the organisation. They use the figure illustrated below to demonstrate how the change leader can transfer skills on how to lead change to their changees, and ultimately grow and develop more change leaders in the organisation.

Figure 4: Change leaders and changees (Scheepers & Swart, 2020, fig. 15.3)
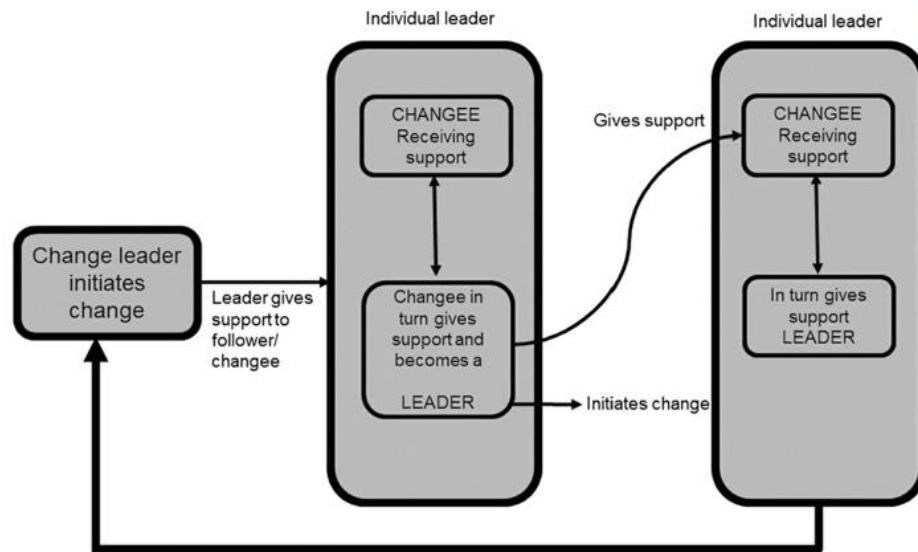
Furthermore, Scheepers and Swart (2020) suggest that change leaders can transfer these skills via coaching and mentoring their changees.

In summary, it has been found in literature that organisational learning contributes towards OCC and, as change leadership is a component of OCC, organisational learning may contribute towards change leadership capability. Moreover, different learning approaches and mechanisms such as training, and learning processes such as transferring, also contribute towards to change leadership capability.

2.5 Conclusion

In view of the literate gaps highlighted in this chapter, this study explored how organisational learning contributes to change leadership capability. In particular, this study was undertaken within the context of Alerasoul's et al. (2022) Organisational Learning Chain framework. At the same time, this study also sought to gain a deeper understanding of the components of change leadership capability that have been learnt. Figure 5 below illustrates a conceptual model of the literature discussed.

Figure 5: Conceptual model: the role of organisation learning in building change leadership capability (Author's compilation).
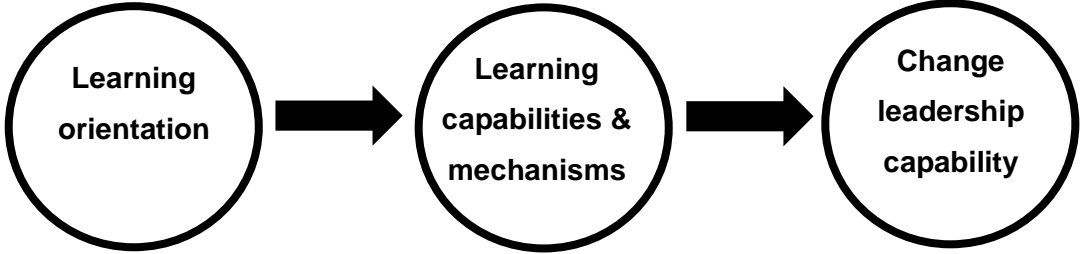
CHAPTER 3: RESEARCH QUESTIONS

3.1 Introduction

The literature review in Chapter 2 outlined change leadership capability, organisational learning and, more specifically, literature showing how specific organisational learning strategies contribute to change leadership (Montreuil, 2022; Supriharyanti & Sukoco, 2022). However, a research gap exists regarding a holistic explanation of how organisational learning influences change leadership capability. Literature only investigates specific learning strategies such as training development programmes, transferring learning via coaching and mentoring to name a few (Higgs & Rowland, 2001; Scheepers & Swart, 2020). Hence, the need for a more comprehensive exploration of how organisational learning influences change leadership focused this study's core research question.

3.2 Primary research question

How does organisational learning influence change leadership capability?

Due to the limited amount of research as described above, the primary research question sought to explore how organisational learning influences change leadership capability. More particularly, this question was intended to explore organisational learning and change leadership capability, as well explore a holistic view of how organisational learning influences change leadership capability. Based on the primary research question, the below secondary research questions were developed from the literature review. In particular, Alerasoul's et al. (2022) Organisational Learning Chain framework was used to develop the first two research sub-questions to holistically understand organisational learning and its influence on change leadership capability.

3.3 Secondary research questions

3.3.1 Research sub-question 1

What organisational learning capabilities and mechanisms contribute towards change leadership capability?

This question aimed to identify the organisational learning capabilities and mechanisms that play a role in building change leadership capability – in particular, the processes that explain how the individual, group and organisation have learnt the skills and knowledge that contribute towards the organisation's change leadership capability. Alerasoul et al.

(2022) identified three capabilties, namely acquiring, transferring and integrating, corresponding to Crossan's et al. (1999) 4I framework that proposes learning takes place through intuiting, interpreting, integrating, and institutionalising. More particularly, this question aimed to understand what learning mechanisms (Basten & Haamann, 2018) enable these learning capabilities to contribute towards change leadership capability. This question is framed as an open-ended question as there is also scholarly debate on the concept of unlearning and how it plays a role in organisational learning (Alerasoul et al., 2022; Sinkula et al., 1997).

3.3.2 Research sub-question 2

How does an organisation's learning orientation influence change leadership capability?

Alerasoul et al. (2022) propose that learning orientation is an antecedent of organisational learning capabilities and its outcomes, based on their systematic literature network analysis. However, a technical analysis may not be sufficient in providing a deep understanding of the theoretical interpretation. Hence, this question intended to explore how an organisation's learning orientation influences capability development – in particular, change leadership capability. This question has been broadened to explore change leadership capability, as opposed to limiting it to only organisational learning capabilities, to gain a deeper and holistic understanding of learning orientation and its influence on organisational learning and the outcomes of organisational learning.

3.3.3 Research sub-question 3

What components of change leadership capability have been learnt through organisational learning?

Lastly, having established how organisational learning capabilities and mechanisms, as well as how learning orientation, contribute to change leadership capability, this study aimed to contribute to the evolving literature on change leadership (Dumas & Beinecke, 2018; Higgs et al., 2022; Oreg & Berson, 2019; Scheepers & Swart, 2020) – in particular, what has been learnt about change leadership through organisational learning.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

This chapter outlines the research design and methodology that was used to conduct this study. The design and methodology were guided by the research purpose and questions, which is to explore how OL influences the development of change leadership capabilities.

4.2 Research design

4.2.1 Research philosophies

According to Mir and Greenwood (2021), a philosophy involves investigating fundamental questions concerning the nature of reality, knowledge and its acquisition, reason, language, ethics, morals, and values. Additionally, Saunders et al. (2019) suggest that researchers should consider three assumptions related to research philosophy: ontology, epistemology, and axiology.

This research used an ontological approach of interpretivism (Saunders et al., 2019), as participants from varying organisational roles were interviewed to gain a deeper understanding of their perspectives of how OL contributes to change leadership capability.

Epistemological assumptions specify what knowledge is considered acceptable (Saunders et al., 2019). This study used subjective evidence from participants' perceptions of their personal experiences to develop knowledge on how OL influences the development of change leadership capability.

Axiological assumptions express the extent to which the values and ethics of the researcher play a role in the study (Saunders et al., 2019). The researcher of this study acknowledges the biases that may be at play in this study as the researcher has consulted as a change manager on numerous projects and has a personal interest in the research problem. The researcher has a passion for enabling organisations to continuously change, and hence wanted to assist organisations in developing their change leadership capability. The researcher is also passionate about developing the field of change leadership as she feels change management is too prescriptive and not a 'one-size fits all' approach.

The main research philosophy of this study that underpins the above the philosophical assumptions is interpretivism. The interpretivism paradigm values the unique meanings, interpretations and realities created by humans as they experience the world around them (Saunders et al., 2019). The interpretive paradigm was adopted for this study as research on change leadership is fragmented (Higgs & Rowland, 2000; Oreg & Berson, 2019; Stouten et al., 2018). By understanding the experiences and multiple realities of various stakeholders in organisations, this study aimed to explain how OL influences change leadership capability.

4.2.2 Research approach

This research study followed a qualitative approach. The qualitative approach allows one to create untested conclusions from known premises (Saunders et al., 2019). Evidence exists to demonstrate that OL leads to various outcomes such as organisational development (Alerasoul et al., 2022), including capability development (Scheepers & Swart, 2020); however, there is limited research that explores this study's aim to understand how OL particularly influences change leadership capability. Following a qualitative, inductive approach enabled this study to create these untested conclusions.

4.2.3 Methodological choice

This research used a multi-method qualitative study. A qualitative study was used as it allowed the researcher to be close to the research participants and not be viewed as independent (Saunders et al., 2019). Bleijenbergh et al. (2021) also recommends more involvement from practitioners in the research process. The researcher practiced change management in organisations and by using a qualitative method, they were able to be more involved in the research process and gain deeper insight into how OL influences change leadership capability. Moreover, Avolio et al. (2009) mention that leadership research over the past twenty years has predominately focused on quantitative research and advocate for scholars to explore leadership using a qualitative approach in order to gain a deeper understanding of the concept within different contexts. In addition, Oreg and Berson (2019) suggest that more qualitative research that explores the behaviour of leaders during periods of change could be beneficial to understanding the specific ways leaders can influence organisational outcomes and employees. Given this, a qualitative approach was deemed most suitable.

A multi-method was adopted as more than one data collection technique was used (Saunders et al., 2019). Further, it is recommended that a case study uses multiple

sources of evidence (Yin, 2018). This study used semi-structured interviews with multiple stakeholders, including leaders, middle managers and HR practitioners. This study also used publicly available annual reports of each organisation as a a secondary data source.

4.2.4   Research strategy

This research was conducted as an exploratory study. An exploratory study allowed the researcher to ask open questions to bring light to what is happening and identify insights about the research topic (Saunders et al., 2019). In addition, exploratory research questions usually begin with "how" or "what" (Saunders et al., 2019). The main research question of this study is interested in how organisational learning influences change leadership capability, and is followed up by three secondary open questions. Moreover, this study utilised case study research as this type of research is recommended to address research questions of "how" and that consider processes over time during a contemporary event (Yin, 2018).

A case study is a process of inquiry into a phenomenon within its natural setting (Saunders et al., 2019). This study sought to understand from participants, in various roles, how they learnt change leadership capability from a recent change programme they were involved in, or were currently involved in. Alerasoul et al. (2022) and Bleijenbergh et al. (2021) also suggest that more exploratory research such as case studies should be conducted to provide managers and human resource managers with more specific practical implications that align with an organisation's culture and structure.

Similarly, Scheepers and Swart (2020) emphasise the role of understanding the context of change leadership. This study adopted a case study approach as it allowed the researcher to identify contextual factors of OL practices and change leadership amongst participants in varying organisational roles. A multiple-case design was used as Yin (2018) posits that multiple-case studies are likely to provide a richer understanding than single-case studies. Moreover, multiple case studies allow one to explore multiple sources of evidence, enabling triangulation (Yin, 2018).

4.2.5   Time horizon

This study was cross-sectional and was conducted over several months from July 2022 to February 2023. A cross-sectional study involves the study of a specific phenomenon within a particular time period (Saunders et al., 2019). This time horizon was selected as the researcher's Master's degree is time constrained and change change programmes

can span many years. This is supported by Stouten et al. (2018) argument that change management practitioners encounter the difficulty of learning by experience as results from change programmes often take years to come to fruition.

4.3   Population

A population refers to the full set of cases or elements from which the study sample is drawn and to which the research findings will be generalised (Blanche et al., 2006; Saunders et al., 2019). This study's population included organisations that have recently implemented planned change programmes or are in the process of implementing a planned change programme.

4.4   Unit of analysis

Defining the unit of analysis is the first step in understanding what data will be collected, and from whom (Kumar, 2018). The unit of analysis for this study was at an organisational level and this study explored organisational learning and change leadership capability at an organisational level. The lived experiences of this study's sample, who were involved in the change programme, were used as a proxy for the organisation.

4.5   Case selection criteria, sample and sample size

This study explored three cases, in particular their change leadership capability at an organisational level. Two organisations had a developed change leadership capability and one organisation did not, but ran programmes to bring about change. This approach enabled the study to explore two tail-end extreme outcomes. All three organisations were multi-national companies that operated in emerging markets, in line with Scheepers' and Swart's (2020) encouragement of scholars to further explore change leadership in emerging markets. Furthermore, each change programme was brought about by a planned change approach.

Kumar (2018) posits that depending on the research, the unit of analysis and unit of sampling may differ. Since organisations are not able to represent themselves in an interview, individuals representative of the organisation were interviewed. Multi-level participants were interviewed for the study as previous literature has proposed that different levels of managers, as well as influential employees, can play leadership roles in change (Heyden et al., 2017; Higgs & Rowland, 2000; Stouten et al., 2018). Furthermore, where possible, human resource professionals were included in the

sample as, together with leadership, they play a strong role in enabling organisational learning (Alerasoul et al., 2022). Therefore, this study's sample consisted of participants from the following organisational roles (1) senior manager, (2) middle manager, (3) influential employee or change agent, (4) HR professional, and (5) head of change. This study consisted of fifteen participants, with five individuals from each organisation. Details of the study's participants are provided in the table below. Pseudonyms were given to the three companies, to protect their identities.

Table 4: Details of the study's participants (Author's compilation).

Company	Participant	Role
BankCo	Participant 1	Business Unit Leader
	Participant 2	Project Manager
	Participant 3	Product Owner
	Participant 4	Business Analyst
	Participant 5	Operations Administrator
ChemiCo	Participant 6	Programme Director
	Participant 7	Head of Change
	Participant 8	Communication lead
	Participant 9	Change & Communication manager
	Participant 10	Project Manager
MiningCo	Participant 11	Head of Change Management, Communication and Training
	Participant 12	Programme deployment Lead
	Participant 13	Program Director
	Participant 14	Middle Manager
	Participant 15	People Lead

4.6   Sampling technique

This study used a non-probability, purposive, heterogenous sampling approach. Business and management research often lacks a sample frame due to the size of the population, hence non-probability sampling provides alternative techniques to select the required sample (Saunders et al., 2019). Purposive sampling requires a researcher to use judgement in selecting cases that will enable the research questions to be answered (Saunders et al., 2019). As the researcher practiced in the field of change management and has existing networks in organisations, this study used the purposive sampling approach. Furthermore, the research included heterogenous sampling as research participants were selected from various organisational roles. This approach enabled maximum variation in the data that obtained (Saunders et al., 2019).

4.7   Research instrument

A semi-structured interview guide was used as the research instrument for this study (See Appendix 4). This type of interview guide was selected as it was necessary to understand the reasons for the participants' opinions in understanding how OL influences change leadership capability. Semi-structured interview guides allowed the researcher to ask probing questions and understand the meaning behind participants' words or ideas (Saunders et al., 2019).

In preparation for creating the semi-structured interview guide, a literature review was conducted to understand and clarify the research question at hand, as well as determine the relevant questions to include in the interview guide, as suggested by Yin (2018). The interview guide also included background questions to build rapport with the participants whilst gaining a deeper understanding of the change programme, and the participants' roles in those programmes. Creswell (2014) also recommends that the research questions should be followed by a concluding statement or question. Hence, the interview guide ended with the following concluding question: "Based on all my questions, does anything come to mind that you feel is worth sharing regarding change leadership?"

4.8   Data collection

Data was collected in two stages. Once the initial semi-structured interview guide was developed, the researcher piloted the interview guide with people in similar roles, outlined in the sample section, in a change programme they were working on. The interview guide questions were adapted based on how these participants understood the questions. For example, originally one of the questions was: "Tell me more about the organisational learning practices and methods that contribute to your organisation's change leadership capability". However, following feedback from the pilot interview, the question was changed to "What processes did the organisation have in place to help you learn these change leadership capabilities?"

Through the pilot interview, it also became evident to the researcher that not all participants fully understood the formal term of change leadership. However, when probed "Have you heard of change management before? If so, what is your understanding of change management?", the researcher was able to establish that the participants understood the concept of change leadership.

For the second stage of data collection, organisational consent was obtained from each organisation (See Appendix 2). During the agreement with the organisation to conduct the research, relevant participants were identified and the email addresses of these participants were shared with the researcher. The researcher contacted each participant via email and explained the objective of the study, set expectations for the interview, including the time needed for the interview, and asked them to complete an informed consent form prior to conducting the interview should they agree to the interview, as Saunders et al. (2019) emphasise the importance of setting expectations with the participants. Each interview took between 30 and 60 minutes. Participants were interviewed via virtual video calls on MS Teams. In addition, the latest annual report for each organisation was obtained and reviewed as a secondary source of data.

4.9   Data analysis

An inductive approach was used to analyse the data and develop a conceptual model of how OL influences change leadership capability to gain a deeper understanding of the data (Saunders et al., 2019). A transcription service was used immediately after each interview to transcribe the voice recording. At the same time, the researcher compiled notes on contextual information they noted following each interview, to detail incidents such as tone and body language (Saunders et al., 2019).

Upon receiving the transcripts, each transcript was imported into Atlas.ti software and reviewed to clean the data. Atlas.ti software was used for the rest of the data analysis process. The researcher ensured the transcription was accurate and all identifiers of the participants and their respective organisations were removed (Saunders et al., 2019). This step also enabled the researcher to familiarise themselves with the data. During this step, each organisation's latest annual report was also reviewed to gain a better understanding of the organisation's background.

The researcher analysed the data by first conducting a with-in case analysis for each case, followed by a cross-case analysis with all three cases (Yin, 2018). The researcher began coding case 1, by starting with their perceived most insightful interview, followed by coding their perceived least insightful interview. This approach to coding was used to gain a comprehensive overview of the case and begin establishing the first order codes. Codes were assigned to descriptive statements, as well as paragraphs where the meaning was more clear by taking into consideration the whole paragraph. In Vivo coding was also used at times to honour the authenticity of what the participant was explaining (Saldaña, 2014).

The researcher reviewed the first-order codes generated from these two interviews, and started to make sense of the data by merging codes and adding prefixes where they saw categories potentially emerging (Friese, 2014). First-order coding for the first case was completed, whilst iteratively reflecting on the codes and merging codes where necessary. The researcher then reviewed case 1 and generated categories by adding prefixes in front of each first-order code, and creating descriptions for these categories. The same approach was followed for case 2 and case 3, including new first-order codes and categories as they emerged (See Annexure 5 for codebook). The categories of all three cases were then analysed and grouped into sub-themes, and these sub-themes were abstracted into four themes (Saldaña, 2014; Saunders et al., 2019). Figure 6 below summarises the coding process used in this study.

Figure 6: Coding process used for the study (Author's compilation).

Data saturation across the 15 semi-structured interview was also assessed by identifying the number of new first-order codes generated after each interview coded. Data saturation in qualitative research is achieved when gathering additional data contributes few, if any, new insights (Saunders et al., 2019). The tracking of data saturation and emergence of new codes from each data source in this study is depicted in Figure 7, where it is evidenced that data saturation was achieved as limited new codes emerged.

Figure 7: New first-order codes generated per transcript (Author's compilation).
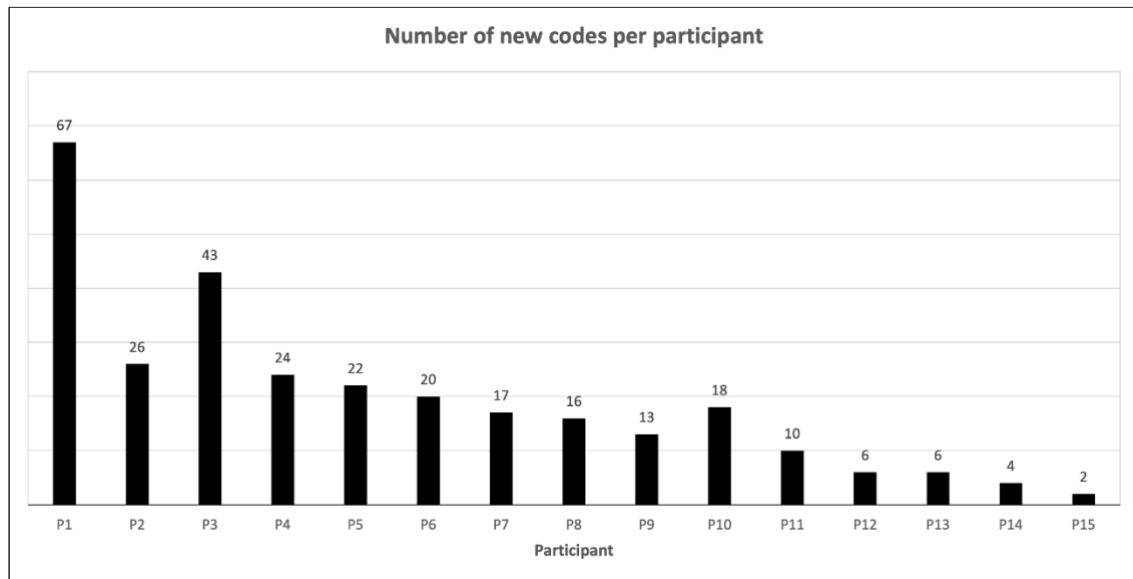
4.10 Data quality

To enhance the quality of the data collected, several measures were implemented (Saunders et al., 2019). Credibility was achieved by developing detailed case descriptions (Yin, 2018), including the company's background and detailed outline of the change programme being studied, informed by multiple sources of data, namely participant interviews and the company's latest annual report. Rich, thick descriptions of the findings were also described in the findings section of this study. An inductive approach to coding the data was used to overcome researcher bias and an audit trail was created by creating a codebook. Moreover, data triangulation was employed to minimise bias and enhance the credibility. Data triangulation was employed by using a representative sample from each organisational case study that fulfilled different organisational roles in the change programme.

