Developing a Coaching Model as an Approach to Improve Service Delivery in the Public Sector

by

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Declaration

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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Karel van der Molen   **24 November 2009**

ABSTRACT

South Africa is a developing country and is experiencing all the problems, challenges and opportunities associated with that situation, one of which is a very definite shortage of relevant and appropriate human resource, technical and managerial skills. This is having a negative effect in many areas, including in the public sector.

Public sector organisations are faced with another dilemma arising from the shortage of skilled employees. The issues relating to service delivery which have led to violent protests in communities around the country at the time of writing (August 2009) have been in part been exacerbated by the ever-increasing lack of managers and other personnel. There is also the problem of experienced personnel who have accepted more senior positions in their organisations or have accepted positions in other organisations, being replaced with qualified, but inexperienced staff. A third problem which occurs is when new, but inexperienced personnel are appointed in an organisation.

It is necessary, in all instances, to develop the skills within the organisation through a mixture of formal and informal approaches to ensure that the people-related short-, medium- and long-term goals of the organisation are addressed. One of the interventions which can be utilised to deal with the lack of administrative, technical and managerial skills in the public sector in South Africa is coaching.

A literature review is presented which covers a historical and conceptual overview of coaching and an in-depth review of a variety of coaching models and their application. There is also a literature review of the public sector in South Africa, the history and the key legislation and policy documents setting out the human resource approaches and strategies to

establish a link between the problems, challenges and opportunities in the public sector and coaching as an intervention to improve individual performance.

A model for coaching which can be utilised in the public sector has been constructed utilising the latest concepts and theories. This model has been reviewed and evaluated by subject matter experts to assess its relevance and appropriateness as a suitable intervention to deal with people-related issues in the public sector in South Africa.

OPSOMMING

Suid Afrika is 'n ontwikkelende land en ondervind al die probleme, uitdagings en geleenthede wat met daardie situasie verband hou, een waarvan die baie definitiewe tekort aan relevante en geskikte menslike hulpbron-, tegniese- en bestuursvaardighede. Dit het 'n negatiewe effek in baie areas, insluitend in die openbare sektor.

Openbare sektor organisasies staar 'n ander dilemma in die gesig wat uit die tekort aan bekwame werknemers voortspruit. Die geskilpunte rondom dienslewering wat tot die geweldadige protesaksies in baie gemeenskappe (Augustus 2009) is gedeeltelik vererger deur die toenemende tekort aan bestuurders en ander personeel. Daar is ook die probleem van ervare personeel wat meer senior posisies in hul organisasies aanvaar het of posisies in ander organisasies aanvaar het en wat deur gekwalifiseerde, maar onervare personeel vervang word. 'n Derde probleem wat voorkom is wanneer nuwe, maar onervare personeel in 'n organisasie aangestel word.

Dit is nodig, in alle gevalle, om die vaardighede binne 'n organisasie te ontwikkel, deur 'n mengsel van formele en informele benaderings, om te verseker dat die mensverwante kort-, medium- en langtermyn doelwitte van die organisasie geadreseer word. Een van die intervensies wat gebruik kan word om aandag aan die tekort aan administratiewe, tegniese en bestuursvaardighede in die openbare sektor in die Suid Afrikaanse te gee is "coaching" (dit is interessant dat daar nog geen geskikte Afrikaanse woord vir "coaching" na vore gekom het).

'n Literatuuroorsig word aangebied wat 'n historiese en konseptuele oorsig van "coaching" dek en 'n indiepte oorsig van 'n verskeidenheid van "coaching"-modelle en hul aanwending. Daar is ook 'n literatuuroorsig van die openbare sektor in Suid Afrika, die geskiedenis en die belangrikste

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wetgewing wat die benaderings oor menslike hulpbronne en die strategieë om skakel tussen die probleme, uitdagings en geleenthede in die openbare sektor en "coaching" as 'n intervensie om indiwiduele prestasie te verbeter.