A semi-structured interview guide was also utilised and was informed by literature, ensuring the researcher was adequately prepared, had sufficient knowledge about the topic before conducting the interviews, and could limit research bias in creating the interview questions. The interview guide was also piloted to ensure questions were clear. Moreover, the semi-structured interview guide ensured consistency in how data was gathered from each participant, enabling easy comparison during the analysis stage. The comprehension of interview questions by participants was regularly assessed to ensure that the responses received were relevant and comprehensive. Furthermore, audio recordings were transcribed verbatim to ensure accurate documentation of the

interviews. To ensure the reliability of the data, the researcher conducted interviews until data saturation was achieved, which meant that no new themes emerged.

4.11   Ethical considerations

Research ethics were considered as the study involves human participants. Blanche et al. (2006, p. 61) state: "Research ethics should be a fundamental concern of all social science researchers in planning, designing, implementing, and reporting research with human participants." Moreover, ethical considerations are even more important in qualitative studies as interviews have more potential to cause subjective distress in research participants than other quantitative methods (Blanche et al., 2006).

This study was guided by the following ethical research guidelines: autonomy and respect for the dignity of persons, nonmaleficence, beneficence and justice (Blanche et al., 2006). These guidelines were demonstrated by obtaining voluntary informed signed consent from all research participants, including the organisation as its own entity (see Appendices 2 and 3). The researcher also verbally confirmed confidentiality and anonymity of the interviews at the beginning of each interview, and obtained the participants' consent to record the interviee, ensuring no harm, directly or indirectly, was caused to the participants. In an attempt to maximise the benefit to the participants, the researcher agreed to provide them with the findings of the study so they can improve their organisation's change leadership capability. The researcher also ensured fair selection of research participants – participants from the respective change programmes were asked to participate and some chose not to participate. Where participants chose not to participant, no extra pressure was applied to get them to participate. Additionally, ethics were promoted by using a qualitative study to understand participant's experience with past interventions, as opposed to experimentally applying interventions to populations.

Furthermore, a proposal for this study was also submitted to the Gordon Institute of Business Science (GIBS) ethical committee and adhered to GIBS ethical guidelines. Appendix 1 provides evidence of the study's ethical clearance. The researcher also removed identifiers from the audio recordings and transcriptions, and stored them on the storage system provided by the University of Pretoria.

4.12   Limitations of the study

Qualitative research presented certain limitations to this study, such as generalisability of the findings, subjective interpretations from participants and the researcher's role and

background (Saunders et al., 2019). In particular, this study used only three case studies in three sectors and 15 interviews, therefore, the findings from this study are not generalisable, thus limiting the ability to develop certain propositions and recommendations for further studies (Brutus et al., 2013). The researcher tried to establish as much consistency as possible between cases by ensuring comparable roles were interviewed across all three organisations in comparable quanitites i.e. five participants in each case, with varying roles.

Moreover, the study was cross-sectional and only sought to understand how organisational learning influences change capability at a single point in time – another limitation. The study did however interview multiple participants in an attempt to fully understand this single point in time. Furthermore, researcher bias may have been present as the researcher was a change practitioner themself and had to suppress their own assumptions whilst conducting this research.

The researcher also has a quantitative research background, limiting their experience and thus skills in qualitative research. This posed a limitation, although the researcher sought to develop their qualitative research skills through reading various academic books on how to effectively conduct qualitative research, as well as going through multiple iterations of the coding process on Atlas.Ti.

CHAPTER 5: FINDINGS

5.1 Introduction

Chapter 4 outlined the research methodology and design employed in this study, while the present chapter focuses on the findings generated by following this approach. Within this chapter, a with-in analysis of each case is conducted through an examination of the company's background and the background of its change programme. A cross-case analysis is then presented that identifies four overarching themes and key insights gleaned from the 15 semi-structured interviews.

5.2 BankCo's with-in case analysis

5.2.1 BankCo's company background

BankCo has been operating in the financial services industry for over 45 years. The company was initially founded in South Africa and now has a global footprint across the USA, Channel Islands, Ireland, South Africa, the UK, Mauritius, Switzerland, and India, with South Africa and the UK being its two core geographies. The company comprises just over 8000 employees.

BankCo identifies their competitive advantage as their ability to seamlessly provide their customers with service throughout all of their business areas and locations, creating a capability that collaborates across borders to maximise the organisation's opportunities. One of their organisational values is dedicated partnership, whereby open and honest dialogue, collaboration and respect for each individual is encouraged. Another organisational value worth mentioning is their client focus, which has driven them to embrace change. They believe in succeeding by challenging the status quo.

Three years ago, BankCo changed from being a founder-led business to an entrepreneurial professional management team and the success of this transition was attributed to their entrepreneurial culture that values innovative thinking and flexibility. BankCo believes in investing in their employees to grow talent and leadership, and links their learning directly to their strategic business needs. The company spent 1.6% of their total employee cost on learning and development in the 2022 financial year (Document 1).

5.2.2 Description of BankCo's change programme

BankCo's change programme was initiated to improve their client reward programme, enhancing their clients' experience, as well as helping the company remain competitive in the market. BankCo transitioned their reward programme from only earning points on card transactions to earning points by using products across the bank's complete product offering. The purpose of the new reward programme was to reward clients for partnering with the organisation, "…encouraging clients to have as many products with us or move whatever they would potentially have with the other banks to BankCo" (Participant 5). The change programme was initiated late December in 2019 and ran for almost three years.

5.3 ChemiCo's with-in case analysis

5.3.1 ChemiCo's company background

ChemiCo manufactures chemicals, surface materials (e.g. paint), nutrition and care, agriculture, materials and industrial solutions. The company has a presence on six continents: Europe, North America, Asia Pacific and Middle East & Africa. They have 111 047 employees, of which 6786 are based in emerging markets – Middle East & Africa. Moreover, approximately 10 000 employees are dedicated to research and development (R&D) and innovation.

The company's mission is to grow profitably and make a positive contribution to society and the environment. In particular, they want to actively and responsibly shape change by gradually switching their energy and raw-material supplies to renewable sources. Moreover, they want to leverage the diverse growth potential of digitalisation in their business, bringing about the need for more change in their business. They believe their employees are key to their success and thus encourage and nurture the unique skills of their workforce, empowering both the individuals and their groups to achieve optimal performance.

ChemiCo welcomes innovative concepts from their employees and supports their staff in executing them, while learning from setbacks. This is established through a culture of open feedback and a leadership culture based on values such as trust, respect, and commitment to excellence (Document 2).

5.3.2 Description of ChemiCo's change programme

ChemiCo's change programme was initiated with the aim of improving the organisation's innovation performance, in particular, enabling their R&D team to be more customer-centric and be able to deliver faster. Originally, the R&D team was organised centrally, comprising three central research units with approximately 5600 employees. The R&D team was reorganised to increase their proximity to the market, enabling direct feedback from ChemiCo's customers and being closer to each operating division's marketing units. The three central research units were planned to be consolidated into one unit that would host competencies relevant to more than one operating division, whilst the remaining R&D team members were transitioned into their respective operating divisions. The programme was initiated in March 2021 and the restructure was intended to be finalised by April 2023.

5.4 MiningCo's with-in case analysis

5.4.1 MiningCo's company background

MiningCo operates in the mining industry. They have a global footprint across six continents – Europe, North America, Asia Pacific and Middle East & Africa – with operations across 15 countries. They have more than 106 000 employees, of which 41 450 are based in Africa. Most of the company's change initiatives are focused on four core areas, (1) people safety and social impact in communities, (2) environmental impact, sustainable mining, (3) operational efficiency and (4) technical and digital innovation which act as enablers to the first three core areas.

MiningCo states their industry is on the cusp of transformation driven by rapid advancement in technology. They believe in placing their people at the centre of everything they do and endeavour to create a safe, inclusive, and diverse workplace that promotes high performance and innovative thinking. They have a high focus on learning and strive to enable continuous learning. As a result, they create cohesive learning paths and opportunities, such as learning while on the job, learning from peers, and utilising formal channels. They also have a learning platform that provides employees with access to a variety of online learning resources (Document 3).

5.4.2 MiningCo's change programme

MiningCo's change programme was a group-wide finance transformation to achieve "a vision of being the best global finance team in [their] industry, supported by the best

processes, people and technology" (Participant 11). The transformation set out to achieve two key strategic objectives. The first objective is to ensure compliance with mandatory regulatory controls, mandated by regulators such as the Johannesburg Stock Exchange and the UK corporate reform regulations, by standardising core processes around governance, risk and controls. The second objective is to become a more strategic partner to the business units by streamlining the finance systems, data and processes, as well and adding value to the business units by enabling them to make clear commercial decisions that are supported by the proper financial data. The change programme was initiated in 2019 and is expected to run until 2029.

5.5. Cross-case analysis

5.5.1 Introduction to cross-case analysis

An in-depth analysis of the 15 semi-structured interviews yielded 294 first order codes. From these codes, 58 categories were identified and aggregates into 16 sub-themes as demonstrated, which was then accumulated in four overarching themes in Figure 8 below. The section below provides an in-depth description of each of these themes.

Figure 8: This study's main themes (Author's compilation).

1	How change leadership capability was learnt
2	Unlearning
3	Facilitators in acquiring change leadership capability
4	What participants learnt about change leadership capability
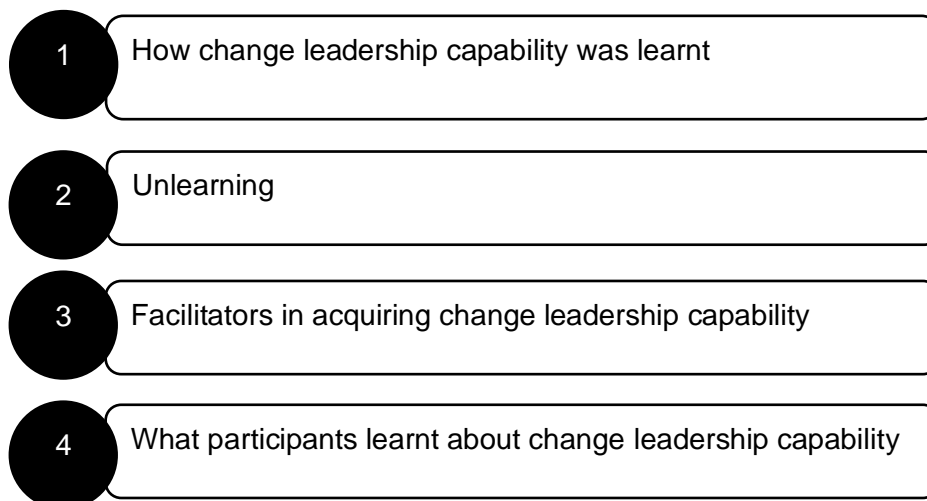
5.5.2 Theme 1: How change leadership capability was learnt

An overarching theme of how change leadership capability was learnt by participants emerged through 13 categories. These categories were then grouped according to whether these skills were learnt on an individual basis, learning through others or formal support provided by the organisation as depicted in Figure 9 below:

Figure 9: Analysis of how theme 1 emerged (Author's compilation).

Code examples   **Categories**   **Sub-theme**   **Theme**

Code examples	Categories	Sub-theme	Theme
learnt change leadership capabilities on the job	On the job	Individual learning	How change leadership capability was learnt
learnt change leadership capability through past experience	Past experiences		
taught self by watching YouTube	Self-learning practices		
learnt change leadership capability from how their leaders led	Leaders	Learning through others	
learnt change leadership capabilities from working with change experts	Change consultants		
learnt change leadership capabilities from working with team members from different disciplines	Cross-functional teams		
learnt change leadership capabilities through exchanging ideas in a broader community	Knowledge-sharing sessions		
learnt change leadership capabilities by discussing the problem with the team	Engaging with others		
learnt change leadership capability by doing a project retrospective with all stakeholders	Team reflections		
learnt change leadership capability through org leadership courses	Courses provided by the organisation	Formal organisational learning support	
org learning platform	Organisational learning platform		
org has a change toolkit	Organisational change management toolkit		
org offers coaching to develop further	Coaching		

5.5.2.1 Individual learning

Participants from across all three organisations expressed that they learnt and developed their change leadership capability on an individual level through: (1) learning on the job, (2) learning through past experience and (3) taking initiative to learn by themselves

Learning on the job and leading the change on a real project helped participants from all three organisations build their change leadership capability. This is illustrated by Participant 15 who remarked how they learned their change leadership skills "from being involved in change programmes".

Participant 6 expanded on learning on the job by mentioning how solving real business problems helped him learn how to lead change:

> *"It's really difficult to reflect on how learnings are happening with myself because when does it stick? I think it was always a specific problem I was facing…then seeing ... the road to solution… these learnings must be linked to specific business situations that they stick for me. So, that it creates for me relevance because it worked. Maybe it doesn't work every time but I need the proof point…Then I can obviously better embrace it and then I would call it learning."* (Participant 6)

Learning on the job also means learning from mistakes as explained by Participant 4 who said, "make mistake at some point, but what's important, it's learning from those mistakes".

The majority of the participants also explained how they learned change leadership capability from past experiences. For example, Participant 6 mentioned not only his vast amount of experience due to his age, but also mentioned he has been with the company for 20 years. This demonstrates that past experience is important, as is experience in the company:

> "I am already a quite old guy with the company for more than 20 years so I went through different functions and roles where especially a lot of changes were waiting for me. So I felt that I was nicely prepared by my company to take over the transformation journey." (Participant 6)

Participant 1 also added how not only work experience is needed to learn change leadership capability, but one can also learn from other domains in their life, as well as start learning from school days:

> *"I think really like it comes from grassroots. So it's going to sound crazy, but I mean from school already."* (Participant 1)

Participant 11 emphasised that past experience in different industries and roles also helps develop change leadership skills:

> *"On the experience side, it's… ensuring that you've had a variety of exposure. So it's making sure that you don't necessarily stay in change roles for more than two years, doing the same thing. You work in a variety of different industries because then you are…assimilating knowledge from different sources or industries."* (Participant 11)

Additionally, participants across all three organisations expressed how they took the prerogative to develop their change leadership skills themselves through self-learning practices. For example, Participant 5 expressed how she has taught herself most things that she knows about change leadership:

> *"A lot of things I have been self-taught because obviously you gauge and …I'm my own person. I can't say I've been in a technical session where I had to be told about change in leadership, but it's really about gauging where you are, what you do and how you can better the space … that you are in."* (Participant 5)

In particular, participants indicated that have taught themselves by watching YouTube videos on related topics, researching on the internet and speaking to key stakeholders:

> *"I think there was a lot of research from my side, a lot of research comparing what we're doing versus what other organisations are doing."* (Participant 4)

> *"I also read books and, and stuff on this, you know, continue… building up my own understanding of what change leadership is about."* (Participant 7)

Moreover, a general notion of individuals being willing to learn emerged, and encouraged self-learning. For example, participant 12 expressed:

> *"Be willing to learn and I think that's [being] open to learn because we learn every day…What I've enjoyed most of all is the learning every day about new things because we, you know, what makes you cutting edge at the end of the day is to remain open to learning."* (Participant 12)

5.5.2.2 Learning through others

Across all three organisations, participants learnt through others by learning from their leaders, having knowledge-sharing sessions, as well as by engaging with others. Moreover, ChemiCo and MiningCo learnt through change consultants, whilst ChemiCo and BankCo learnt through team reflections. ChemiCo also learnt through having cross-functional teams. ChemiCo had the most group learning activities in comparison to the other to the other two organisations.

Participants from all three organisations indicated that they learnt change leadership capability from their leaders. This learning was twofold. Two participants from BankCo commented that they learnt by observing how their leaders led:

> *"The learnings just being on the floor, I mean, my leaders, how they've led previously…my current leader is a phenomenal woman. She has done a lot of change management across …a massive retail bank. So, I've been very lucky to have always been led by someone who really lives the philosophies of guiding and being a leader and not smothering."* (Participant 1)

Other participants explained how they learnt from their leaders guiding them, as well as how they helped others to develop their change leadership capability by guiding them and providing feedback:

> *"I'm very much, really keen on developing other people…I think that takes various guides, it can be in the moment… depending on what work they're doing or it can be a more detailed walkthrough actually what we're doing and why we're doing it. So it's, it's just …how it's relevant to deliver that and feedback really at the time."* (Participant 15)

Moreover, both ChemiCo and MiningCo utilise change consultants on large change programmes, and participants expressed how they have been able to learn how to lead change better by working with these consultants. For example, Participant 14 expressed how they have learnt from " having dedicated change teams".

Interestingly, Participant 10 has taken their learnings from the change consultants and thought about how to strategically use them to build awareness of the importance of change leadership within the team that is responsible for implementing the change programme:

> *"It's building awareness…I would definitely have a change team. I would give them the mandate to sort of build awareness within the larger organisation*

and build capabilities within the larger organisation, especially the managers, the leaders within the organisation." (Participant 10)

Two participants from ChemiCo also mentioned that having cross-functional teams enabled the team to learn change leadership capability as people share their own learnings and perspectives from different disciplines on how to lead aspects of change:

> *"It's a very professional team and almost half of the colleagues are chemists…So this is a good combination and we have a younger and older employees in this team…We have a mix of people who guarantee that everything is there that we need and we cooperate closely … It's not the silo working."* (Participant 8)

Additionally, participants across all three organisations also shared that they learnt change leadership capability from knowledge-sharing sessions, including communities of practice, having change leadership as a topic on their meeting agenda, informal team discussions to share knowledge, in workshops and during off-site meetings. Participant 11 explained how MiningCo has a group change management team that has set up a community of practice around change management for change managers across the global organisation, where topics that relate to change leadership are also discussed:

> *"The group change management team that has got a community of practice set up around change management and that community of practice does meet I think it's once a month…it is a support network that you can reach in, and it's actually a collection of all of the change managers that exist within MiningCo that you can belong to…there is a lot of … discussions,… focus groups and sharing again of information and artefacts. There's a face-to-face component to group components and then supporting artefacts components that really does enable that process and community."* (Participant 11)

Like MiningCo, Participant 2 from BankCo explained how they have informal sessions for employees from the same profession to learn new things and share experiences. Interestingly, both companies keep their knowledge-sharing sessions to like-minded professions:

> *"Some people need skills where they take everyone from the same profession, so or maybe developers or engineers, you know, and analysts and you all come together and typically they share something that's going on in the industry, some new programs, some new things that are coming up and also just have people with experience in the field that will give talks, so that's more like sharing."* (Participant 2)

Participant 8 from ChemiCo expressed how meetings were scheduled twice a week to exchange ideas and information:

> *"We cooperate closely …It's not the silo working… we had at least two meetings per week for an exchange."* (Participant 8)

Participants from all three organisations also reflected on how they developed their change leadership capability by informally engaging with others, observing others more experienced than them, discussing business problems with others, and helping others learn by sharing lessons learnt. For example, Participant 9 expressed how she learnt change leadership skills by debating their challenges with others, and when they had no one to debate ideas with, they really struggled:

> *"There was another consultant on the project in the first three months, but she then left the company and then I was there by myself… I didn't have a process or some type of person there that I can just, that I can exchange thoughts with. I'm bringing that up because I think with, with change and with facilitating it, it's hugely beneficial if you have someone on your team who you can spar ideas with."* Participant 9

Moreover, Participant 3 expressed how BankCo encourages learning through engaging with others:

> *"The whole idea around the business is around engaging… the business encourages engagements and coming together. You'll hear the way people speak here, they'll say, you know, we learn through doing. We learn on the job. It's about engaging with other people. So it's more of a cultural thing. I wouldn't say it's a formal structural process."* (Participant 3)

Participant 14 mentioned how they have learned from others' challenges and lessons learnt, and encourages speaking about one's challenges so employees can learn change leadership skills through other's experiences:

> *"you got to talk about your challenges, right, in order [for] other people to understand what you may have gone through and how, how you can support them. So I think it's being vocal and intentional around we have gone through with the specific change…these are the lessons learned. I think lessons learned from each of the implementations and, and the change perspectives is something that I think is quite valuable."* (Participant 14)

Interestingly, Participant 7 expanded on how structuring engagements with others can also assist employees to learn and develop their change leadership capability:

> *"make it tangible and feasible and real in, in a certain project. So when you basically try to stage the whole process of change in a way that people experience changing leadership, both on the leader side but also on the people side, that they say hey there is something different and I'm communicated to well, and … I feel being well treated by my leader. On the other way around, the leader … gains security and what to say when, and how to act when."* (Participant 7)

Lastly, participants from BankCo and ChemiCo also expressed that they developed their change leadership skills by reflecting on what has worked and what can be improved on as a team. This can be done both informally, or formally as a scheduled project retrospectively:

> *"And then we have a reflection, how it worked, what kind of feedback we got and then you get even better prepared for the next event."* (Participant 6)

> *"At the end of our project was to do project retro where we look back at our project with everyone involved and not just for the teams… everyone across the back of the company that was involved. We just talked about what went well, what we could have done better and we came up with some suggestions for improvement. Some actionable things that we could actually take into on our next project."* (Participant 2)

5.5.2.3 Formal organisational learning support

All three organisations provided training courses and coaching to support the development of their change leadership capability. Moreover, MiningCo and BankCo have an organisational learning platform that employees can you use to complete e-learning courses. Interestingly, MiningCo also provided employees across the organisation with a change management framework and toolkit that provided them with step-by-step assistance on leading change.

Participants across all three organisations indicated that the organisation offers some form of a training course that includes upskilling employees on change leadership. Employees usually learn about change leadership through a change management course or a leadership development course. All three organisations proactively provide leaders at a certain level of the organisation with leadership development courses that cover an array of topics, however, all courses have included at least a small module on leading change:

"In terms of the curriculum of our executive leaders…they definitely talk about change at some point. But it's…not high focus… it is 1 module." (Participant 7)

Interestingly, participants from BankCo and ChemiCo explained that participants may nominate themselves to attend training, hence change leadership capability development is not necessarily restricted to certain leadership levels in these organisations:

"Qualifications and certifications...You can apply and… ask to go if there's budget." (Participant 2)

Both BankCo and MiningCo have organisational e-learning platforms that employees can access to develop their skills. Within MiningCo, change management courses are automatically assigned to employees based on their level of leadership:

"They have training as part of their Learn Plus platform, specifically with regards to change management. And…from what I understand, there was different levels of change aimed at the different demographics of team members." (Participant 14)

In contrast, within BankCo, their organisational learning platform allows any employees to upload learning content, and employees are encouraged to use this platform to upskill themselves:

"We have a platform that we acquired where we store documentation, our learning content that's called Learn Space. The understanding is that you post content there, people will go on to Learn Space. It's got Google search type capabilities … you can type in a phrase and it'll return entries that match the phrase that you're looking for…that is the platform that we use to store learning contents." (Participant 3)

Additionally, Participants 11 and 15 explained how MiningCo has an organisational change management toolkit that is accessible to all employees on their intranet site, and within this toolkit, some elements are beneficial to leading change:

"In the framework…the roles and responsibilities are in there and it scopes out everybody who's involved in a changed journey, including stakeholder mapping and all those good things…that's really, really helpful actually. So I use those resources." (Participant 15)

Both participants explained how they found this toolkit beneficial when initiating a new project as it takes the employee through steps to consider in mobilising the change journey.

Participants from all three organisations also indicated that they have learnt change leadership skills through coaching. For example, Participant 1 said, "I also … got a bit of personal coaching as well which is nice". Interestingly, Participant 11 discussed how they used their learnings from past experiences to transfer change leadership to others through coaching "one-on-one coaching in terms of past experiences". This illustrates how not only do individuals learn change leadership capability through coaching, but they also learn how to transfer their skills to others through coaching. In particular, BankCo and ChemiCo offer employees the opportunity to seek external coaching should the participant feel it is necessary:

> *You are not alone, you get help and support either by external coaches or by internal units."* (Participant 6)

Having external coaches can also be beneficial to develop certain skills that are more difficult to develop within the organisation. For example, Participant 13 mentioned how he learnt negotiation skills through external coaching offered by his previous organisation:

> *"I had, you know, personal coaches that would help me, you know, find the ways to do that and the best ways to communicate and negotiate frankly."* (Participant 13)

5.5.3 Theme 2: Unlearning

Another theme that emerged centred on unlearning. Participants across all three organisations expressed how individually they had to unlearn certain behaviours in order to become a more effective change leader. Some participants also expressed how their organisations also needed to unlearn something to more effectively build their change leadership capability, whilst other participants expressed that their organisations did not have to go through a process of unlearning as they encouraged continuous improvement. Figure 10 below summarises how this theme of unlearning emerged.

Figure 10: Analysis of how theme 2 emerged (Author's compilation).

Code examples	Categories	Sub-theme	Theme
unlearn shying away from conflict and avoiding difficult conversations	Avoiding conflict		
had to unlearn micromanaging	Wanting control		
had to unlearn assuming people had the same work / life context as they had	Being ignorant of others' perspectives	Individual unlearning	
had to unlearn expecting change to happen overnight	Underestimating the change process		Unlearning
had to unlearn being too strict in sticking to a plan	Rigidly following a plan		
org culture facilitates unlearning so the org does not need to unlearn anything	Organisational continuous improvement vs unlearning		
org needs to unlearn BUs prioritising projects in isolation	Acting & thinking hierarchically	Organisational unlearning	
org needs to unlearn relying on email communication to lead change	Ineffectively communicating		
org needs to unlearn focusing on project managing a change approach, and focus on the people	Taking a project management approach to change		

5.5.3.1 Individual unlearning

Participants from across all three companies, in particular, 12 out of the 15 participants, explicitly acknowledged that they had to personally unlearn something to become a more effective change leader. For example, Participant 2 responded: "Life is all about learning and unlearning," whilst framing what they need to unlearn to become a more effective change leader. Participant 3 expressed, "I'm still unlearning a lot" to become a more effective change leader.

Participant 6 explained that the process of unlearning involves removing one's biases by self-reflecting when you have a gut feeling against the change:

> *"So, if we talk about unlearning, it means to refresh the mind and to get rid of our own biases. But how can you learn or unlearn that? I think it's about self-reflection exercises. Learning which kind of traits and values are driving you and if these traits and values are not in line with the direction of the proposed change. And if you recognise this, then there is something in your inner feeling saying no this feels odd, I don't like the change, then you need to reflect on that, what is keeping you away from that."* (Participant 6)

Participant 13 did acknowledge unlearning similarly to the other participants, however, viewed it as new learning new things: "that's a new learning". Similarly, Participant 8 did not resonate with the term unlearning, and rather views it as the importance of being open-minded and flexible, as opposed to maintaining a rigid and fixed mindset.

> "I'm very flexible in supporting the people. So, something that…was okay five years ago or in another project might not apply now. So, I choose between a lot of tools and I just pick the ones I think that are fit. Every project differs from the other and … when we make a concept, we always start from zero." (Participant 8)

During the interview, Participant 1 was not able provide immediate examples of things that she need to unlearn; however, she did not dismiss the notion of unlearning, expressing: "That's a good question. I'll reflect on that, but can't think of anything."

In particular, five sub-themes of what individuals had to unlearn to become a more effective change leader emerged: (1) avoiding conflict, (2) wanting control, (3) underestimating the change process, (4) being ignorant of other's perspectives, and (5) rigidly following a plan.

Participants 3 and 11 explained how they have had to unlearn avoiding conflict, as having courageous and honest conversations is difficult. For example, Participant 3 expressed:

"It's more that conflict management side…that I have had to unlearn. Say you can't always hide away from it or find another way to solve it. Sometimes you need to attack it head on and that's where the honesty and stuff has come through." (Participant 3)

Numerous participants across all three organisations expressed how they had to unlearn wanting to maintain control of everything. Wanting control pertained to micromanaging, doing all the work themselves, being involved in everything and controlling the direction of things. For example, Participants 1 and 7 expressed the following:

"The biggest thing that I had to unlearn was you cannot be involved in everything and not everything is 100% perfect, which is important… You may have this idea in your mind as to what you think this should be, but you're not always right." (Participant 1)

"Not expecting that people do everything or most things the way that you would do it, but maybe do it their own way, but still can be successful with that. You just have to…trust that they come up with the right solutions without you always, you know, feeling the urge or need to double check and micromanage." (Participant 7)

Participants from ChemiCo and MiningCo expressed how they had to unlearn their tendencies to underestimate the change process. Participants had to stop expecting change to occur so rapidly, stop assuming all the impacted stakeholders have been engaged, and generally not taking change seriously. For example, Participant 14 expressed:

"The thing I had to unlearn is that change doesn't happen in a day…So yeah, I had to unlearn around you can't just do it relatively quickly and get it over with, it's part of the process." (Participant 14)

In addition, Participant 10 expressed how they underestimated the complexity of change and how important it is. Interestingly, they also supported Participant 15's comment about how unlearning also then involves learning:

"I had to unlearn about change being this uhm, change being blah blah…I think I unlearned … my lack of awareness about how important and how complex change can be, right? … I think a lot of that then is the learning journey and not the unlearning journey, right. So, where I really lacked was the awareness part. So I think that's something I would credit my current team… to have given to me." (Participant 10)

Four out of five participants from BankCo explained how they had to unlearn being ignorant of others' perspectives, such as assuming all their colleagues had the same life

circumstances as them, listening to respond instead of listening to understand, as well as taking feedback personally. For example:

> *"I wasn't always a very calm person… feedback that you may receive or actually, push back that you may receive, it's not always personal… don't let it get to you emotionally that much because I would react."* (Participant 5)

> *"Listen to understand and not listen to respond…It was a bad habit that I needed to unlearn because people deserve to be heard."* (Participant 4)

Participants from ChemiCo and MiningCo also explained how they had to unlearn rigidly following a plan. Interestingly, Participant 9 expressed how they would have to unlearn ChemiCo's rigid project management approach when they leave the organisation:

> *"What I'll have to unlearn is going through approaching things in a project management style, and as rigidly as they do on this job."* (Participant 9)

Moreover, Participant 11 expressed they had to unlearn following a plan, because it was what was done in the past:

> *"This [change programme] has been on the go for two years. Let's go back to see if we were starting at fresh, what would, how would we tackle this thing … So yes, I have had to unlearn some thinking that we've organically grown to think of it in a certain way, and it's not necessarily the right way of thinking about it."* (Participant 11)

5.5.3.2 Organisational unlearning

As evidenced above, the majority of participants acknowledged that unlearning contributed towards becoming a more effective change leader. Expanding on this, however, some participants went on to express what their organisation needs to unlearn. In contrast, other participants felt the organisation did not need to unlearn anything; rather, the company encouraged building knowledge in pursuit of continuous improvement.

In particular, all participants from BankCo expressed how their company is "doing a good job as it is" (Participant 2) and hence have little, if anything, to unlearn. This was attributed to their entrepreneurial culture:

> *"We pride ourselves in our, in, in our culture… I don't think there's something in particular that I can pinpoint that BankCo would need to change because ..they always…encourage…entrepreneurship, they always encourage collaboration, they always encourage thinking outside the box. They always*

encourage you ... to come up with, if something is not working, come up with ideas on how we can, we can make it work." (Participant 5)

Part of this entrepreneurship culture that BankCo participants referred to includes continuous improvement. Interestingly, participants from ChemiCo and MiningCo also explained how their organisation did not have to unlearn anything as the organisation as a whole encourages continuous improvement:

> *"I don't think it's unlearn… I would more phrase it as, you have that continuous improvement cycle. So it's not that you're unlearning, but each time you do something, you're learning how to do things even better. So you're building on your knowledge and MiningCo is very good at that piece in terms of looking at continuous improvements."* (Participant 15)

Interestingly, Participant 8 explicitly mentioned how an organisation itself does not need to unlearn, but rather the people in the organisation need to unlearn. This supports some of the participants' views that the organisation does not need to unlearn anything:

> *"But it's, like always a very individual thing, not the company as such. The company as such is very professional, but the people inside are people."* (Participant 8)

From the participants that mentioned that their organisation has things to unlearn, three sub-themes emerged: (1) acting and thinking hierarchically, (2) ineffectively communicating and (3) taking a project management approach to change.

Across all three organisations, participants discussed how their organisations need to unlearn acting and thinking hierarchically. Participants explained how their organisations controlled decisions at the top, had separated leadership, as well as had business units that prioritised initiatives in isolation from other business units. Moreover, the organisations ran too many initiatives and did not fully understand the problems which their initiatives sought to solve. Generally, the organisations had traditional hierarchical management mindsets that participants felt needed to be unlearned. For example, Participants 12 and 9 expressed:

> *"They're quite siloed…as an organisation, they need to unlearn that…They need to unlearn that silo mentality and approach."* (Participant 12)

> *"They need to unlearn their hierarchical old fashioned mindsets of management and they need to focus more on leadership… they need to unlearn their management mindset and focus more on people who are in leadership."* (Participant 9)

Participant 3 from BankCo and Participant 12 from MiningCo explained how their organisations had to unlearn ineffectively communication. In particular, the organisations are not engaging with stakeholders face-to-face, nor having the difficult, honest conversations that are necessary:

> *"Another thing we need to unlearn is…to have the same conversations over and over again…I'm learning to challenge people and say we've had this conversation before, I'm not willing to have it again ... there comes a point where once you socialise, we need to move forward... So I think that's something we need to unlearn. Sometimes, just be bold."* (Participant 3)

Lastly, two participants from ChemiCo expressed how the organisation needs to unlearn taking a project management approach to change. By taking a project management approach, change leadership stops when the project finishes and the project plan is prioritsed above the people impacted by the change:

> *"We need the ultimate success, not only at the project at end of the project life cycle, but after two to three years you know… the implementation is somewhat, yeah, started but not fully finished in a way that people are really ready."* (Participant 7)

5.5.4 Theme 3: Facilitators in acquiring change leadership

Another theme that emerged from participants across all three cases were organisational elements that facilitated the process of learning change leadership capabilities. These organisational elements are presented below in Figure 11:

Figure 11: Analysis of how theme 3 emerged (Author's compilation).
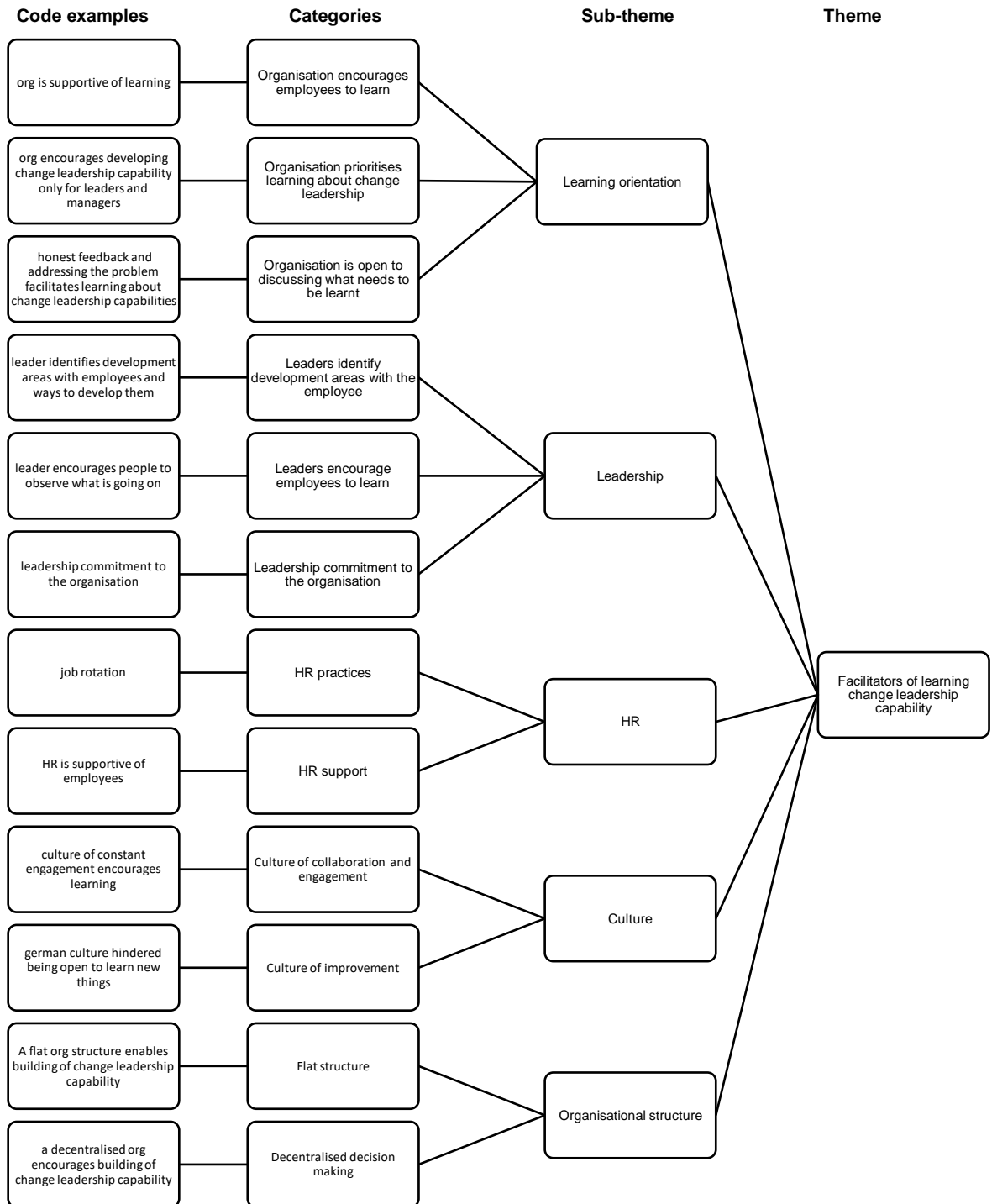
5.5.4.1 Learning orientation

The sub-theme of learning orientation emerged through three categories: (1) to what extent the organisation encourages employees to learn, (2) whether the organisation prioritises learning about change leadership, and (3) if the organisation is open to discussing what needs to be learnt.

Participants from BankCo and ChemiCo indicated that their organisations are supportive and encourage employees to learn. For example, Participant 7 said, "People believe in development, that's for sure". Participant 4 also expressed that BankCo is supportive of learning, as well as supportive of individuals who initiate domains of learning:

> *"BankCo, when it comes to education, it's very supportive. And they're big drivers when it comes to, you know, upskilling and stuff like that. So I'm sure even if…it's initiated by the individual themselves, they wouldn't say no."* (Participant 4)

Participants from MiningCo had contrasting perceptions as to whether MiningCo supported organisational learning. For example, Participant 14 explained how the organisation supports them in learning change leadership both through personal and professional development:

> *"Professional development and self-development from personal level and professional perspective enables change leadership, right? … the organisation I think is really good at providing a platform for me as a person, how do I develop as well as from a work perspective and a tool set, what is it, what do I require in order to enhance my ability to perform something? So, I think…the continuing learning and elements … of MiningCo is what does support the process."* (Participant 14)

In contrast, Participants 11 and 12 explained how MiningCo prioritises work over learning and any learning that does take place is out of fear as it is mandatory:

> *"The orientation is always, I need to deliver my work first, and … if by the off chance I have any capacity left, maybe I'll learn something else … there is a lot of compliance learning and mandatory training that is allocated to employees…so by the time there's anything around, change leadership as an example, I think there'd be very little appetite, if any, to have an orientation on something like that."* (Participant 11)

> *"I don't know that they have a learning orientation…I don't think that they have a learning culture as such in any way…there are areas … that have mandatory things that people do. But when you survey them, they said they do it for the fear of so. I don't think there is an overall learning culture in any way."* (Participant 12)

Moreover, expanding on what Participants 11 and 12 expressed above, it is evident that MiningCo also does not prioritise any learning on change leadership:

> *"They have a lot of learning systems in place. I'm not aware of anything on change management…Learning and development culture [is] possibly*

biased towards, you know, regulatory requirements or safety in compliance." (Participant 13)

Participants from ChemiCo expressed how the organisation only prioritises learning about change leadership for certain employees, usually in senior positions. In addition, for the rest of the employees, there is little orientation to learn capabilities outside of their domain expertise such as change leadership:

> *"I think to for leaders and for managers, there's definitely a big emphasis by the organisation. There are definitely personalised and also generic coaching workshops that happen for leaders and for managers, … at a certain level. So I wouldn't say this is for every single person in the organisation because I mean, I have not come across a change training"* (Participant 10)

> *"Majority of the people in the organisation are highly skilled because they're working with a lot of doctorates, working with a lot of chemists, physicians, biologists…and also the leaders in the positions are often either engineers or doctorates or something, but learning orientation towards things outside of their domain… they're not too keen on learning new things."* (Participant 9)

BankCo participants did not explicitly discuss how their organisation prioritises learning of change leadership; however, they did indicate that the organisation promotes a culture of learner-led learning, hence the employees are responsible for identifying what needs to be learnt. For example, Participant 3 expressed: "Our culture around learning is, it's learner-led".