'n Model vir "coaching" wat in die openbare sektor kan gebruik kan word is uit die jongste konsepte en teorieë saamgestel. Hierdie model was deur onderwerpdeskundiges nagegaan en geëvalueer om die relevansie en geskiktheid daarvan as 'n intervensie om mensverwante-geskilpunte te hanteer in die openbare sektor in Suid Afrika.

ACKNOWLEDGEMENTS

This research project was set in motion by my involvement in the academic and executive programmes of the School of Public Management and Planning (SOPMP) of Stellenbosch University. A number of these programmes contained elements of coaching and this then led to my considering the problems and challenges in the public sector today and reflecting on the support initiatives that are available to managers, more especially coaching as a capacity-building technique.

I would like to express my sincere appreciation and gratitude to the following individuals and groups for the role that they have played in making this research project a reality (and so much fun and learning) for me:

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A final word, to everyone who has in some way, large and small, enriched and added to my life, I can do no more than quote the immortal words of Sir Isaac Newton which are so apposite in the field of coaching: "**If I have seen further it is only by standing on the shoulders of giants**."

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CHAPTER 1
INTRODUCTION AND STATEMENT OF PROBLEM

1.1   Introduction

It is often stated that successful sportsmen and women have something in common besides physical ability and the skills that allow them to rise to the top of their sport – and that special something is that each of them has a coach who is able to assist them to hone their natural abilities and skills, build their successes to greater heights, plan ahead to meet future challenges and opportunities and aid them to stay at their peak in the competitive world in which they operate (Vickers & Bavister, 2005:17).

This feature applies equally to individual sports people as it does to team sports. These teams also have chief coaches, in addition to having specialist coaches who will concentrate on very specific skills and abilities that must be developed to ensure that the team gains the maximum benefit from the efforts of the individual team members (Vickers & Bavister, *supra*).

There is indeed a parallel link between the sporting world, where the coach is essential to the success of the individual sportsperson and the management environment both in the private as well as in the public sector.

One only has to examine the planning, leadership, organising, controlling and coordinating roles and responsibilities of a manager to see that a good manager must also be a good coach (Meyer & Fourie, 2004:8).   This coaching role is one where the manager is able to motivate staff to greater heights of productivity and customer service, improve their knowledge, skills and abilities and to realise their full potential.

Coaching is an inherent part of the management process and should not be confined to annual performance reviews (Meyer & Fourie, 2004:13 and Vickers & Bavister, 2005:24). Managers should be looking to the issues of identifying strengths and weaknesses, setting goals and objectives and assisting their staff in setting targets that will improve their overall performance in the work environment and, in so doing, lead to improved service delivery, greater innovation and enhanced performance.

One of the issues that has come to the fore in South Africa as a developing nation is that there is a very definite shortage of relevant and appropriate skills (Solomon, S.D. in Van der Molen, Van Rooyen & Van Wyk, 2001:256). This, coupled with a lack of funding for the maintenance of the infrastructure in the country, is having a decidedly negative effect on the social life and economic growth in South Africa. In an article that appeared in Business in Africa (2006) it was noted that the South African Institute of Civil Engineering (SAICE) gave a very poor grading (D+) to infrastructure in the country such as water, roads, airports, ports and rail, which was partly due to a lack of maintenance. Much was being done to address the particular problem, but it is very clear that the shortage of skills was a major contributory factor towards this problem and affected everything from planning, procurement and design to construction, according to the SAICE "report card." All in all, the Institute stated that an overloaded infrastructure, inadequate operations and maintenance, together with an overall lack of skills was creating and exacerbating the problems.

A News24 story that appeared in 2005 sketched an equally bleak picture when it stated that local authorities, that were "floundering under the weight of [their] own incompetence", would be hard pressed to meet their developmental goals and objectives. It appears to the researcher that this should be seen in a critical light, given the legislative imperatives and the needs of the communities in South Africa today.