It also emerged that BankCo and ChemiCo were open to discussing what needs to be learnt in various ways. In terms of BankCo, following on from having a learner-led culture, employees can pursue the direction of what they learn, and influence what others learn by discussing their topics of interest with others in the organisation, no matter how senior the person is:

> *"It influences… in a way that learning is again very interactive, very collaborative and there's a very much a feedback… approach. With [BankCo] the influence is to say there's an open dialogue."* (Participant 1)

> *"I can have the discussion with my one up. I can have a discussion with the second up, like that's how close BankCo is, there's no, 'Oh, that's the CIO'. Like, I'm close with the CIO, we can go sit and have coffee. Unlike other organisation where yeah, the boss is the boss."* (Participant 4)

Whereas, at MiningCo, if a learning need is identified, the company will ensure the learning is prioritised and provided to employees. However, because change leadership was not prioritised, less emphasis was placed on developing this capability:

> *"From our learning and development point of view, we make sure that we develop the skills that we need. So if MiningCo has a requirement for change leadership, we will make sure those skills are developed and we have the right people in place to be able to do that…. And from a change leadership point of view, we've only done a little bit of that."* (Participant 15)

In summary, it was found that BankCo and ChemiCo encourage employees to learn, whereas participants from MiningCo have differing opinions on this. In addition, MiningCo does not prioritise learning change leadership, whereas ChemiCo prioritises learning change leadership at senior leadership levels. In contrast, BankCo participants did not explicitly discuss to what extent their organisation prioritises the learning of change leadership.

BankCo participants did, however, indicate that the organisation promotes a culture of learner-led learning, hence the employees are responsible for identifying what needs to be learnt. Moreover, BankCo is open to discussing what needs to be learnt from all levels in the organisation. Conversely, MiningCo is open to supporting learning if the learning needs are identified, however, change leadership is not prioritised as a learning need at MiningCo.

5.5.4.2 Leadership

Participants across all three organisations expressed how leadership facilitated learning change leadership capability through: (1) leaders identifying employees' developmental areas, (2) leaders encouraging employees to learn, and (3) leadership's commitment to the organisation.

Participants across all three organisations explained how their leaders play a role in identifying their (the participant's) development areas, and in some cases identifying potential and encouraging them to develop in that domain. For example, Participant 1 explained how their leader spotted their potential to lead change in their current role:

> *"I started off in our analytics team, in our model development team and then from that, so I mean well the bank saw there was a creative or there's definitely a creative side to me, and that's how you almost married the two."* (Participant 1)

Participant 8 went on to express how their leader saw they were passionate about change communication and offered them the learning opportunity to further develop their skills in this domain. Participant 8 also explained how as a leader themselves, they encourage learning of change leadership by purposefully bringing people together from mixed backgrounds to learn from one another: "I bring them together in mixed team, like senior-junior."

> *"My boss said, 'You seem to be very motivated. I like it. You do a good job, now as you will, continue to work at change comms, I would like to pay an external training session for you'."* (Participant 8)

Participant 3 expressed how their leader encouraged them to learn through exploring and seeking information, but was also there to support them when they were unable to find the information:

> *"They were very, 'seek information' and then where you can, ask for the material and then where necessary refer to a person where you can't find your answers."* (Participant 3)

In contrast, Participant 13 expressed how when leadership is not committed to MiningCo's overall cause, it creates competing agendas, and this prohibits the learning of change leadership capability for the company.

> *"To me, it's less about a learning culture linked to change management. It's much more about what I would call a leadership commitment to the [MiningCo's] cause. I think MiningCo's problem is you've got a lot of different camps…you've got lots of competing agendas."* (Participant 13)

5.5.4.3 Human resources

Participants from BankCo and ChemiCo highlight the role human resources (HR) plays in facilitating learning change learning capability, in particular, (1) the general support provided by HR and (2) HR practices.

Participants from BankCo expressed how HR supports the organisation and them as individuals by checking in with them personally, as well as having group sessions to understand what is working, what hasn't worked, and understand what needs to be refreshed to improved what isn't working:

> *"HR, I'm gonna speak about [name of HR person] in particular. So, she's one person that's always like following up with people, reaching out and checking up."* (Participant 4)

> *"HR… came in to assess what we do, how we do it, what has worked and …what hasn't worked?"* (Participant 5)

Moreover, participants from BankCo and ChemiCo highlighted the role of HR practices in facilitating learning change leadership capability. Participant 7 explained how ChemiCo encourages job rotation every three to four years to create the space for employees to learn new skills. This finding is further supported by the quote from Participant 6 in *section 5.5.2.1 Individual learning* that mentions how they fulfilled various roles in the organisation, which has enabled them to lead change in their current role:

> *"Switching jobs after three to four years in order to learn something new. I think this is really a trait within [ChemiCo] … learning happens and is expected to happen on the job. So people are more or less thrown onto cold water and then they are expected to swim."* (Participant 6)

Participant 3 expressed how HR practices could be implemented to encourage more accountability for encouraging learning in the organisation:

> *"Ownership needs to be held within the various businesses to make sure that's its been upheld or I don't know how we holding each other accountable for the learning journeys. I, I honestly, I don't know."* (Participant 3)

5.5.4.4 Culture

Participants from BankCo and ChemiCo explained how the culture of their organisation also facilitated or prohibited learning change leadership capability.

All participants from BankCo explained how BankCo's company culture facilitated learning about change leadership. In particular, it was BankCo's culture of collaboration, engagement, freedom of expression and entrepreneurial flair that encouraged learning change leadership. Something that was found amongst all these participants is how one can approach anyone in the organisation, regardless of a person's seniority:

> *"We pride ourselves in our… culture. You know, and what our culture is and what our culture means to us… They always encourage … entrepreneurship, they always encourage collaboration, they always encourage thinking outside the box."* (Participant 5)

> *"They did stress a lot about our culture and open door policy. So I think they …draw home this culture of yeah, of freedom of expression."* (Participant 2)

In contrast, participants from ChemiCo explained how their organisational culture of failure prohibited learning change leadership capability. ChemiCo's organisational

culture is also influenced by the German culture as more than 50% of the company operates in Germany. The perception that German's have high expectations on quality and a low tolerance for failure has an impact on the approach to learning. It is felt that by looking into ways to continuously improve and learn, this signals that something has failed or not worked. This leads to feelings of shame.

> *"Learning really means to stand there and say, 'Oh, my assumption was that and this is happening, nothing of that happened, and lets sit down to really deeply understand why it was going into a completely opposite direction and this is not happening often enough'…People should more openly address their failures…there is a connotation of being guilty, failure… We call it failure culture but I don't like it."* (Participant 6)

> *"I think they are very stuck in their ways of how they're doing things from their culture…majority of the people I've worked with are German, and more than 50% of the company is located in Germany, and from the culture, I think they are less open to changing their mindset."* (Participant 9)

5.5.4.5 Organisational structure

The structure of the organisation emerged as facilitating how change leadership is learnt, in particular: (1) having a flat organisational structure and (2) a structure that promotes decentralised decision-making.

Three participants from BankCo explained how BankCo's flat organisational structure facilitated learning change leadership capability. For example, Participant 4 expressed, "I think what makes it easier is the fact that we've got a flat structure". Participant 1 went on to explain how the flat structure encourages socialisation and learning from others by getting their input.

> *"We are a human bank…we socialise a lot, there's no hierarchy. So when it comes to change leadership or change as a whole, it's very much a social, a social experience, if I can use that for a lack of a better word, where there's a lot of input required from all over, socialisation."* (Participant 1)

Participant 3 from BankCo and Participant 8 from ChemiCo expressed how decision-making and ownership of responsibility at the business unit level facilitate learning change leadership capability, as they are empowered not only on how to lead change, which influences what others will learn, but also what employees need to learn:

> *"Management expects us to be professional, and if it concerns HR or comms or legal or controlling whatever, when they need it, they say, 'Hey, just do it' and then we are responsible for the delivery… the responsibilities*

decentralised … we are empowered and when you are empowered, you have responsibility, you know it. It looks like freedom, but freedom with responsibility." (Participant 8)

5.5.5 Theme 4: What participants learnt about change leadership capability

Whilst exploring how participants learnt change leadership capability, a prominent theme emerged across all three case of what participants learnt about change leadership capability. The analysis of the 15 interviews showed that participants learnt six key components of change leadership capability, namely frame the change, enable others to lead the change, prepare for the change, engage others in the change, monitor the change and learned traits, and are presented in Figure 12 below:

Figure 12: Analysis of how theme 4 emerged (Author's compilation).
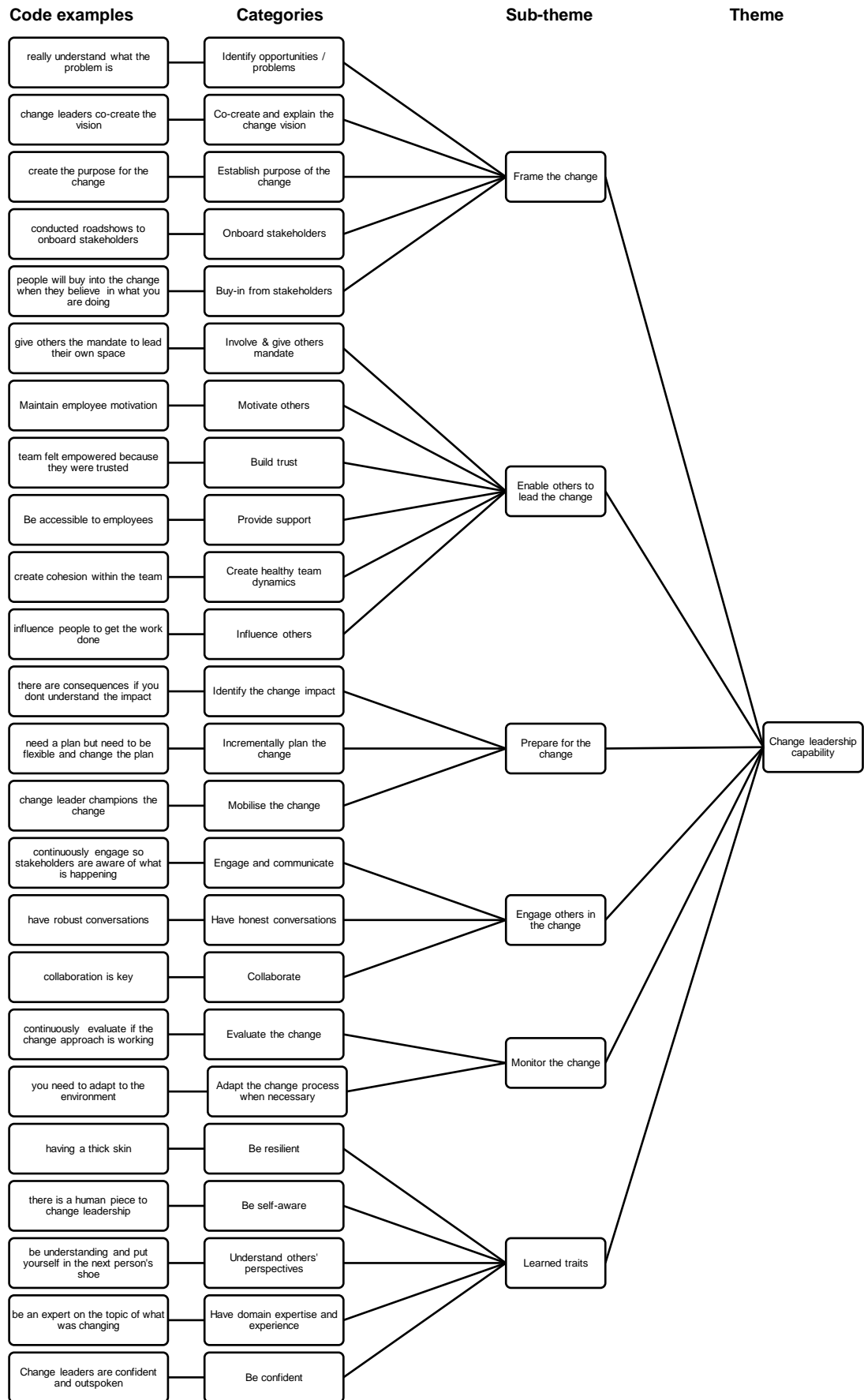
5.5.5.1 Frame the change

A sub-theme that emerged across all three cases was that change leaders need to frame the change by (1) identifying opportunities or problems, (2) co-creating and explaining the change, (3) establishing the purpose of the change, (4) onboarding stakeholders, and (5) obtaining buy-in from stakeholders.

Participants from each of the organisations indicated that the ability to identify an opportunity or a problem and solve that, before any change process is embarked on, is important. Participant 12 took the importance of identifying the opportunity or the problem further by emphasising the importance of understanding what the outcomes are that the company wants to achieve once the opportunity or problem is identified - "It is understanding the outcomes and driving those to conclusion". Moreover, Participant 10 explained how often change is only thought of during the implementation phase of a project, but change should be considered during the solutioning phase of a project:

> *"I learned…to discuss [change] at an early stage in a project. From my experience, you tend to get into the change aspects towards the later stage of the project because you're trying to understand the problem and then you're trying to find a solution and then somewhere around that time you say 'Hey, looks like this is gonna be a, a big change for the organisation'."* (Participant 10)

Participant 8 further explained that their company embraces change to build a future for the organisation, and asks every employee to help find solutions towards building a sustainable future:

> *"We want to build a sustainable future, that means that a lot of things have to change. And ChemiCo says we are the ones who can help to find solutions … this is a big change path that ChemiCo is embracing. ChemiCo asked every employee umm to work on that."* (Participant 8)

In addition, participants explained how they learnt they had to co-create the vision with others, the idea of what the change will achieve for the future state, as well as explain and constantly remind people of the vision.

> *"The idea that you've got a vision, we we've got some way to go … you need a leader to show, show the roads, say this is really the road we're going to take."* (Participant 1)

> *"You've got to bring people with. You've got to be able to explain your vision and get people excited about the change and get them buying into it."* (Participant 15)

Adding to Participant 15's expression of how change leaders need to get people excited about the change, it also emerged that onboarding stakeholders and getting their buy-in is an important skill they learnt. Onboarding stakeholders meant aligning them with the change and helping them understand why the change is taking place and what the change is. Buy-in from stakeholders refers to getting all stakeholders in the business – including senior leadership, support services, impacted employees, as well as clients and communities – to accept and be willing to participate in the change by demonstrating the importance of the change:

> *"Whatever change it is, you need to get people on board."* (Participant 2)

> *"What is in it for me? Why are we doing the change? These are the reasons, but besides these are reasons why we're doing it. How is it going to impact you as a person and how is it going to make your life better? … [this is] how I facilitated that change with my teams and it happened in a staggered process."* (Participant 14)

> *"Starting from the top to convince, also the peer groups, the relevant stakeholders within [ChemiCo], that there is a need for change and that must really be based on clear observations, a clear idea, what the outcome of the new setup will be because we don't change for the sake of changing. There must always be a motivation, why we are doing it. So what is the deeper purpose of the entire exercise?"* (Participant 6)

Participant 6's quote above also illustrates how change leaders learnt the importance of establishing and co-creating the purpose for the change and team. The importance of establishing the purpose of the change is further evidenced by Participant 5's remark "We are here for a purpose and you need to be very clear on what your purpose is".

5.5.5.2 Enable others to lead the change

Another sub-theme that emerged was how the participants learnt the importance of enabling others to lead the change. This sub-theme consisted of six categories: (1) involving and giving others mandate to lead the change with you, (2) motivating others to lead change, (3) building trust with others, (4) providing support to others, (5) creating healthy team dynamics, and (5) influencing others.

Involving and giving others mandate to lead the change with you, as well as providing support to others, emerged across all three cases. Participants indicated how they learnt it was important to involve others in the change process, as well as empower them by giving them the authority to make decisions and lead in their space. Moreover, as Participant 11 expressed, "the right leadership support", providing support to others to lead change includes guiding them and being available to answer their questions and assist them. For example:

> *"An important thing to understand: how do I bring people together? How do I involve them in this process? Rather than me sitting in a corner thinking about how do I want my vision to be and what should be the purpose of this organisation? Or doing that in a closed room. I really feel you need to hold everyone's hand and walk together rather than deciding top-down…So involve as many people as it makes sense."* (Participant 10)

> *"Empowering the team to be able to make decisions in their respective fields…I don't have to go to my leader to confirm something. I can make that decision."* (Participant 4)

> *"It is involving people and engaging people to a level that they own the change. I don't believes that change owns the change."* (Participant 12)

Additionally, motivating others also emerged as being an important part of change leadership capability from BankCo and Chemico. For example, Participant 9 expressed, "focus much more on how you can motivate the people". In particular, it was found that motivating others during the change process to keep the momentum of the change going was important:

> *"The project itself was actually delayed quite a lot. But the core team that we had … were just very motivated and… it actually all boiled down to the to the motivated team that we had."* (Participant 2)

Amongst participants in BankCo and ChemiCo, the importance of building trust also emerged – in particular, building trust with others involved in the change process so they feel empowered to lead, they can make mistakes whilst learning from them, and openly discuss challenges. For example:

> *"So, in that way you feel even more empowered because you're being trusted…that was the main core value within the project team was trust."* (Participant 4)

> *"Trust people and that they come up with the right solutions without you, always."* (Participant 7)

Participants from BankCo also emphasised that change leaders should "create cohesion within the team" (Participant 4). This entailed creating healthy team dynamics within the team leading the change by creating team cohesion, clarifying roles and responsibilities, and playing team members to their strengths. For example, Participant 1 said, "It's like a dance. Everyone knows what they're doing."

Lastly, the ability to influence others emerged as what participants also learnt to be valuable when leading change. Influencing refers to moving from doing the work to enabling others to do the work, actively influencing positive conversations around the change, as well as negotiating with others. For example:

> *"There's a lot of reliance on people to do the work, which I find is my biggest frustration and it's around saying, 'How do I get better at the influencing?' Maybe more the influencing not so much the buy-in and the following up."* (Participant 3)

> *"I think negotiation is, is a key part of this, a lot of … change is about negotiation."* (Participant 13)

5.5.5.3 Prepare for the change

The third sub-theme that emerged was preparing for the change. Preparing for the change involves: (1) identifying the change impact, (2) incrementally planning the change, and (3) mobilising the change.

Participants from all three organisations explained how they learnt the importance of ensuring they comprehensively identify and understand the impact of the change including the impact on people, systems and all areas of business. For example, Participant 3 summarised this by asking, "Are we understanding our impact in the overall sphere?" Other examples include:

> *"We had to learn the hard way by saying we went live with this thing and that's not working… because someone was meant to look at that and they overlooked it, or you thought somebody was going to do it and you didn't do it… In the end, they cause a not so lekker client experience."* (Participant 5)

> *"I used a lot more of my knowledge that I acquired from a psychological perspective of how this could impact people."* (Participant 9)

> *"Even small changes is a big change…we should never underestimate the impact that a small change, perceived small change would have on service delivery teams."* (Participant 14)

Moreover, participants from all three cases also emphasised how the change should be incrementally planned. This included strategising and creating a plan with the required resources, metrics, scope of work, timelines and prioritisation to achieve the change, as well as planning the execution of the change in smaller, achievable milestones so you can be flexible and respond to situations as they arise. For example:

> *"My job is essentially been to figure out the strategy of what is the transformation we're effecting, organising the people that we need to actually do that…then,...getting the resources and the budget to do it properly."* (Participant 11)

> *"A long long time needs to go into planning if you want to...enact change...a lot of time into planning…you've got everything lined up where it needs to be. There are no surprises."* (Participant 2)

> *"This idea of working in agile and landing things iteratively. I learned that through the project, I was of the view that we just we need to land this full thing and we need to move very quickly and that isn't the reality."* (Participant 1)

> *"Stay flexible, I mean, or not to be too strict in kind of a planning approach… you have to stay very flexible but still kind of have… the sensors out and understand…the dynamics and then react to the dynamics."* (Participant 7)

Lastly, mobilising the change also emerged as being important to lead change across all three organisations. In particular, it is important to facilitate the change process so it gains traction, as evidenced by Participant 7's expression: "mobilised and helped …basically to, to make it lift". In addition, mobilising the change also includes championing the change, for example, Participant 13 explained the "necessity to advocate the change".

5.5.5.4 Engage others in the change

Another sub-theme that emerged from the findings was about engaging others in the change. This sub-theme consisted of three categories: (1) engaging and communicating with stakeholders, (2) having honest conversations with stakeholders, and (3) collaborating with others.

All participants, other than Participant 2, emphasised the importance of effectively engaging with stakeholders, and how it has been a prominent learning for them when leading change. For example, Participant 6 expressed the following:

> *"I may have underestimated the importance of stakeholder management. So I learned to do that really in a very organised, very structured manner and to really keep things going, to have regular exchange platforms, although sometimes it's cumbersome and you have to the feeling, five hours a day, you are just talking, it's necessary."* (Participant 6)

A big part of engaging with stakeholders includes communication, but it is not limited to communications. As Participant 1 expressed, "when it comes to change leadership or change as a whole, it's very much a social, a social experience". Participants felt that change leaders need to have excellent communication skills, and they need to be able to talk about emotions, and not just facts. They need to communicate across the whole organisation, and they need to constantly communicate and have regular check-ins and/or discussions with stakeholders to build rapport as well as fully understand the change and what or who the change is impacting, as illustrated by these quotes:

> *"Being able to build good rapport."* (Participant 9)

> *"It is not communication. Communication is a subset… It is engaging. It is talking to people. It is understanding the obstacles, the concerns. It is understanding the outcomes and driving those to conclusion."* (Participant 12)

> *"You have to engage with IT very often, you have to engage with your stakeholders very often, with the vendors very often and you get to understand how it is very crucial to collaborate with these people as often as you can or be in those circles as often as you can because you're then able to understand who's doing what, who's doing what, and how they impact your world." (Participant 5)*

Expanding on Participant 5's reference to how it is crucial to collaborate, participants from BankCo and MiningCo also indicated how they learnt the importance of collaborating with others. Collaboration not only assisted employees in leading the change but also in overcoming resistance to change:

> *"Collaboration. It is the comms, communications in all the various formats you can have that, empathy, feedback. It's, it's that well-rounded approach to be able to work really well with the team and understand where they're coming from."* (Participant 15)

Moreover, participants from BankCo and MiningCo indicate that is particularly important to have open and honest conversations. These types of robust conversations are critical to dealing with the hard issues and keeping the momentum of change going. As difficult

as these conversations are, they are necessary to deal with change resistance and move forward:

> *"I try be brutally honest… I sometimes feel that … there's a lot of kit gloves around, how we pull people along, how we need to deal with issues…I'm very vocal, I don't hide, I don't try and downplay my words.. It's just that I feel that's the best approach to get people to understand."* (Participant 3)

> *"…not afraid to have courageous conversations."* (Participant 11)

5.5.5.5 Monitor the change

Another sub-theme that emerged from the findings was monitoring the change. This sub-theme consisted of two categories: (1) evaluating the change, and (2) adapting the change process when necessary. Participants from all three organisation explained the how they learnt the importance of evaluating the change to see what was working well, what could be improved and ensure the change is accomplishing the outcomes it was intended to. In particular, evaluating the change throughout the change process to continuously improve was highlighted:

> *"It's also around frequent dipsticks and checks right? Are we on the right pathway? Are we on the right track."* (Participant 14)

> *"We understand what worked, what didn't work. And obviously going into phase two, we have that base covered, because we had a retro after the project where we, we sat down, all the teams came together and on the board we said what worked, what didn't work, what can we improve going forward… I think going into the second phase with that it would really make it a lot more seamless from the previous one."* (Participant 5)

Participants from ChemiCo explained how you need to be flexible and adaptable when leading change. In particular, change leaders need to adapt to their environment, as well as adapt their change plan in response to what is happening around them and the feedback they are receiving about the change. A change leader cannot rigidly move forward with a fixed approach to the change:

> *"You have a living system which changes actually at each and every stage of what you do and each kind of action you do has an influence, and basically everything resonates in the system and that it can change this environment. So you have to react with, be flexible to that."* (Participant 7)

> *"There was a lot of uncertainty and when, when you have uncertainty, you always need to adapt yourself. You can't go with the fixed approach."* (Participant 10)

5.5.2.6 Learned traits

Another sub-theme that emerged from the findings was about the traits that change leaders have learned. This sub-theme consisted of five categories: (1) being resilient, (2) being self-aware, (3) understanding others' perspectives, (4) having domain expertise and experience, and (5) being confident.

Participants from ChemiCo and MiningCo explained how they learnt to be resilient when leading change. When leading change, they had to learn to not take things personally, to keep trying after being rejected by stakeholders the first time around and, in trying multiple times to overcome resistance with a stakeholder, they learnt to try different approaches to overcome the resistance:

> *"I think on a personal level, hardcore, thick skin… I think it's been difficult with so many players in the landscape. It's a program with a lot of noise around it, and it's being able to drown out the noise and actually getting on with your work and believing it's not a popularity contest because I've not won that one at all."* (Participant 12)

> *"I can make a second effort maybe in another round, or directly not in a big group you know ... So, my suggestion is to wait after the meeting and then I would approach him directly and say, 'Can we have a debrief on that topic?… If he says 'Oh, sorry, I don't have the time for that', then I say okay. And normally, one day or another, he will be, he will have a problem when he tries to change something without comms, there will be a problem one day and then I'll be there again and say, 'Would you like to discuss with me on possibilities to take action?'"* (Participant 8)

Being self-aware and understanding other's perspectives emerged from participants as being critical when leading change. Participants explained how they had to "be patient" (Participant 12) with many aspects of leading change as it takes a long time to see results and you often have to repeat yourself. Being self-aware is also important as there is a human piece of leading change and people are all different, so there is no one right way to lead change:

> *"There's a bit of soft skills that you need definitely…keep that human piece, human piece going."* (Participant 1)

> *"Change [was] defined in different ways by different people… it's a complex topic. It's not as simple as it's, you know, as reading from a management book or something and because we're talking about people and people are the center of anything that changes at the end of the day…there's no one 'people'."* (Participant 10)

Participants felt that once you are self-aware, the next step is to be aware of others and understand their perspectives. This includes having empathy for others and putting yourself in their shoes to truly understand how the change impacts them, allowing ideas and decisions to be challenged by hearing out what other people think, and generally being open-minded to what others have to say:

> *"You have to be understanding. You have to be open to other people's views or perspective of how they see things."* (Participant 5)

> *"You have to be really open-minded because sometimes there are arguments popping up that are highly valuable and you have to be capable to adjust, although it hurts."* (Participant 6)

> *"When you're working with different people, different cultures, different countries, you know, people have a different approach…understanding the empathy with the people that you're working with and until you're in that team, you know, you might not have come across that before." (Participant 15)*

Moreover, participants from across all three organisations explained how having domain expertise and experience helped them lead change. This includes being an expert on the topic of what is changing, knowing the organisation well and how it operates, being able to explain financials in a boardroom, and having a variety of experiences with different change projects in different industries:

> *"…ability to understand the subject matter and be able to communicate in that very same language…Also, the ability to understand end-to-end… if you don't understand the full end-to-end process, you're just ticking a box and you're just doing your templates and following an approach and a plan but you fly blind at the end of the day because if you don't have an understanding of the full end-to-end, then one, you're not able to communicate effectively."* (Participant 12)

> *"…get into a boardroom, explain how we got these numbers sort of things."* (Participant 1)

> *"It's the experience that we have done already. Communications support for a lot of change projects, like we have realised how employees or target groups react…we learnt our business…half of my team, they're also expert. They have knowledge in chemistry, so they have studied chemists. So, they could also understand the content of the messages."* (Participant 8)

Lastly, participants from all three organisations also expressed how being confident was key to leading change, and how they learnt to be more confident:

"I see a lot of value in experimenting with change interventions and… it shouldn't come across as though you're not confident in what you're doing. And I think that was one of the biggest things that I had to try with her is to build up that confidence." (Participant 9)

"…confidence and having a sense of confidence to know when to go and engage senior stakeholders." (Participant 11)

5.6. Conclusion

This chapter has covered the findings that were discovered from this study. The findings were centred around four main themes, namely (1) how change leadership capability was learnt, (2) unlearning, (3) facilitators in acquiring change leadership capability, (4) what participants learnt about change leadership capability. These findings have helped unpack the three sub-research questions to gain a better understanding of how organisational learning influences change leadership capability. The following chapter will discuss these findings in relation to prominent literature to meet the research objectives.

CHAPTER 6: DISCUSSION

6.1 Introduction

In this chapter, the research findings presented in Chapter 5 are analysed by comparing the data collected from the 15 semi-structured interviews from BankCo, ChemiCo and MiningCo, with the insights gained from the literature review presented in Chapter 2. The findings are discussed separately with respect to each of the three research sub-questions, as well as unpacked in relation to the theoretical underpinning of Alerasoul's et al. (2022) Organisational Learning Chain framework. The answers to these are then used to contribute to the overall answering of the primary research question of understanding how organisational learning influences change leadership capability. Throughout the discussion, each of the themes discovered in Chapter 5 are examined in the context of the relevant research question.

6.2 Discussion of research sub-question 1

What organisational learning capabilities and mechanisms contribute towards change leadership capability?

This research sub-question aimed to identify the organisational learning capabilities and mechanisms that contribute towards building an organisation's change leadership capability. *Theme 1: how change leadership was learnt*, as well as *theme 2: unlearning* add to the understanding of what OL capabilities and mechanisms play a role in developing change leadership capability. Moreover, a particular insight from *theme 3: facilitators in acquiring change leadership* is discussed as it aids in answering this question.

6.2.1 Recap of findings

This study found that change leadership capability was learnt through: (1) individual learning, (2) learning through others and (3) learning through formal learning support provided by organisations. Individual learning occurred through learning on the job, past experiences and self-learning practices. Learning through others occurred through leaders, change consultants, cross-functional teams, knowledge-sharing sessions, engaging with others and team reflections. Formal organisational learning support occurred through courses provided by the organisation, organisational learning platforms, organisational change management toolkits, and coaching provided by the

organisation. This study also found that individuals acknowledged unlearning, whereas there were mixed findings on whether an organisation unlearns.

6.2.2 Comparison of findings with literature

The learning mechanisms identified in this study are unpacked first in this section. This is followed by a discussion on how these learning mechanisms enable each OL capability, as outlined in Alerasoul's et al. (2022) Organisational Learning Chain framework.

In support of Basten's and Haamann's (2018) notion that organisations need to be deliberate about systematic learning mechanisms to enable OL processes, or OL capabilities as defined by Alerasoul's et al. (2022), this study identified specific learning mechanisms that organisations can use to purposefully build their change leadership capability through OL. Learning mechanisms refer to the activities that take place and result in a learning process (Alerasoul et al., 2022; Basten & Haamann, 2018).

Basten and Haamann (2018) identified eighteen OL mechanisms and categorised these mechanisms into three domains: (1) people, (2) processes and (3) technologies. From Basten's and Haamann's (2018) 'people' category of OL mechanisms, this study similarly found dyadic relationships, events for informal interactions and job rotations to be mechanisms that enabled participants to learn change leadership capability. Basten and Haamann (2018) defined dyadic relationships as interactions with a coach, mentor or more experienced employees to support or counsel the individual with regard to the individual's development. This corresponds to this study's findings of learning through engaging with others who have experience in the workplace, and coaching provided to the individual as formal organisational learning support. This study further found that change leadership skills were also acquired by learning from leaders and change consultants. This finding extends Basten's and Haamann's (2018) mechanism of using dyadic relationships to learn by specifying that change leadership capability can be acquired through dyadic relationships with not only coaches, mentors or more experienced employees, but also leaders and change consultants.

In addition, Basten's and Haamann's (2018) define events for informal interactions as activities aimed at promoting dialogue, open communication, and the casual exchange of information, such as excursions, that enable discussions of ideas among all levels of the organisation. Similarly, in this study, it was found across all three organisations that participants learnt change leadership capability through informal knowledge-sharing

sessions, however, most of these events were not deliberately created, nor did they include all levels of the organisation. This highlights that organisations could be more intentional about creating such activities to build change leadership capability – a current gap in their approach.

Although job rotations (Basten & Haamann, 2018) were not included as findings in this study's *theme 1: how change leadership was learnt*, the concept of job rotations did emerge from the ChemiCo case in *theme 3: facilitators of how change leadership is learnt*, and is worth discussing in relation to this research sub-question. Participant 7 explained how ChemiCo encouraged job rotation every three to four years to create the space for employees to learn new skills, and Participant 6 mentioned how they fulfilled various roles in the organisation which enabled them to lead change in their current role. Therefore, ChemiCo may have unconsciously used job rotations to help change leaders learn change leadership capability. This demonstrates that job rotations are an effective learning mechanism to enable learning change leadership capability.

From Basten's and Haamann's (2018) people-based OL mechanisms, the mechanisms of chief knowledge officers, knowledge brokers, knowledge managers and skills management were not used by BankCo, ChemiCo and MiningCo to build their change management capability. Further research would be needed in organisations that use these roles and skills management to develop change leadership capability to understand if this would be effective in helping organisations learn change leadership capability.

From Basten's and Haamann's (2018) 'process' category of OL mechanisms, this study similarly found action learning, communities of practice, cross-functional teams, post-mortem evaluations, project briefings and training as mechanisms that enabled participants to learn change leadership capability. Action learning is a combination of engaging with others, in conjunction with learning on the job, which was evident in all three organisations. This study's findings on knowledge-sharing sessions included communities of practice and project briefings, which were found across all three organisations. ChemiCo used cross-functional teams to enable the learning of change leadership from team members. BankCo and ChemiCo also used post-mortem evaluations, called 'team reflections' in this study, to develop their change leadership skills by reflecting on what has worked and what could be improved on as a team. Lastly, all three organisations provided the opportunity for training on change leadership through some form of formal training course offered by the organisation. Interestingly, no training was specifically centred on the topic of change leadership, but rather change leadership

was included as a module in change management or leadership course. Both Higgs and Rowland (2001) and Anderson and Ackerman-Anderson (2010) provide a curriculum for a dedicated change leadership programme, and Higgs and Rowland (2001) assessed the impact of the training curriculum. Future research could leverage the findings from Higgs and Rowland (2001) and Anderson and Ackerman-Anderson (2010) as a foundation from which to create a holistic change leadership training curriculum, together with the findings of this research.

From Basten and Haamann (2018) process-based OL mechanisms, the mechanism of an experience factory, leaving expert debriefing, and a research and development unit were not used by BankCo, ChemiCo and MiningCo to build their change management capability. An experience factory is a department within an organisation that serves as a centralised location to facilitate ongoing projects from the planning stage through execution, using customised expertise. It expands a knowledge base by incorporating project team reports detailing experiences and documentation (Basten & Haamann (2018).

From Basten's and Haamann's (2018) 'technology' category of OL mechanisms, this study similarly found knowledge repositories to exist within MiningCo and BankCo. MiningCo and BankCo had organisational e-learning platforms. In addition, MiningCo had a change management framework and toolkit. None of the organisations had virtual worlds, computer-generated 3D environments that can be simultaneously experienced by multiple employees, where employees interact as avatars in a lifelike manner (Basten & Haamann, 2018). Creating a bespoke virtual world for an organisation to learn change leadership skills is likely to be very expensive, hence the appropriateness of using a virtual world as a learning mechanism to build change leadership capability may not be appropriate for many organisations.

This study also identified self-learning practices as a mechanism through which individuals learnt change leadership capability themselves by being inquisitive and taking the prerogative to learn – a finding that was not identified by Basten and Haamann (2018). These self-learning practices included practices such as watching videos on YouTube, reading books on the topic and generally being inquisitive and wanting to improve how one leads change.

This study also found that many participants from all three organisations learnt change leadership capability from past experience. In contrast to this, Heckmann et al. (2016) found no significant relationship between the quantity of change experience and the

organisation's capacity to change; and Stouten et al. (2018) argue that learning from experience is more difficult in the field of change. However, Heckmann et al. (2016) investigated an organisation's capacity to change, not change leadership capability, indicating that an organisation's capacity to change may be distinctly different from an organisation's change leadership capability.

It is evident that multiple OL mechanisms exist to enable OL. Research also exists to indicate how some of these mechanisms enable specific OL capabilities of acquiring, transferring, and integrating, however, this literature is disparate and lacks an overall synthesis (Alerasoul et al., 2022; Basten & Haamann, 2018). This study's findings allude to how the OL mechanisms enabled the OL capabilities of acquiring, transferring and integrating (Alerasoul et al., 2022), but do not explicitly provide evidence for which of these mechanisms enables which capability. An analysis of this study's finding together with Alerasoul's et al. (2022) learning capabilities showed: (1) how 'individual learning' mechanisms enabled the OL acquiring capability, as this is how individuals acquired knowledge, (2) how the 'learning through others' mechanism enabled the OL transferring capability, as knowledge was transferred between individuals, and (3) how 'organisational formal support' mechanisms enabled the OL integrating capability, as the organisation institutionalised this knowledge. Figure 13 below illustrates this analysis:

Figure 13: Learning capabilities and associated learning mechanisms (Author's compilation).
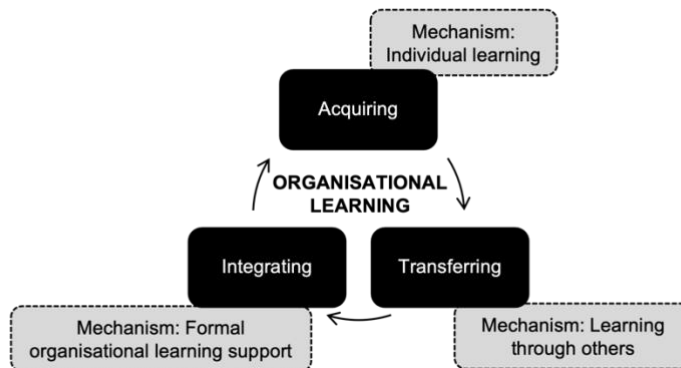
As discussed in the literature review, Alerasoul et al. (2022) combined *transferring* and *integrating* capabilities when explaining these capabilities, even though these two capabilities were separated in the illustration of the Organisational Learning Chain theoretical framework. Furthermore, Crossan's et al. (1999) 4I framework of organisational learning refers to these capabilities as processes. This study also identified learning mechanisms that distinctly enabled these two learning capabilities, demonstrating that these two capabilities are separate and can be considered two distinct capabilities.

Moreover, an overarching theme of unlearning (theme 2) emerged from this study's findings. Literature provides contrasting views on unlearning: Alerasoul et al. (2022) propose that unlearning is a mechanism that enables the OL capability of transferring and integrating. Whereas, Sinkula et al. (1997) argue that unlearning takes place within the open-mindedness dimension of LO. In contrast, Howells and Scholderer, (2016) posit that the concept of unlearning should be discarded altogether and that it does not exist as its own concept. This study found that most participants individually acknowledged the process of unlearning and the content of what they had to unlearn, however, few participants could fully articulate the process of unlearning. Participant 6 explained the process of unlearning as removing biases from one's mind and refreshing the mind, supporting the connection between open-mindedness and unlearning that Sinkula et al. (1997) propose. Moreover, Participant 13 acknowledged unlearning but saw it as learning new things, and other participants described what behaviours and attitudes they had to unlearn – and what was learnt in place of those things. Therefore, it can be said that unlearning is the act of intentionally letting go of previously acquired knowledge by being open-minded to new knowledge, mental beliefs and assumptions. Unlearning is an important OL mechanism for acquiring change leadership capability as change leaders will need to let go of old knowledge, mental beliefs and assumptions in order to acquire new knowledge, mental beliefs and assumptions to more effectively lead change in organisations. How organisations help change leaders be more open-minded and embrace unlearning would need to be further explored.

In addition, this study found that individuals unlearn, in line with De Holan's and Phillips' (2004) argument that only individuals can unlearn because organisations are incapable of engaging in the process of unlearning as they do not have cognitive activities. This study found mixed evidence on whether an organisation can unlearn. Some participants explained the content of what the organisation needs to unlearn – such as acting and thinking hierarchically, rigidly following a plan etc. – indicating the idea that organisations can unlearn. It is worth noting that when participants did indicate the organisation needed to unlearn something, they often expressed it with frustration and went on to explain different tangents. In contrast, some participants did not resonate with the concept of organisational unlearning. Participant 8 stated how the company itself doesn't need to unlearn, but rather the individuals in the company. Moreover, the participants that did not think the organisation had to unlearn anything qualified it by saying that the organisation continuously improves. This supports that unlearning is an individual OL mechanism.

Therefore, this study proposes that unlearning is an OL mechanism that enables the acquiring capability of OL. Future research is needed to validate this proposition as evidence from Participants 6 and 8 did not align with this proposition. In fact, their views aligned with Sinkula's et al. (1997) proposition that unlearning is part of their open-mindedness dimension. This study acknowledges that this is a complex concept requiring more attention.

6.2.3 Conclusion of research sub-question 1

In summary and within the context of the three cases, this study found the OL mechanisms illustrated in Figure 14 to contribute towards building change leadership capability. Moreover, these OL mechanisms enabled the respective OL capabilities of acquiring, transferring and integrating as illustrated in Figure 14 to contribute towards building change leadership capability. A noteworthy finding was identifying unlearning as an OL mechanism, and how this enabled the acquiring capability.