In a parliamentary briefing given by Deputy President Phumzile Mlambo-Ngcuka in February 2006, it was highlighted that the fact that the biggest stumbling block and impediment to the public infrastructure and private investment programmes is the shortage of skills, both as regards professionals, such as engineers, financial and other managers, as well as in the technical field such as IT specialists and artisans (South African Government Information, 2006).

There are other factors which have an effect on the South African labour market, namely the need and requirement to meet black economic empowerment imperatives, which has the result that there is an ever-decreasing pool of suitable candidates for various skilled and other positions.

Public sector organisations are faced with another dilemma that is being exacerbated by the shortage of skilled employees. There is an ever-increasing demand for service delivery and therefore an ever-increasing need for skilled managers, a fact highlighted as long ago as 1999 by the Human Sciences Research Council in a study entitled *"Skills shortages in the South African labour market"* (Human Sciences Research Council, 1999). As experienced personnel are moving into these positions, there is a vacuum which is being filled with qualified, but inexperienced staff. Organisations must then deal with the conundrum of having to expand and increase their services to the clients and customers that they serve, with the competencies and expertise within their ranks, while at the same time having to deal with the shortage of skills within the country as a whole, as well in their organisations.

It is important that organisations carefully review their human resource policies and procedures to ensure that they are optimising the utilisation of

the available knowledge and skills. Firstly, the placement of employees with the necessary skills into roles where they can do the most good is of vital importance. At the same time, however, it may be necessary to recruit and select new employees who bring the new and added skills necessary to improve the delivery of services. Finally, it is necessary also to develop the skills within the organisation through a mixture of formal and informal approaches to ensure that the overall goals and objectives of the organisation are met in the short-, medium- and long-term.

The formal and informal interventions to which reference was made in the previous paragraph would relate to classroom training, on-the-job training and customised training which has been designed to meet the needs of a specific employee or group of employees, while at the same time fulfilling the need of the employer of improving the knowledge, skills and abilities of the current employees. This latter approach is coaching - a partnership (formal or informal) which is based on the personal goals and objectives of the individual as they mirror those of the organisation and where the coach provides specialised advice and pro-actively, and in partnership, impels the person to achieve specific and predetermined targets (Erasmus *et al,* 2006:247).

This brief overview has highlighted that there is a clear lack of resources, as well as a lack of administrative, technical and managerial skills in the public sector in South Africa today. It is also clear that this must be addressed in order to give effect to Chapter 10 (Public Administration) of the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), more especially section 197 where it states that the public service "must function, and be structured, in terms of national legislation, and which must loyally execute the lawful policies of the government of the day."

There is then a case to be made for coaching as a method to address and improve lack of administrative, technical and managerial skills in the public sector in South Africa and so improve the performance of individual employees.

1.2 Research Question and Objectives

Currently (2009), there are many varied and professional training and development programmes, courses, workshops and related interventions that are attended by public sector officials on a daily basis – in local, provincial and national government. While there are no up-to-date figures available at this time, apocryphal evidence seems to indicate that vast numbers of officials are undergoing training.

It would appear from the brief overview in the Introduction, that these training and development programmes, courses, workshops and related interventions have not in all instances been successful. There is then a case to be made for another process or approach which could be followed to achieve the goals and objectives of training and development in the public sector. Coaching can fulfil this process or approach and there is then a need for a suitable model for coaching in the public sector.

In the light of this, the research question is:

Is there a coaching model which can be developed as an approach to improve individual performance in the public sector in South Africa?

In view of this question, the objectives of this thesis are:

- Firstly, to explore the concept of coaching as understood globally;

- Secondly, to determine the understanding of coaching within the South African context and investigate how this relates to the improvement of the knowledge, skills and competencies of public sector officials;

- Thirdly, in light of the above, to evaluate the key factors that would impact on a model for coaching in the public sector;

- Fourthly, in terms of these findings, to look to developing a coaching model as an approach to improve individual performance in the public sector; and

- Finally, to make recommendations to address the issue of coaching more effectively.