Figure 14: Learning capabilities and mechanisms that contribute towards building change leadership capability (Author's compilation).
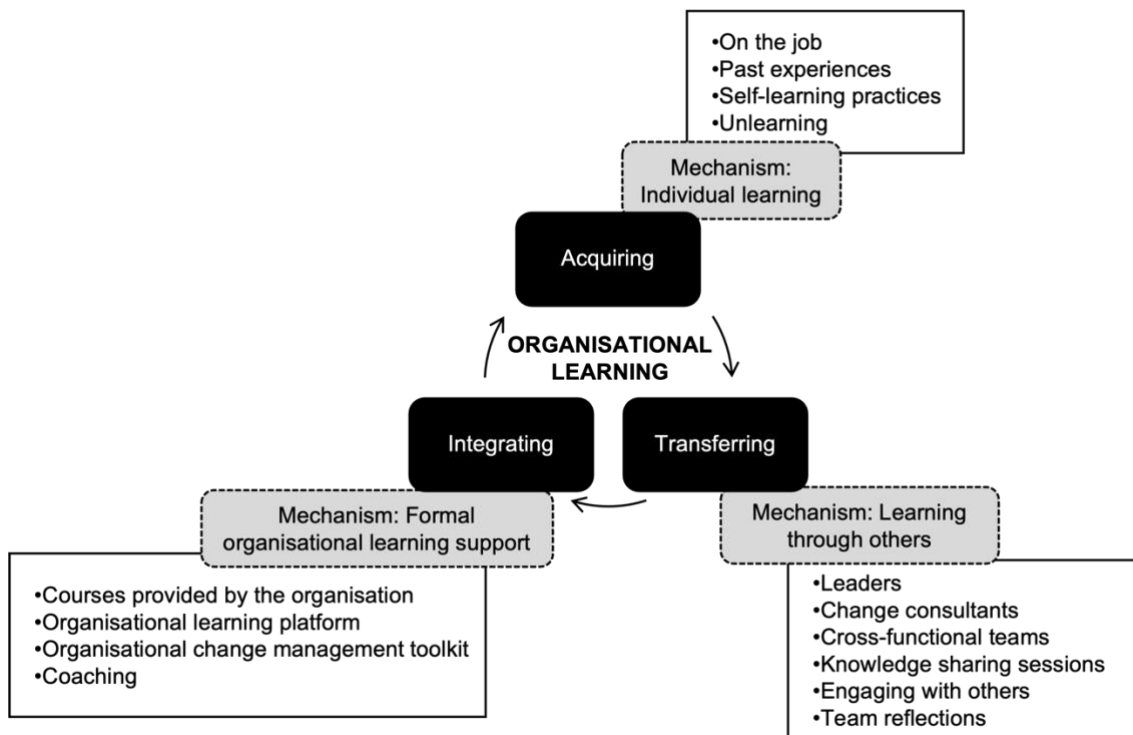
6.3 Discussion of research sub-question 2

How does an organisation's learning orientation influence change leadership capability?

This research sub-question intended to explore how an organisation's learning orientation influences change leadership capability. Alerasoul et al. (2022) proposed that LO is an antecedent of OL capabilities and its outcomes, based on their systematic literature network analysis (Alerasoul et al., 2022). However, they did note that a technical analysis may not be sufficient in providing a deep understanding of the theoretical interpretation. Hence, this research sub-question was broadened to explore how LO influences change leadership capability, as opposed to limiting it to only organisational learning capabilities, to gain a deeper and holistic understanding of LO and its influence on organisational learning and the outcomes of organisational learning. *Theme 3: facilitators in acquiring change leadership capability*, as well as *theme 2: unlearning* added to the understanding of how LO influences change leadership capability.

6.3.1 Recap of findings

Interestingly, while this research sub-question was designed to yield answers on LO and how it influences change leadership capability, the data which was gathered and analysed highlighted that LO, as well as additional concepts including (1) leadership, (2) HR, (3) cultures and (4) organisational structure facilitated how change leadership capability was learnt. The data from the interview transcripts demonstrates the usefulness of semi-structured interviews as a research tool which is complementary to the inductive approach. In the case of this question in particular, the decision to pose an open question about LO and change leadership capability, rather than an overly-structured question with assumptions of causality and other restrictive constructs, allowed the interview participants to bring themes to light which were not originally contemplated in the research design.

6.3.2 Comparison of findings with literature

Alerasoul's et al. (2022) Organisational Learning Chain framework proposed that learning orientation is an antecedent of OL capabilities and its outcomes, and is positively correlated with OL. This is in line with this study's findings. However, Alerasoul et al. (2022) proposed that an organisation's support practices and processes (HR, environmental scanning, internal and external communication, and measurement and auditing), as well as an organisational capacity (infrastructure and technology, human

capital, culture and learning climate, leadership and managerial approach, and an organisation's strategy and structure) support the Organisational Learning Chain, and hence facilitate LO. This study's findings oppose this proposition as LO and other facilitators of organisational learning – namely, leadership, HR, culture and organisational structure – were found to be antecedents of organisational learning. No distinction was found between facilitators of organisational learning and LO, and how both facilitate OL capabilities.

6.3.2.1 Learning orientation

Alerasoul et al. (2022) used Baker's and Sinkula's (1999)'s definition of LO to define LO in the Organisational Learning Chain. Expanding on the definition, Sinkula et al. (1997) posited that LO consists of three dimensions: *commitment to learning* and *open-mindedness*, both of which influence the intensity of learning, and *shared vision* which influences the direction of what should be learnt. This study's findings showed that learning orientation, which influences OL, consisted of: (1) the organisation encouraging employees to learn, (2) the organisation prioritising learning about change leadership, and (3) the organisation being open to discussing what needs to be learnt. Sinkula's et al. (1997) dimension of commitment to learning corresponds with this study's findings of the organisation prioritising learning about change leadership. Findings from each case also demonstrate Sinkula's et al. (1997) proposition that commitment to learning influences the intensity of learning. BankCo and ChemiCo encourage their employees to learn which led to participants learning more, and OL taking place. Conversely, participants from MiningCo explained how MiningCo prioritises work over learning, thus there is not enough time to learn and hence less OL takes place.

Additionally, Sinkula's et al. (1997) dimension of open-mindedness partly corresponds to this study's finding of organisations being open to discussing what needs to be learnt. BankCo and ChemiCo participants explained how their organisations were open to discussing what needs to be learnt and, in particular, BankCo has a learner-led culture where employees decide on what needs to be learnt. Interestingly, Sinkula et al. (1997) posit that this dimension of open-mindedness includes unlearning. However, this study found overall that unlearning is an individual learning mechanism that enables the OL capability of acquiring (see discussion above in 6.2.2 Comparison of findings with literature). In light of Sinkula's et al. (1997) proposition of unlearning, one participant did explain how they are flexible and open-minded, resulting in them unconsciously unlearning. This finding supports Sinkula's et al. (1997) proposition of the connection between being open-minded and unlearning, however, this is beyond the scope of this

study. This study also provided no clear findings on the willingness of the three organisations to consider unlearning by questioning and challenging existing mental models, routines and assumptions, although their openness to discuss learning needs does partly correspond to the dimension of open-mindedness

Lastly, this study's finding of the organisation prioritising learning about change leadership corresponds to Sinkula's et al. (1997) shared vision dimension, and their proposition that this dimension influences the direction of what should be learnt. For example, ChemiCo prioritises learning about change leadership only for employees in senior positions. This also shows how, while there may be a shared vision on learning about change leadership, this only facilitates the learning of change leadership capability at certain levels of the organisation.

6.3.2.2 Other facilitators of organisational learning

Additionally, even though this study identified four other facilitators of how change leadership capability is learnt in addition to LO, these findings are consistent with some of the facilitators of organisational learning posited in Alerasoul's et al. (2022) Organisational Learning Chain framework, namely leadership, HR, culture and organisational structure. Alerasoul et al. (2022) posit that leaders who support learning and continuous improvement support the Organisational Learning Chain. Moreover, Vera and Crossan (2004) argue that both transformational leadership and transactional leadership play different roles in influencing OL. Alerasoul et al. (2022) and Schilling and Kluge (2009) support the notion for further theoretical and empirical analysis of how different kinds of leadership influence OL. This study provided deeper insight into how leaders facilitated organisational learning by finding, in particular, that (1) when leaders identify employees' developmental areas with the employee, (2) leaders encourage employees to learn, and (3) the overall leadership team is committed to the organisation, leadership facilitates organisational learning and its outcome of building change leadership capability.

This study also found support from HR, as well as HR practices, to facilitate organisational learning and its outcome of change leadership capability. In particular, HR support from BankCo emerged prominently from the participants from BankCo. BankCo's HR continuously checked up on individuals, both in their individual capacity, as well as larger groups, to understand what is working, what is not working and how it can be improved so HR could provide the necessary support to improve what was not working. Moreover, within BankCo and ChemiCo, it was found that HR practices of job

rotation and interventions to increase the accountability of business units in encouraging organisational learning facilitated organisational learning and change leadership capability. This finding is in line with the Organisational Learning Chain theoretical framework that proposes supportive HR practices and processes also facilitate the core learning chain (Alerasoul et al., 2022). As HR practices and support was an additional finding for this study, the relationship was not comprehensively investigated and lends itself for future scholarly research.

In addition, this study also found that an organisation's culture can act as a facilitator of organisational learning and its outcome of change leadership. BankCo's culture of collaboration, engagement, freedom of expression and entrepreneurship encouraged organisational learning as employees were able to acquire and transfer knowledge of change leadership more easily. Conversely, ChemiCo's failure culture prohibited learning change leadership capability, as looking for ways to learn and continually improve was seen as admitting failure. This also shows how the opposite, an improvement culture, could facilitate learning change leadership capability. This finding is in line with Alerasoul's et al. (2022) proposition from their systematic literature network analysis that culture supports the Organisational Learning chain, in particular, an organisational culture that encourages learning as a value. Moreover, Sanz-Valle et al. (2011) found that the influence of an organisation's culture varies on the type of culture, and can act as a facilitator or a prohibitor. Moreover, Sanz-Valle et al. (2011) found that a culture that encourages entrepreneurship, openness, autonomy, communication, and continuous improvement positively influences organisational learning. This study also brought to light that organisational culture can inhibit organisational learning.

This study also found organisational structure to facilitate organisational learning and its outcome of change leadership capability, in particular, (1) a flat structure and (2) a structure that decentralises decision-making. Literature suggests that organisations with organic structures that enable open communication, less hierarchy and higher autonomy enable OL (Tajeddini et al., 2017). However, the opposite has also been found and further research is required to understand the context in which different organisational structures facilitate OL (Alerasoul et al., 2022). This study suggests that a flatter structure enables more socialisation amongst employees, thus creating the space for employees to ask questions, discuss, debate and transfer knowledge about change leadership, which ultimately leads to building change leadership capability. Moreover, this study also suggests that a structure that enables decentralised decision-making facilitates learning change leadership capability.

6.3.3 Conclusion research sub-question 2

In summary, and within the context of the three cases, this study found that learning orientation, as well as other facilitators of OL such as leadership, HR, culture and organisational structure, influences OL. This in turn builds change leadership capability. Figure 15 illustrates this finding.

Figure 15: Facilitators of organisational learning (Author's compilation).
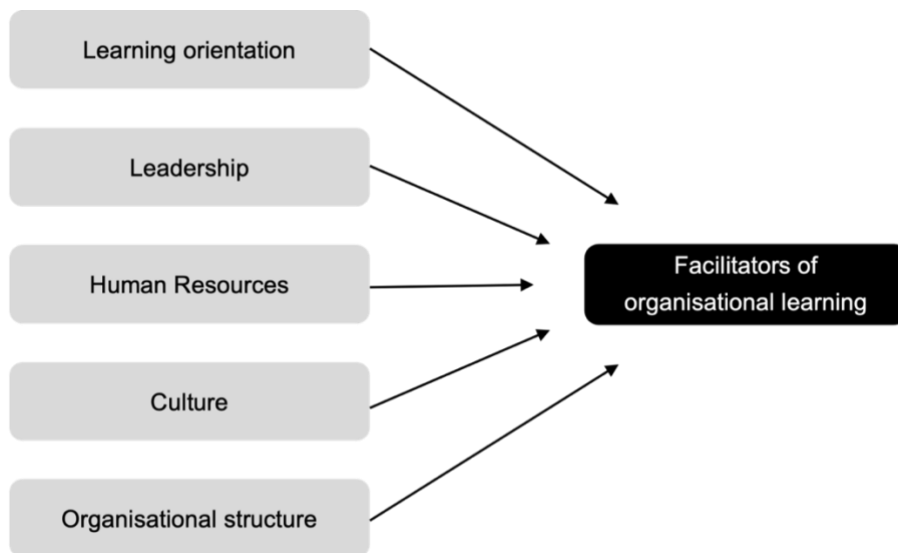
6.4 Discussion of research sub-question 3

What components of change leadership capability have been learnt through organisational learning?

This research sub-question aimed to contribute to the topic of change leadership by gaining an understanding of what comprises change leadership. This understanding was gained by exploring what has been learnt about change leadership capability through organisational learning. *Theme 4: what participants learnt about change leadership capability,* as well as *theme 2: unlearning* added to the understanding of what components of change leadership capability are learnt through organisational learning.

6.4.1 Recap of findings

From the collective findings across the three cases, this study found that six components of change leadership capability were learnt through OL. The first component was framing

the change and was centred around identifying the opportunity or the problem that required change, learning the importance of co-creating and explaining the vision to employees, establishing the purpose for the change, onboarding stakeholders, and getting buy-in from stakeholders. The second component centred around enabling others to lead the change and included involving others whilst giving them mandate to also lead the change, motivating others, building trust, providing support, creating healthy team dynamics and influencing others. The third component focused on preparing for the change by identifying the change impact, planning the change incrementally, and mobilising the change. The fourth component referred to how change leaders learnt to engage others in the change by engaging and communicating with stakeholders, having honest conversations and collaborating with others. The fifth component referred to monitoring the change and included evaluating the change and adapting the change process when necessary. Lastly, the sixth component referred to learned traits and included being self-aware, understanding others' perspectives, having domain experience and expertise, and being confident.

6.4.2 Comparison of findings with literature

As outlined in Alerasoul's et al. (2022) Organisational Learning Chain framework, the organisational learning chain leads to various outcomes. The outcome this study explored was organisational development, with a particular focus on change leadership capability. Findings thus far have been discussed in the context of how the organisational learning chain contributes to change leadership capability. Taking the research further, the findings now turn to the outcomes, discussing what exactly was learnt about change leadership capability through organisational learning.

As limited literature existed on change leadership capability, the researcher chose to extend Helfat's and Martin's (2015) three notions that comprise dynamic managerial capabilities – (1) managerial cognition, (2) managerial and social capital, and (3) managerial human capital – in exploring change leadership capability through the lens of what participants learnt about change leadership capability on change programmes. Elements of the sub-theme *learned traits* that emerged from this study correspond with Helfat's and Martin's (2015) notion of managerial cognition that consists of the change leader's knowledge structure of mental models, beliefs and emotional make-up. In particular, it was found that change leaders need to be resilient, self-aware, confident and understand others' perspectives.

This study did not find any substantial evidence of change leadership learnings that would contribute to Helfat's and Martin's (2015) managerial social capital component. However, this study did find evidence alluding to the importance of change leaders having formal and informal networks within the organisation. This was reinforced by Participant 1 who expressed that change leadership is a social experience. Moreover, collaborating with others, engaging with others, as well as building trust emerged as important, implying that change leaders would have some degree of informal networks established in the organisation. Moreover, by having these social networks, change leaders would likely also be able to onboard stakeholders and get their buy-in more easily, which is another key learning that emerged as being important, according to participants.

The majority of the findings from this study are in line with Helfat's and Martin's (2015) third component, managerial human capital, which includes the manager's knowledge, education, experience and skills. In terms of knowledge, it emerged that participants required domain expertise, in particular being an expert on the topic of what is changing, as well as having deep knowledge about the company that they are leading change within. Supporting this finding, Graetz (2000) found that operational knowledge was critical for change leadership. No significant findings emerged to deepen the understanding of what education change leaders benefit from. In terms of experience, learning from past experience emerged as being prominent for change leaders, although limited evidence was found on what type of past experience is beneficial for change leaders, other than having diverse experience across roles and industries.

The majority of the findings under theme 4 comprised of what skills were learnt to build change leadership capability. The first noteworthy component of change leadership skills learnt was framing the change. Part of this component includes identifying opportunities and/or problems, and interestingly, this skill has been included as a key element of change leadership in recent years. Higgs et al. (2022) identified boundary spanning as one of the five categories in their change leadership framework. However, previous models of change leadership developed by Higgs and Rowland since 2000 (Higgs & Rowland, 2000, 2005, 2011), did not include boundary spanning as being critical for change leaders, indicating that the ability of change leaders to identify opportunities and problems has only become prevalent in recent years. This may be due to the fact that the importance of being able to lead change in organisations has drastically increased due to the increasing pace of change (Dumas & Beinecke, 2018). Higgs et al. (2022) interpret boundary spanning behaviours as building relationships with external

stakeholders, external monitoring, and networking with others. Additionally, Scheepers and Swart (2020) emphasise the importance of change leaders being able to identify opportunities and/or problems as they have included *enabler 3, explore* and *enabler 4, eureka moments* as key roles of the change leader in their framework.

As part of framing the change, co-creating and explaining the vision, onboarding stakeholders and obtaining buy-in from stakeholders were learnt by participants. This is in line with Oreg and Berson (2019) and Higgs et al. (2022) who argue that involving stakeholders during the change process is a key behaviour of change leaders, and it starts with involving stakeholders right at the beginning by co-creating the change vision with them. Moreover, having this as a key component of change leadership capability is supported by Scheepers and Swart (2020) who posited *enabler 5, envisioning* – how the change leader needs to translate opportunities into inspirational visions, along with the business case for the change, that can be shared and understood by the rest of the organisation – as a key role of leaders in leading change. Similarly, the last element of framing the change, namely establishing the purpose of the change, is in line with existing literature. Higgs et al. (2022) added *providing a clear purpose for the change* and *creating a sense of belonging for others* as findings to their initial four change leadership categories. Moreover, Scheepers and Swart (2020) identified *enabler 1, ethos* as a key role in leading change, which includes identifying the purpose of the change.

The second component of change leadership capability that participants learnt was enabling others to lead the change. All the elements that make up this component (involving others and giving them mandate to lead the change, motivating others, building trust, providing support, and creating healthy team dynamics), other than influencing others, correspond with existing literature – in particular, Scheepers' and Swart's (2020) *enabler 6, engage*, Oreg's and Berson's (2019) category of being supportive and attentive, and Higgs' et al. (2022) category of engaging.

The category of influencing others is an interesting finding. Higgs et al. (2022) and Higgs and Rowland (2011) found shaping behaviours to be less effective in implementing change, however, Higgs and Rowland (2011) still found some successful change stories to include a certain extent of shaping behaviours. Moreover, this study also found that individuals needed to unlearn their desire for control to become more effective change leaders. As per Higgs' and Rowland's (2011) recommendation for future research to explore which shaping behaviours enable individuals to more effectively lead change, this research also shows the importance of future research in this area.

The third, fourth and fifth components of change leadership that participants learnt are in line with existing literature. The third component, preparing for the change (identifying the change impact, incrementally planning the change, and mobilising the change) corresponds with Scheepers' and Swart's (2020) *enabler 7, embark*. Moreover, the fourth component, engaging others in the change (engaging and communicating, having honest conversations and collaborating), is also in line with existing literature. For example, Scheepers' and Swart's (2020) *enabler 6, engage*, Oreg's and Berson's (2019) category of effective communication and Higgs' et al., (2022) category of engaging. Lastly, this study's finding on monitoring the change is in line with Scheepers' and Swart's (2020) *enabler 9, evaluate*. It is also supported by this study's finding that individuals need to unlearn rigidly following a plan, and organisations need to unlearn acting and thinking hierarchically.

6.4.3 Conclusion research sub-question 3

In summary and within the context of the three cases, this study found that participants learnt six components of change leadership capability through organisational learning. These six components are (1) framing the change, (2) enabling others to lead the change, (3) preparing for the change, (4) engaging others in the change, (5) monitoring the change, and (6) learned traits, as seen in Figure 16 below:

Figure 16: Components of change leadership capability learnt through organisational learning (Author's compilation).
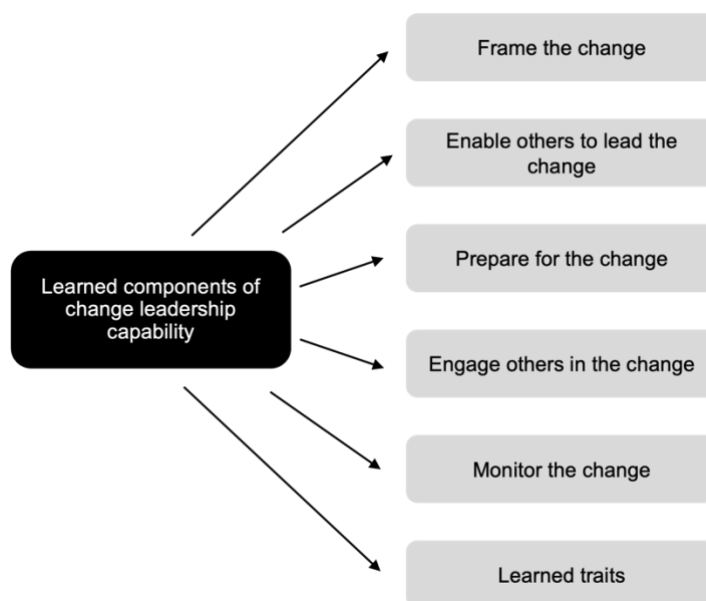
6.5 Discussion of primary research question

How does organisational learning influence change leadership capability?

This study's primary research question sought to explore how organisational learning influences change leadership capability. Alerasoul's et al. (2022) Organisational Learning Chain framework demonstrated that OL is broader than just OL capabilities, hence the three research sub-questions sought to provide a holistic view of how organisational learning influences change leadership capability.

From this study, it was found that specific OL mechanisms, detailed in Figure 17, enable the respective OL capabilities of acquiring, transferring and integrating. A noteworthy contribution of this study is unlearning as an OL mechanism that enables the acquiring capability. These OL capabilities are enabled by facilitators, namely, learning orientation, leadership, HR, culture and organisational structure. The outcome of the facilitators, OL mechanisms and OL capabilities are six components of change leadership capability that can be learnt through organisational learning. Figure 17 below provides an overview of how organisational learning influences change leadership capability.

Figure 17: How organisational learning influences change leadership capability (Author's compilation).
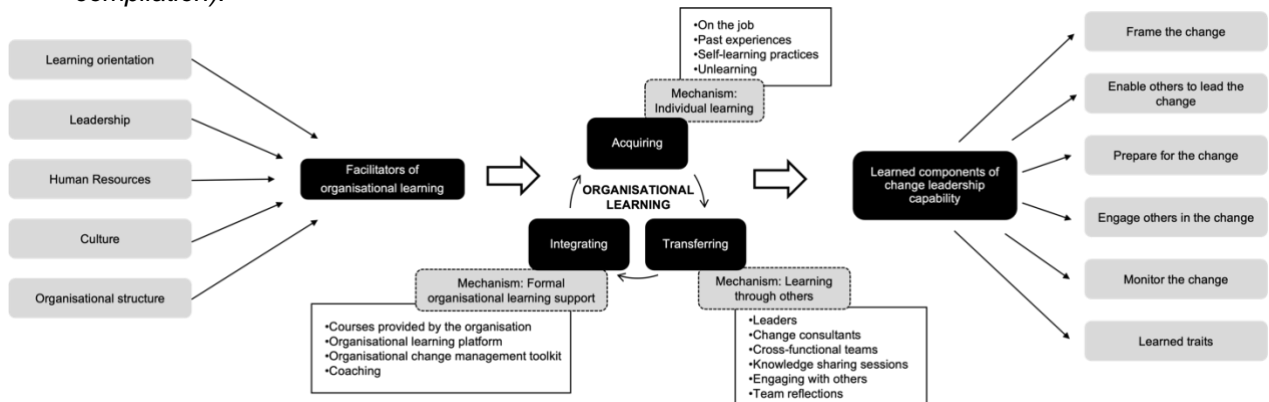
CHAPTER 7: CONCLUSION

Chapter 7 provides a comprehensive conclusion to the research study by addressing the primary research question, as well as the research sub-questions that were investigated. The primary conclusions drawn from this study are presented and accompanied by an updated conceptual model, which is illustrated in Figure 17 in Chapter 6. From these principal conclusions, this chapter also outlines research contributions, as well as outlines recommendations for management and HR practitioners. Lastly, this chapter outlines the limitations of the research, as well as suggestions for future research. Overall, the insights gained from this study can aid in further understanding of how organisational learning contributes to change leadership capability.

7.1 Principal theoretical conclusions

7.1.1 Principal theoretical conclusions for research sub-question 1

What organisational learning capabilities and mechanisms contribute towards change leadership capability?

This study identified specific organisational learning mechanisms, which in turn enable organisational learning capabilities, that organisations can use to purposefully build their change leadership capability, as illustrated in Figure 14. In particular, this study found individual oL mechanisms enable the acquiring OL capability, OL mechanisms that involved learning through others enabled the transferring OL capability, and formal organisational support OL mechanisms enabled the integrating OL capability.

In line with the literature, this study found learning on the job, through cross-functional teams, knowledge-sharing sessions, engaging with others, team reflections, training courses provided by the organisation, organisational e-learning platforms, and coaching enabled OL capabilities (Basten & Haamann, 2018).

Even though literature has explained multiple OL mechanisms for enabling OL, not all mechanisms were found to be suitable for building change leadership capability. For example, for an organisation to create a bespoke virtual world (Basten & Haamann, 2018) for employees to learn change leadership capability is not necessarily realistic due to the high costs associated with developing this virtual world.

This study added to the literature by identifying self-learning practices as an OL mechanism of learning change leadership capability, as well as the idea of creating a change leadership toolkit that can be used across the organisation to learn about change leadership, adding to Basten's and Haamann's (2018) synthesised learning mechanisms. Moreover, learning from leaders and change consultants expanded on how employees can learn from dyadic relationships. This study also found that past experience emerged prominently across all participants in how they learnt change leadership capability, in contrast to Stouten et al. (2018) who argued that learning from experience is more difficult in the field of change.

This study did not identify the following roles specified by Basten and Haamann (2018): chief knowledge officers, knowledge brokers and knowledge managers, as well as skills management as an OL mechanism. However, all three organisations likely have a learning function that incorporates these roles, as well as skills management to some extent, as all three organisations are multinational companies. It is further likely, however, that developing change leadership capability has not been identified as a high-priority learning need. As such, this study was unable to identify if roles such as knowledge brokers, knowledge managers and skills management are OL mechanisms that enable employees to learn change leadership capability. Moreover, this study did not identify whether an experience factory, a department within an organisation that serves as a centralised location to facilitate ongoing projects using customised expertise (Basten & Haamann, 2018), would actually enable the learning of change leadership capability.

This study identified OL mechanisms that enabled OL capabilities, namely, acquiring, transferring, and integrating as defined by Alerasoul et al. (2022) in developing change leadership capability. This study also contributed to how Alerasoul's et al. (2022) Organisational Learning Chain framework could be improved by explicitly explaining how each OL capability is its own distinct capability, as well as which OL mechanism enables each of the capabilties.

Lastly, this study identified the concept of individual unlearning, intentionally letting go of previously acquired knowledge in order to facilitate future learning, as an OL mechanism that enabled learning about change leadership capability. Additionally, the unlearning mechanism enabled the acquiring OL capability. This is a new contribution to understanding the concept of unlearning despite the disparate literature on unlearning (Alerasoul et al., 2022, De Holan & Phillips, 2004; Sinkula et al., 1997).

In summary, individual OL mechanisms (unlearning, learning on the job, through past experiences and using self-learning practices), OL mechanisms of learning through others (learning from leaders as well as working with change consultants, learning through working in cross-functional teams, and learning through knowledge-sharing sessions, engaging with others and team reflections) and formal organisational support OL mechanisms (training courses provided by the organisation, an organisational learning platform, an organisational change leadership toolkit and coaching provided by the organisation) enable OL capabilities. In turn, OL capabilities, acquiring, transferring and integrating, contribute towards building change leadership capability.

7.1.2 Principal theoretical conclusions for research sub-question 2

How does an organisation's learning orientation influence change leadership capability?

This research sub-question yielded answers on learning orientation and how it influences change leadership capability, as well as additional facilitators that influence change leadership capability by influencing OL. This study found that learning orientation influences change leadership capability through influencing OL. However, this study found no differentiation between facilitators (leadership, HR, culture and organisational structure) of OL and learning orientation. This finding was in contradiction to Alerasoul's et al. (2022) Organisational Learning Chain framework that proposes learning orientation is an antecedent of OL capabilities, and is supported by organisational supportive practices and processes, as well as organisational capacity. This study's findings on facilitators of OL are identified within the organisational supportive practices and processes and organisational capacity components of the Organisational Learning Chain framework (Alerasoul et al., 2022).

Moreover, this study found how learning orientation is comprised to be partly in line with Sinkula's et al. (1997) proposed three dimensions of change leadership. Sinkula's et al. (1997) dimension of commitment to learning corresponds to this study's finding on the organisation encouraging employees to learn. Further, Sinkula's et al. (1997) dimension of shared vision corresponds to this study's finding of the organisation prioritising learning about change leadership. This study's finding on organisations being open to discussing what needs to be learnt partly corresponds to Sinkula's et al. (1997) dimension of open-mindedness as this study only found that organisations were open to discussing what needs to be learnt, however, there was insufficient evidence to ascertain if the organisation was willing to challenge their deep-seated mental models, routines and assumptions about what they have already learnt.

In line with the literature (Alerasoul et al., 2022), this study found support from HR, as well as HR practices such as job rotation, facilitates OL in learning change leadership capability. This study additionally confirmed leadership also facilitates learning change leadership capability (Alerasoul et al., 2022). As per Alerasoul's et al. (2022) and Schilling's and Kluge's (2009) suggestion for further theoretical and empirical analysis of how different kinds of leadership influence OL, this study responded by identifying behaviours that leaders can exhibit to facilitate learning about change leadership. This includes leaders identifying employees' developmental areas with the employee, encouraging employees to learn, and the leader themselves being committed to the organisation.

Existing literature shows that organisational structure facilitates OL (Alerasoul et al., 2022; Tajeddini et al., 2017); however, studies have found inconsistent findings on what type of organisational structure facilitates OL. In line with Tajeddini et al. (2017), this study found that a less hierarchical structure and a structure that encourages decentralised decision-making enables learning change leadership capability.

In line with Alerasoul's et al. (2022) Organisational Learning Chain framework, this study also found culture to enable OL and its outcome of change leadership capability. However, in particular, this study found a particular type of culture that enabled OL, as well as prohibited OL. This finding is in line with Sanz-Valle's et al. (2011) findings that an organisation's culture can facilitate or prohibit OL. This study found that an organisational culture that encourages collaboration, engagement, freedom of expression and entrepreneurship facilitates employees in learning change leadership capability, in line with Sanz-Valle's et al. (2011) findings. This study also found that when a company culture does not accept failure, the culture prohibits learning change leadership capability as seeking continuous improvement and ways to learn and improve is seen as admitting failure.

In summary, this study found that learning orientation influences change leadership capability through facilitating OL – in particular, (1) when the organisation encourages employees to learn, (2) the organisation prioritises learning about change leadership, and (3) the organisation is open to discussing what needs to be learnt. This study also found additional insights – that additional facilitators such as leadership, HR, culture and organisational structure also facilitate OL.

7.1.3 Principal theoretical conclusions for research sub-question 3

What components of change leadership capability have been learnt through organisational learning?

This study explored what was learnt about change leadership capability through the lens of Helfat's and Martin's (2015) dynamic managerial capabilities, namely (1) managerial cognition, (2) managerial and social capital, and (3) managerial human capital.

In terms of managerial cognition, it was found that OL enabled the acquisition of learned traits of change leaders – in particular, resilience, self-awareness, confidence, and understanding others' perspectives. This study also found implicit evidence for the importance of managerial and social capital. It was found that change leaders had to collaborate and engage with others, build trust with others, onboard stakeholders and get their buy-in. These behaviours would naturally build formal and informal networks for the change leader within the organisation.

Moreover, a further interesting finding was the category that emerged of how change leaders learn to identify opportunities and/or problems that would inform the change process, in line with recent findings by Scheepers and Swart (2020) and Higgs et al. (2022). By networking with external stakeholders and building relationships with them, change leaders are able to gather insights into what the organisation's clients could perceive as challenges, and then solve those challenges. Moreover, change leaders could leverage external networks to enhance and/or expand the organisation's offering. In addition, external monitoring enables change leaders to identify opportunities and problems for the organisation to competitively leverage.

The majority and remainder of what components of change leadership capability was learned, is in line with Helfat's and Martin's (2015) third component, managerial human capital, which includes the manager's knowledge, education, experience and skills. In terms of knowledge, it was found that change leaders learnt domain knowledge on the topic of what is changing, and organisational knowledge on how the company operated. In terms of skills, change leaders learnt how to (1) frame the change, (2) enable others to lead the change, (3) prepare the change, (4) engage others in the change, and (5) monitor the change, thereby contributing to change leadership capability.

No significant findings emerged to deepen the understanding of what education change leaders benefit from. In terms of experience, learning from past experience emerged as being prominent for change leaders; however, limited evidence was found on what type of past experience is beneficial for change leaders, other than having diverse experience across roles and industries.

An interesting finding regarding how change leaders learnt to influence others evolved from this study. This finding is of particular interest as contrasting literature exists on whether influencing behaviours, or shaping behaviours as labelled by Higgs and Rowland (2011), are beneficial for leading change.

In summary, this study found the following components of change leadership capability were leant through organisational learning: (1) framing the change, (2) enabling others to lead the change, (3) preparing for the change, (4) engaging others in the change, (5) monitoring the change, and (6) learned traits.

7.1.4 Principal theoretical conclusions for the primary research

How does organisational learning influence change leadership capability?

This study explored how organisational learning influences change leadership capability by exploring three research sub-questions. Figure 17 in Chapter 6 illustrates how organisational learning influences change leadership capability.

The overall findings of this study show that there are indeed multiple opportunities for leaders to meaningfully contribute to the change process (Anderson, 2022). This is evidenced by this study's six components of change leadership, ranging from framing the change to monitoring the change, as well as learned traits, that were learnt through organisational learning across the three case's change programmes.

This study demonstrated also that OL capabilities, and the OL mechanisms that enable these capabilities, contribute to building change leadership capability. Therefore, organisations should pay more attention to developing change leadership capability through organisational learning – in particular, by leveraging OL on planned change programmes that organisations have initiated. Organisations can be deliberate about creating learning opportunities through intentionally using the OL mechanisms as identified in Figure 17.

Moreover, organisations can also be deliberate about facilitating OL to contribute to the building of change leadership capability by enhancing their learning orientation,

advocating for leadership and developing leadership to support learning, providing HR support and practices, and having an appropriate organisational structure that enables OL within the context of the organisation.

7.2 Research contribution

This research makes valuable contributions to the fields of change leadership and organisational learning. The findings enhance the understanding of how change leadership capability can be developed through OL. Additionally, this study contributes to the larger academic field of change leadership by identifying core components of change leadership capability that can be learned through OL.

This research also contributed to the field of organisational learning by applying Alerasoul's et al. (2022) newly developed Organisational Learning Chain framework to gain a deeper understanding of how OL influences change leadership capability. This study confirmed areas where the framework held true in practice, while also highlighting areas of contradiction that need to be further explored to test the framework's validity. In line with Alerasoul's et al. (2022) framework, it was found that certain facilitators exist to facilitate OL capabilities of acquiring, transferring and integrating. In contradiction to Alerasoul's et al. (2022) framework, LO was found to facilitate OL capabilities, along with other facilitators – although no distinction was found between facilitators and LO.

This study added to Alerasoul's et al. (2022) OL capabilities of the framework by showing which OL mechanisms enable each OL capability in building change leadership capability. Moreover, this study found, in line with Alerasoul's et al. (2022) framework, that OL leads to outcomes, including organisational development. In the case of this study, organisational development was change leadership capability.

Moreover, this study further contributed to the concept of unlearning by showing that unlearning as a concept is legitimate and that unlearning is a OL mechanism that enables the OL capability of acquiring. Beyond academia, this research has contributed by offering recommendations for practice discussed in the next section.

7.3 Recommendations for management and HR practitioners

To develop change leadership capability across the organisation, HR with the support of management should be intentional in using OL mechanisms to enable organisational learning to take place centred around change leadership. HR should proactively identify experienced employees that other employees can learn from. Moreover, change

consultants should be brought in with the deliberate intent of transferring change leadership capability and a process should be created to ensure these consultants adequately upskill employees.

Informal events should be facilitated to encourage employees at all levels to share their learnings about change leadership. Job rotation practices should be implemented to enable employees to gain in-depth knowledge about the business, perspectives from working with different colleagues, and new skills from various roles, thereby enabling them to be more effective change leaders.

It is also important to make developing change leadership capability a priority within the organisation's learning function. Specific roles such as chief knowledge officers, knowledge brokers, knowledge managers, and skills managers should place a priority on assisting the organisation to learn change leadership capability. A specifically designed training course on change leadership or an external training course centred around change leadership should be created. Self-learning practices should be identified to enable employees to initiate their own learning about change leadership. Hiring talent with diverse experience in leading change in different industries and exposure to varying change roles should be prioritised.

HR managers should encourage the design of cross-functional teams in the organisation's design and structure, and encourage knowledge-sharing sessions, communities of practice, and team reflections to promote learning from engaging with others. HR could also work with stakeholders from the project management office, who could also require team reflections as stage gates in projects to ensure continuous evaluation, monitoring, and improvement on a change project.

Moreover, management and HR can enhance the organisation's learning orientation towards building change leadership capability. First, employees should be encouraged to learn about change leadership and develop their skills in this area. Second, learning about change leadership should be prioritised through the organisation's learning function, with specific attention given to identifying potential development opportunities for individuals to lead change more effectively. Third, open discussions should be held at all levels of the organisation to identify the core components of change leadership capability that need to be developed particularly within the context of the organisation. It is important to gather feedback from lower-level staff on how leaders can improve how they lead change, as well as discuss how all individuals in the organisation can lead

change. It should be communicated that it is not solely the responsibility of senior leadership.

In summary, a culture of continuous learning and development should be fostered within the organisation. This culture should prioritise learning about change leadership capability, with regular opportunities for employees to engage in learning activities such as workshops, training courses, and knowledge-sharing sessions. By taking these steps, organisations can develop their change leadership capability, which can help them to navigate change more effectively in the fast-paced, ever-changing business environment of today.

7.4 Limitations of the research

The primary limitations of this study have been outlined in Chapter 4, with further discussion here. Limitations were mainly posed by the study design and researcher bias and experience.

The scope of the study was restricted to a heterogeneous mix of sectors, namely mining, financial services and chemical manufacturing. Further or alternative findings could be uncovered in other sectors.

The study design was cross-sectional due to the time constraints of the master's degree for which it was undertaken. As change programmes span multiple years, a longitudinal study could be used in future to gain a deeper understanding of how organisational learning influences change leadership capability, and how it might change over time or throughout a change project.

The study also used purposive sampling and hence used the first three companies that the researcher was able to find that operated in emerging markets with change programmes. Moreover, the participants chose to self-enrol in the research which could have resulted in self-selection bias (Ross & Bibler Zaidi, 2019). The findings of the study were also based on five participants' experiences in each of the change programmes. While they all had a role in implementing the change programme, the study could have considered input from other stakeholders that the change programme impacted to gain a more comprehensive understanding of whether the core components of change leadership learnt were indeed found to be effective for leading change by the stakeholders who were impacted.

The data was analysed by only one researcher with limited experience with qualitative studies. Furthermore, rich data with large amounts of information was reviewed. The researcher could have interpreted the data differently from how another researcher might have. Future research could be undertaken by multiple researchers.

7.5 Suggestions for future research

This study provides several avenues for future research to explore. One area of interest is the types of experienced employees or experts that should be sought out to learn from in order to build change leadership capability. This avenue for future research extends Basten's and Haamann's (2018) approach of using dyadic relationships to learn, and this study's findings of learning from leaders and change consultants to build change leadership capability.

Further research could also explore what type of past experiences lead to individuals learning change leadership capability. Another potential area for exploration is how to structure informal events to facilitate open communication between employees to share and discuss learnings. Future research could also look at how the roles of chief knowledge officers, knowledge brokers, knowledge managers, as well as skills management, could enhance an organisation's ability to build change leadership capability. Additionally, research could explore how to effectively set up an experience factory for change leadership that can be used across the organisation.

The study also highlights the importance of unlearning as an OL mechanism for acquiring change leadership capability. Future research could explore the concept of unlearning, what is entailed in the process of unlearning, and how it enables organisational learning to bridge the gap in the disparate literature on unlearning, as well as test this study's proposition. Future research could also explore how organisations can help change leaders be more open-minded and embrace unlearning, in order to learn.

Other potential areas for research include exploring what comprises learning orientation, with specific attention to exploring Sinkula's et al. (1997) open-mindedness dimension and its connection with unlearning. Further research could use a quantitative approach to statistically assess the relationship between facilitators of organisational learning and learning orientation, as well as investigate the relationship between HR practices and support, and organisational learning. It needs to be understood whether these facilitators

aid organisational learning directly, or whether they in fact facilitate learning orientation which in turn facilitates organisational learning.

Alerasoul's et al. (2022) Organisational Learning Chain does not consider barriers to organisational learning. Future research could explore this to add to this framework. This need is demonstrated by this study's finding that certain cultures prohibited learning about change leadership capability.

Future research could extend both Higgs' and Rowland's (2001) and Anderson's and Ackerman-Anderson's (2010) training curriculum on change leadership with the new learnings of the key components of change leadership capability, and assess its impact on developing change leadership capability.

Finally, the study reveals interesting findings on how change leaders learnt to influence others. Further research is needed to understand which specific behaviours are beneficial for leading change. This finding is of particular interest as contrasting literature (Higgs & Rowland, 2011) exists on whether influencing behaviours, or shaping behaviours are beneficial for leading change.

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APPENDIX 1: GIBS ETHICAL CLEARANCE APPROVAL

Gordon Institute of Business Science
University of Pretoria

Ethical Clearance Approved

Dear ██████████

Please be advised that your application for Ethical Clearance has been approved.

You are therefore allowed to continue collecting your data.

We wish you everything of the best for the rest of the project.

Ethical Clearance Form

Kind Regards

This email has been sent from an unmonitored email account. If you have any comments or concerns, please contact the GIBS Research Admin team.

APPENDIX 2: INFORMED CONSENT FORM FOR ORGANISATIONAL CONSENT

Organisation Consent Letter

We are aware that Lakin Smith is conducting research in partial fulfilment of her MPhil in Change Leadership research project. We hereby give permission for Lakin Smith to conduct research relating to this topic in order to understand how does organisational learning influence the development of change leadership capability. We acknowledge that this research will involve collecting data from interviews from various stakeholders in a change project including Head of Change, Change Manager, Project Lead, Project Sponsor, HR professional, and any influential employees if available and willing for a period not exceeding one month.