1.3   Research Design and Methodology

Methodology is defined, amongst others, as "the analysis of the principles or procedures of inquiry in a particular field" (Creswell, 1998:5; also see Welman *et al*, 2005:2). The research design that will be used in this study, given the research question, is a model-building design. The study is qualitative in nature and will focus on non-empirical studies, which look at a philosophical and conceptual analysis of the issues, a literature review, theory building and then the construction or building of a model.

A model is a set of statements that aims to represent a phenomenon or a series of phenomena as accurately as possible. Good models provide casual accounts of the world allow one to make predictive claims under certain conditions, bring conceptual coherence to a domain of science and simplify our understanding of the world. (Mouton, 2001:177). Models can, however, be ineffective if they make unlikely claims that cannot be tested or are vague, inconsistent and confusing (Mouton, *supra*).

Inductive and deductive approaches are used for the building of a model. Inductive generalisation involves applying inferences from specific observations (in this case, observations of, and information from public sector managers and subject matter experts) to a theoretical population (Welman *et al*, 2005:34). Another form of inductive inference involves using inferences from observations in order to construct an explanation of such observations. Deduction involves drawing conclusions from premises that necessarily follow from such observations (Mouton, 2001:176 and Thomas, 2003:136).

A literature review on coaching will form the initial point of departure for this study (Welman *et al*, 2005:40). The history and philosophy behind coaching will be explored, while an in-depth review of the various theories, concepts and notions relating to coaching will be set out to act as a basis for the next phase of this study.

It is the intention of this research to construct a model for coaching that can be utilised in the public sector. The aim is to explore current concepts and theory through the existing literature and then to develop a coaching model by evaluating current initiatives relating to these ideas.

Semi-structured interviews with subject matter experts and other selected individuals will be held to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness and to answer the research question in this study (Welman *et al*, 2005:167).

The data gathered will be analysed and evaluated to determine the appropriateness of the coaching model, and the mechanism used to achieve the outcomes envisaged. These data will form part of the discussion of this research report to evaluate the approach to coaching by the public sector

and to make recommendations in terms of its possible impact and effectiveness.

Thereafter, the model will be adapted in the light of these in-depth discussions and recommendations will be made.

1.4   Outline of Chapters

The following section will provide a brief description of the chapters in order to a general overview and framework of the study to describe and discuss a possible coaching model which can be developed as an approach to improve service delivery in the public sector in South Africa.

Chapter 1 describes the background and purpose of the study, states the research question and objectives, and outlines the research design and methodology of the study. After the key concepts have been defined, an outline of the chapters will be given.

Chapter 2 will describe, compare and set out a broad historical overview of coaching and will describe a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship will also be described and defined, while definitions of mentoring and other developmental relationships will also be provided.

Chapter 3 will describe and provide details of the various coaching models that have evolved over time. The theoretical framework of the steps of coaching will be set out in this chapter.

Chapter 4 will assess the contextual framework of the public sector in South Africa and will specifically discuss the legislative background and the organisational context of the three spheres of government in South Africa.

Chapter 5 will set out a coaching model which could be utilised in the public sector in South Africa, given the fundamental principles, the legislative background and the contextual framework.

Chapter 6 will focus on an evaluation of this model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness as a tool to be used in the public sector.

Chapter 7 will focus on providing an overview of the preceding chapters and will briefly summarise the most critical conclusions and deductions. It will provide recommendations from this analysis and interpretation and will enable a summary of the most critical conclusions and deductions, as well as recommendations to conclude the research process.

1.5   Conclusion

This chapter has provided an introduction and background and outlined the research question and the research design and methodology.   A few succinct definitions of coaching were given and the outline of the chapters of this study.

Chapter 2 will describe, compare and set out a broad historical overview of coaching and will describe a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship will also be described and defined, while definitions of mentoring and other developmental relationships will also be provided.

CHAPTER 2
COACHING – A HISTORICAL AND CONCEPTUAL OVERVIEW

2.1   Introduction

The previous chapter set out the broad framework and background for this research, as well as the research question, while the goals and objectives of the research were also outlined. This chapter describes and sets out a historical overview of coaching and then provides a broad definition and description of the concept and nature of coaching.

This chapter will describe, compare and set out a broad historical overview of coaching and will describe a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship will also be described and defined, while definitions of mentoring and other developmental relationships will also be provided.

2.2   The Concept of Coaching

It is important at the outset of this research to properly define and describe "coaching" as a concept and a "coach" as a person. The "explosion …… boom …… upsurge …… [and] groundswell" (Vickers & Bavister, 2005:2) of interest in coaching over the past number of years has meant that there is much material to draw from given the plethora of available books, magazine articles and websites dealing with coaching. It is interesting to note that coaching, as a profession world-wide, is second only to the IT industry and is now worth, according to the Harvard Business Review, $1bn per year (National Post, 2008).

2.2.1 Definition - Coaching

It is necessary to define the term coaching as comprehensively as possible, while also defining some of the other terms that are often used in conjunction with the term "coaching" or confused with the concept.

Coaching has been described as the "time-honoured way of helping others to achieve peak performance" (Foster & Seeker, 1997:1). On the other hand, a very comprehensive definition of the concept is provided by Meyer & Fourie (2004:5) where they state that "coaching is the systematically planned and direct guidance of an individual or group of individuals by a coach to learn and develop specific skills that are applied and implemented in the workplace and therefore translates directly to clearly defined performance outcomes that are achieved over a short period of time."

This definition highlights five very important factors which go to the very heart of the coaching process:

1. Coaching is a process which must be properly planned and systematically implemented (also see Robertson, 2001:2);
2. The coach must offer very crisp, clear and direct guidance;
3. The individual or protégé will learn and develop very specific skills;
4. The skills must be applied and implemented in the workplace; and
5. Very clearly defined performance goals and outcomes must be achieved over a specific time-frame.

These five factors are very specific in the coaching relationship as described by Meyer & Fourie. These are then similar to the assertion by Clutterbuck & Megginson (2005:14) that coaching is a short-term intervention, involving one-way learning and a high level of directedness. On the other hand, and this is then in contrast to the factors described by Meyer & Fourie, coaching

is seen as being of a longer-term nature with facilitative relationships which have mutual learning as an outcome (Clutterbuck & Megginson, 2005:*ibid.*). (The authors also note that these attributes are applicable to a mentoring relationship.) McKenzie (2007:76) states that "coaching has become a way of nurturing talent and helping individuals reach their true potential."

Peter Bluckert (as cited in McDermott & Jago, 2005:8) defines coaching as "the facilitation of learning and development with the purpose of improving performance and enhancing effective action, goal achievement and personal satisfaction. It invariably involves growth and change, whether it is in perspective, attitude or behaviour." It should however be emphasised that coaching is not merely a transfer of knowledge, but a shared responsibility between the coach and the protégé (Sheppard *et al*, 2006:4).

It is also clear from the definitions given above that coaches provide assistance and guidance that is both proactive as well as reactive (Foster & Seeker, 1997:97).

It can thus be stated that coaching is clearly a shared responsibility, which corresponds to the statement by Downey (2002:23) that the coach does "not direct, instruct or tell." Fleming & Taylor (2003:4) state that coaching "means *improving performance* at work, by turning *things people do* into learning situations, in a *planned* way, under *guidance*" (their emphasis) (also see Foster & Seeker, 1997:55). They further define coaching (*ibid.* 24) as "a process by which the coach creates relationships with others that makes it easier for them for them to learn". Zeus & Skiffington (2002:4) state that coaching is about "exploring the individual's own values, vision and standards."