We understand that participation in this research is voluntary and that the principle of informed consent will be applied to each individual involved in the data collection process. We confirm that the researcher will protect the identity of the organisation and that of the individuals involved in the research by keeping this information confidential in any stored data, reports or publications that may emanate from this research.

We also confirm that this permission is granted by a person duly authorised to do so.

Signature:_____

Name of signatory:_____ Title of signatory:_____

Place of signing: _____Date of signing:_____

APPENDIX 3: INFORMED CONSENT FORM FOR INTERVIEWS

Informed consent for interviews

I am conducting research on Change Leadership.

Our interview is expected to last 60 minutes and will help us understand how does organisational learning influence the development of change leadership capability?

Your participation is voluntary and you can withdraw at any time without penalty.

By signing this letter, you are indicating that you have given permission for:

- The interview to be recorded;
- The recording to be transcribed by a third-party transcriber, who will be subject to a standard non-disclosure agreement;
- Verbatim quotations from the interview may be used in the report, provided they are not identified with your name or that of your organisation;
- The data to be used as part of a report that will be publicly available once the examination process has been completed; and
- All data to be reported and stored without identifiers.

If you have any concerns, please contact my supervisor or me. Our details are provided below.

Researcher name:{confidential}   Research Supervisor name: {confidential}

Email: {confidential}   Email: {confidential}

Phone: {confidential}   Phone: {confidential}

Signature of participant: _____Date: _____

Signature of researcher: _____Date: _____

APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE

Research Questions	Interview Questions
Background	Can you please describe the *<insert name of change project>* What was your role in the project?
Framing question	What is your understanding of change leadership? How does your organisation define change leadership? Prompting questions if required: What comes to mind when you think of the words change leadership? Have you heard of change management before? If so, what is your understanding of change management?
How can the answers to secondary questions 1-3 contribute to the understanding of change leadership capability?	What did you learn about change leadership during your project? What capabilities do you think enabled you to facilitate change on your project?
What organisational learning capabilities contribute towards change leadership capabilities?	How did you learn these change leadership capabilities? What processes did the organisation have in place to help you learn these change leadership capabilities? Having learnt these change leadership capabilities, how do you as a leader capacitate others in the organisation to lead change? How did you take your learnings that you gained about change leadership and integrate it in your day to day activities?

	Did you have to unlearn anything to become a more effective change leader? If so, what did you have to unlearn? Do you feel that your organisation needed to unlearn anything to effectively build change leadership capability?
How does an organisation's learning orientation influence change leadership capability	How does your organisation's learning orientation influence the building of change leadership capability?
Concluding question	Based on all my questions, does anything come to mind that you feel is worth sharing regarding change leadership?

APPENDIX 5: CODEBOOK

Code	Category	Sub-theme	Theme
LRN BY DNG - learnt change capabilities by solving a specific business problem	On the job	Individual learning	How change leadership capability was learnt
LRN BY DNG - learnt change leadership capabilities by trial and error on the job			
LRN BY DNG - learnt change leadership capabilities on the job			
LRN BY DNG - learnt through failure			
LRN BY DNG - on the job learning is more effective than courses			
LRN PST EXP - assimilating knowledge from different sources or industries	Past experiences		
LRN PST EXP - learnt change leadership capability through past experience			
LRN PST EXP - learnt change leadership capabilities early on from school days			
LRN PST EXP - learnt change leadership capabilities from critical thinking work at university			
LRN PST EXP - learnt change leadership capabilities from lecturing and human interaction at university			
LRN PST EXP - learnt change leadership capability & strategy from playing sport			
LRN SELF - be inquisitive and find your own solutions	Self-learning practices		
LRN SELF - enjoys learning			
LRN SELF - have a continuous mindset to constantly look for new better ways of doing things			
LRN SELF - if you are passionate, you can learn change leadership capabilities			

LRN SELF - learn through being inquisitive		
LRN SELF - learns through reading books on the topic		
LRN SELF - self learning through researching		
LRN SELF - taught self by watching YouTube		
LRN SELF - wanting to be better		
LRN LDRS - leader reviews and provide feedback	Leaders	
LRN LDRS - learnt change leadership capability from how their leaders led		
LRN LDRS - learnt how to lead change from their leader that guided them		
LRN CHANGE CONSULT - Change consultants build awareness of the importance of change leadership capabilities	Change consultants	
LRN CHANGE CONSULT - learn through asking from support from internal business units		
LRN CHANGE CONSUT - learnt change leadership capabilities through workshop provided by change consultant		
LRN CHANGE CONSULT - learnt change leadership capabilities from working with change experts		
LRN CRS FUNC TEAM - learnt change leadership capabilities from working with team members from different disciplines	Cross-functional teams	Learning through others
LRN KNW SHR - knowledge sharing amongst leaders and project managers	Knowledge sharing sessions	
LRN KNW SHR - knowledge sharing sessions		
LRN KNW SHR - learn change leadership capability through discussing it as a standing topic		

LRN KNW SHR - learn through change management community			
LRN KNW SHR - learn through workshops			
LRN KNW SHR - learnt change leadership capabilities through exchanging ideas in a broader community			
LRN KNW SHR - offsite meeting to discuss changes for the org			
LRN THR OTRS - change advocates drive the importance of change leadership with others	Engaging with others		
LRN THR OTRS - discusses past experiences of how they handled the situation with people who have a similar problem			
LRN THR OTRS - learn change leadership capability through asking experienced colleagues for feedback			
LRN THR OTRS - learned change leadership capabilities from more experienced colleagues			
LRN THR OTRS - learnt change leadership capabilities by discussing the problem with the team			
LRN THR OTRS - learnt change leadership capabilities through observing others in the role			
LRN THR OTRS - learnt through working with difficult stakeholders			
LRN THR OTRS - share your lessons learn with others			
LRN THR OTRS - simulate change leadership on a real project			
LRN THR OTRS- learn through engaging with others and sharing knowledge			
LRN REFLECT - learn reflecting on what worked and feedback	Team reflections		
LRN REFLECT -learnt change leadership capability by doing a project retrospective with all stakeholders			
LRN ORG CRSES - leadership workshops		Formal organisational learn	

LRN ORG CRSES - learn change leadership capabilities through change management courses	Courses provided by the organisation		
LRN ORG CRSES - learnt change leadership capability through org leadership courses			
LRN ORG CRSES - opportunity to apply for qualifications / certifications			
LRN ORG CRSES - org taught them to facilitate process workshops			
LRN ORG PLATFORM - org learning platform	Organisational learning platform		
LRN ORG TLKIT - org has a change toolkit	Organisational change management toolkit		
LRN COACH - learn change leadership capability through org coaching	Coaching		
LRN COACH - org offers coaching to develop further			
UNLRN PLN - had to unlearn being too strict in sticking to a plan	Rigidly following a plan	Individual unlearning	Unlearning
UNLRN PLN - had to unlearn continuing with what has be done without stopping to evaluate if it is the right approach			
UNLRN UND EST - had to unlearn expecting change to happen overnight	Underestimating the change process		
UNLRN UND EST - had to unlearn assuming you are reaching the right people			
UNLRN UND EST - had to unlearn lack of awareness of how important change is			
UNLRN CFLT - had to unlearn complaining about people and situations when things go wrong & deal with the situation	Avoiding conflict		

UNLRN CFLT - unlearn shying away from conflict and avoiding difficult conversations		
UNLRN CNTRL - had to unlearn doing all the work themselves	Wanting control	
UNLRN CNTRL - had to unlearn hinting towards certain direction through use of language		
UNLRN CNTRL - had to unlearn micromanaging		
UNLRN CNTRL - had to unlearn not asking for help when stuck		
UNLRN CNTRL - had to unlearn perfection		
UNLRN CNTRL - had to unlearn telling others it wont work a certain way		
UNLRN CNTRL -had to unlearn being involved in everything		
UNLRN IGN - had to unlearn assuming people had the same work / life context as they had	Being ignorant of others perspectives	
UNLRN IGN - had to unlearn listening to respond		
UNLRN IGN - had to unlearn taking feedback personally		
UNLRN ORG COMM - org needs to unlearn not having honest enough conversations	Ineffectively communicating	Organisational unlearning
UNLRN ORG COMM - org needs to unlearn relying on email communication to lead change		
UNLRN ORG PROJ Org needs to unlearn that change leadership stops when the project ends	Taking a project management approach to change	
UNLRN ORG PROJ - org needs to unlearn focusing on project managing a change approach, and focus on the people		
UNLRN ORG PRIOR - org needs to unlearn running too many initiatives and not prioritizing initiatives	Acting & thinking hierarchically	
UNLRN ORG PRIOR - org needs to unlearning have separated leadership		

UNLRN ORG PRIOR - org needs to unlearn BUs prioritising projects in isolation			
UNLRN ORG PRIOR - org needs to unlearn not fully understanding the problem			
UNLRN ORG PRIOR - org needs to unlearn controlling decisions at the top of the hierarchy			
UNLRN ORG PRIOR - org needs to unlearn traditional hierarchical management mindset			
UNLRN ORG - org culture facilitates unlearning so the org does not need to unlearn anything	Organisational continuous improvement vs unlearning		
UNLRN ORG - org encourages continuous improvement so there isn't anything to unlearn			
UNLRN ORG - the company doesn't need to unlearn, but the people in the company need to unlearn			
FACIL - OPENNESS - company encourages open dialogue, collaboration and feedback	Organisation is open to discussing what needs to be learnt	Leering orientation	Facilitators of learning change leadership capability
FACIL - OPENNESS - culture of you can approach anyone to have discussions			
FACIL - OPENNESS - honest feedback and addressing the problem facilitates learning about change leadership capabilities			
FACIL - OPENNESS - if the learning need is identified, the learning will be provided			
FACIL - PRIORITY - culture is learner led but not everyone practices it	Organisation prioritises learning about change leadership		
FACIL - PRIORITY - change leadership is not a high priority on what should be learnt			
FACIL - PRIORITY - closed mindset to learning things outside their domain			
FACIL - PRIORITY - get buy-in from leadership on which direction the org needs to develop, then direct team			
FACIL - PRIORITY - how the importance to learn change capability is driven by multiple people in the org			
FACIL - PRIORITY - lack of orientation to learn things outside of specific domains			

FACIL - PRIORITY - no focus place placed on learning change management			
FACIL - PRIORITY - no learning orientation			
FACIL - PRIORITY - orgs core value is to build relationships and discuss important topics			
FACIL -PRIORITY - org encourages developing change leadership capability only for leaders and managers			
FACIL - SPPRT LEARNING - org is supportive of learning	Organisation encourages employees to learn		
FACIL - SPPRT LEARNING - company encourages learning by doing			
FACIL - SPPRT LEARNING - deliver work first, then learn			
FACIL - SPPRT LEARNING - emphasis on ongoing development			
FACIL - SPPRT LEARNING - learning is mandatory and completed out of fear			
FACIL - SPPRT LEARNING - people believe in development			
FACIL - LDRS - leader brings people of different background together so learn from one another	Leaders encourage employees to learn	Leadership	
FACIL - LDRS - encouraged to seek information, then ask for help if they cant find info			
FACIL - LDRS - leader encourages people to observe what is going on			
FACIL - LDRS - leader identifies development areas with employees and ways to develop them	Leaders identify development areas with the employee		
FACIL - LDRS - organisation spotted change leadership capability in the person			
FACIL - LDRS - leadership commitment to the organisation	Leadership commitment to the organisation		

FACIL - HR PRACTICES - doesn't believe learning culture is practiced because no one is held accountable	HR Practices		
FACIL - HR PRACTICES - job rotation		HR	
FACIL - HR SUPPORT - HR is supportive of employees	HR Support		
FACIL - HR SUPPORT - supports developing change leadership capability			
FACIL - CULT - Company philosophy encourages communication	Culture of collaboration and engagement	Culture	
FACIL - CULT - culture of collaboration encourages building change leadership capability			
FACIL - CULT - culture of constant engagement encourages learning			
FACIL - CULT - culture of freedom of expression builds change leadership capability			
FACIL - CULT - entrepreneurial culture encourages building change leadership capability			
FACIL - CULT - eaders continuously assesses culture with staff			
FACIL - CULT - org has an open door policy			
FACIL - CULT - failure vs improvement culture	Culture of improvement		
FACIL - CULT - German culture hindered being open to learn new things			
FACIL - ORG STRUC - a decentralised org encourages building of change leadership capability	Decentralised decision making	Organisational structure	
FACIL - ORG STRUC - business units need to take ownership of upholding learning journey			
FACIL - ORG STRUC - a flat org structure enables building of change leadership capability	Flat structure		
FACIL - ORG STRUC - open plan office encourages socialising with one another and learning from each other			

PRB - asks questions to gain understanding			
PRB - change leaders need to understand the problem and find the solution	Identify problems and/or opportunities	Frame the change	Change leadership capability
PRB - change leadership requires problem solving & creative thinking			
PRB - look for ways to change in order to build a sustainable future			
PRB - really understand what the problem is			
PRB - understand the environment and need, then identify creative approaches to solve the need			
PURP - be clear on the teams purpose	Establish the purpose of the change		
PURP - co-create the purpose			
PURP - create the purpose for the change			
PURP - important for employees to have a purpose			
PURP - team rallied together around a common goal of the struggle			
VSN - change leaders co-create the vision	Co-create change vision		
VSN - change leaders create the vision			
VSN - change leaders explain the vision			
VSN - change leaders have a vision			
VSN - keep reiterating the vision			
ONB - alignment amongst teams is important			

ONB - conducted roadshows to onboard stakeholders	Onboard stakeholders		
ONB - Create alignment			
ONB - ensuring all stakeholders understand the change			
ONB - explain the business case			
ONB - help the team understand the change			
ONB - onboard clients			
ONB - onboard stakeholders			
ONB - onboard stakeholders again when the plan changes			
ONB - onboard stakeholders as early on as possible			
ONB - onboard stakeholders by explaining the change and why			
ONB - onboard stakeholders to get them to go along the change journey with you			
ONB - socialise the change to business			
ONB - understanding the change helped consultants engage and educate the bankers on the change			
BYN - buy in from communities	Buy-in from stakeholders		
BYN - buy in from senior leadership			
BYN - buy in from stakeholders			
BYN - buy-in creates urgency to assist with the change			

BYN - buy-in from the business to pursue the change idea		
BYN - convince stakeholders there is a need for the change		
BYN - demonstrate value to get buy-in		
BYN - get buy-in from stakeholders so you don't have to constantly remind people of the change		
BYN - get people to understand why the change is important		
BYN - Held strategy day with stakeholder from across the business to explain the change and the why		
BYN - People will buy into the change when they believe in what you are doing		
BYN - show bottom line (rands and cents) to get buy-in		
BYN - they will follow you if they trust you		
BYN - buy-in from support services		
MND - Capacitate ee to lead change by empowering team members to show case their work	Involve and give others mandate	Enable others to lead the change
MND - capacitate ee to lead change by enabling them to voice their thoughts		
MND - capacitate ee to lead change by giving them the space to explore		
MND - change leaders allow ee to take stretch opportunities		
MND - empowering team members to make decisions		
MND - give others the mandate to lead their own space		
MND - identify change agents to role model the change		

MND - involves employees in the change process		
MND - capacitate ee to lead change by giving them the mandate to lead		
MTV - celebrate each step of the change	Motivate others	
MTV - change leaders motivate employees through tough periods of change		
MTV - if people are not motivated, the change will not be successful		
MTV - maintain employee motivation		
MTV - motivate employees to maintain the momentum of the change		
BLDING TRUST - building trust takes time	Build trust	
BLDING TRUST - feel comfortable enough, to come and chat with me at any time		
BLDING TRUST - team felt empowered because they were trusted		
BLDING TRUST - trust people will come up with the right solutions		
BLDING TRUST - Trust the team whilst understanding mistakes will happen		
SUPPRT - ask for help when you need it	Provide support	
SUPPRT - balance between being supportive and driving the change		
SUPPRT - help employees work their way through the change		
SUPRT - Be accessible to employees		
SUPRT - be available to guide the team and answer their questions		

SUPRT - capacitate ee to lead change by guiding them			
SUPRT - coach employees			
SUPRT - creating safety net for the team			
SUPRT - Educating leaders on the importance of leading change			
SUPRT - support from leadership help employee to lead the change			
TMW - a good project team helped facilitate the change	Create healthy team dynamics		
TMW - change requires effective team work			
TMW - clarify ways of working and workflows for the team			
TMW - create cohesion within the team			
TMW - Split up work amongst team members according to each member's strengths			
TMW - team members need clear roles and responsibilities			
INFL - influence conversations in a positive way	Influence others		
INFL - influence people to get the work done			
INFL - interrogate the work by asking the right questions instead of project managing			
INFL - move from being a doer to enabling the team			
INFL - wont always be liked as you have drive agendas			
INFL - you need to be able to negotiate			

IMP - there are consequences if you don't understand the impact	Identify the change impact	Prepare for the change
IMP - understand the impacts to eliminate surprises		
IMP - understand the overall impact of the change		
IMP - understand what systems are impacted		
IMP - understand what teams are impacted		
PLN - adapt how the change is implemented for the context of the regional BU	Incrementally plan the change	
PLN - be realistic with timeframes		
PLN - change leadership requires project management skills		
PLN - create strategy for change		
PLN - Have a clear plan		
PLN - incrementally land change so you can take feedback into account and improve		
PLN - making sure that the right people are in the right positions to drive positive change		
PLN - need a plan but need to be flexible and change the plan		
PLN - planning needs to take place before project kicks off		
PLN - prioritise what needs to change		
PLN - translate ideas into smaller goals		
PLN - use a strategy to win		

PLN - incrementally land change in smaller pieces	Mobilise the change	
MOBIL - change leader champions the change		
MOBIL - mobilise the change		
ENGAGE - effectively engaging with stakeholders	Engage and communicate	Engage others in the change
ENGAGE - building good rapport		
ENGAGE - change leadership is experienced through socialisation		
ENGAGE - communicate to the change to all employees, even employees lower down in the org		
ENGAGE - communication skills		
ENGAGE - continuous communication		
ENGAGE - continuously engage so stakeholders are aware of what is happening		
ENGAGE - give people as much context to the change as possible		
ENGAGE - leaders have lots of discussion around changes		
ENGAGE - ongoing catchups		
ENGAGE - positioning the conversation to demonstrate win-win for everybody		
ENGAGE - talk about emotions, don't just talk about facts		
ENGAGE -Leaders discuss the change in townhalls		
ENGAGE - provide clear communication		

HNST CNV - address the problem or gap as it will come back if left unresolved	Have honest conversations		
HNST CONV - open and honest conversation			
HNST CONV - have robust conversations			
HNST CONV - have tough conversations early on			
HNST CONV - honest conversations align stakeholders to move forward together			
HNST CONV - lead change by being honest and dealing with the issues			
COLLAB - collaboration helped employee lead the change	Collaboration		
COLLAB - collaborating with stakeholders reduces resistance			
COLLAB - collaboration is key			
EVALUATE - continuously evaluate if the change approach is working	Evaluate the change	Monitor the change	
EVALUATE - evaluate the project			
ADPT - shape different environments depending on the state of the project	Adapt the change process when necessary		
ADPT - you need to adapt to the environment			
RESIL - having a thick skin	Be resilient	Personal characteristics	
RESIL - try again if you are not heard the first time			
RESIL - try different approaches to get through to a person			
SELF AWARE - approach change from a much more flexible open mindset perspective	Be self-aware		

SELF AWARE - change leaders need soft skills			
SELF AWARE - change leadership will vary depending on context			
SELF AWARE - emotional intelligence			
SELF AWARE - there is a human piece to change leadership			
SELF AWARE - there is no one right way to lead change			
SELF AWARE - you have to be patient			
UNDST OTRS PERSP - be understanding and put yourself in the next person's shoe			
UNDST OTRS PERSP - allow ideas and decisions to be challenged			
UNDST OTRS PERSP - capacitate team to lead change by understanding people's perspectives			
UNDST OTRS PERSP - change leaders are conscious of everyone's personal circumstances			
UNDST OTRS PERSP - considers input from a variety of stakeholders	Understanding others' perspectives		
UNDST OTRS PERSP - deal with people's different perspectives			
UNDST OTRS PERSP - deal with resistance by showing understanding			
UNDST OTRS PERSP - employees allowed to say no and challenge			
UNDST OTRS PERSP - give people the space and time for change			
UNDST OTRS PERSP - listen to understand and not listen to respond			
UNDST OTRS PERSP - open to others ideas			

UNDST OTRS PERSP - strong listening skills			
UNDST OTRS PERSP - understand others perspectives			
UNDST OTRS PERSP - understand people go through the change journey in different phases			
UNDST OTRS PERSP - understand what challenges other people may need to change			
UNDST OTRS PERSP - when you are understanding of others views, they are more likely to be receptive of the change			
EXPRT - be able to explain the numbers in a boardroom	Have domain expertise and experience		
EXPRT - be an expert on the topic of what was changing			
EXPRT - change leaders are thought leaders in industry that enact change			
EXPRT - having a blend of experience in the related fields of the change you are managing			
EXPRT - knowing the organisation very well			
EXPRT - navigate your way in the corporate environment as a leader			
CONFID - change leaders are confident and outspoken	Be confident		