Coaching is described by Hunt & Weintraub (2002:xiv) as "learning oriented rather than compliance oriented …… encourages employees to take greater

responsibility on their own learning." Yet another definition of coaching is "an interactive and developmental process where the coach enables coaches to find their own solutions, discover their own opportunities, and implement actions" (Rosinski, 2003:5). A further aspect of coaching is that it is "unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them" (Whitman, 2002:8). This is echoed in the statement that coaching "helps individuals access what they already know" (Zeus & Skiffington, 2002:3).

The final word on the definition of coaching can be left to Whitmore when he states that coaching is "the process of empowering others" (Whitmore, 1997:46).

In summary, and taking into account all the definitions referred to in the section above, the researcher has constructed the following definition of coaching, for utilisation in this research report:

Coaching is the one-to-one supportive relationship provided by one individual, an expert in a particular field, to another individual and which is focused on the improvement of the performance of the latter individual and aims to achieve improved work-related skills and competencies through guidance and modelling, collaboration and communication, autonomy and accountability.

2.2.2 Definition – Parties to the Coaching Relationship

It is necessary also to provide definitions of the parties to this all-important relationship in order to ensure consistency of terminology.

2.2.2.1 The Protégé

The focus of the coaching relationship is termed as "protégé", "client" and "coachee" in the literature. The definition given the South African Concise Oxford Dictionary (2002) describes a protégé as "a person who is guided and supported by an older and more experienced or influential person." The dictionary further describes the origin of the word as being 18th century French, "protected" from *protéger*.

The researcher will, for the sake of convenience, use the term "protégé" throughout this thesis.

Fleming & Taylor (2003:56) state very interestingly that the protégé should be:

- An activist – someone who is prepared to involve themselves in the actual learning experience and to "have a go";
- A reflector – someone who can stand back, observe and then reflect on what has occurred during the learning experience;
- A theorist – someone who tries to understand why things are done in a particular way; and
- A pragmatist – someone who is interested and keen to put the learning into practice in the work environment.

Another issue that must be considered as regards the protégé is how long it will take him/her to gain the knowledge, skills and competencies that form the impetus for the coaching intervention. It is clear that this will take time and, most importantly, a great deal of practice (Ericsson *et al*, 2008:120). It is clear that, from this, another characteristic of the protégé is that he/she should have commitment, dedication and resilience.

Robert Kaplan, the co-author of the well-known book "*The Balanced Scorecard*", has stated that, in order to achieve a measure of success in a career (and, by implication, in particular areas as well), it is important that a person "know" him-/herself (Kaplan, 2008: 46). He goes on to say that it is important that the person should be aware of his/her strengths, weaknesses and passions and then to excel at those tasks that are important (Kaplan uses the word "critical") to the particular position. This is an important feature of the coaching environment in that the protégé must be able to see for him-/herself that there is an area (or areas) where an improvement can be made. This does require an honest self-appraisal by the protégé.

2.2.2.2 The Coach

A coach is defined in Wikipedia (2007) as a person who supports people to achieve their goals, with goal setting, encouragement and questions. A coach rarely offers advice, but will energise the coachee (protégé) to solve the problem. A coach will assist the "client" to find a solution to his/her problem by asking relevant and appropriate questions. (It should be noted that Wikipedia uses the terms "coachee" and "client" interchangeably in its definition.)

Noe (1999:241) defines a coach as "a peer or manager who works with an employee to motivate him, help him develop skills, and provide reinforcement and feedback."

The coach is described as a person who enables "the coachee to explore, to gain a better understanding, to become more aware and from that place to make a better decision that they would have made anyway" (Downey, 2002:23). Rogers (2004:7) states that "the coach works with clients to achieve speedy, increased and sustainable effectiveness in their lives and

careers through focused learning." Megginson & Clutterbuck (1995:4) view the coach as someone who "shifts the focus to the results of the job …… ownership is shared", while coaches are seen as people who are "motivated by helping their clients achieve their goals, deal with their issues, clarify what's them important to them – and a whole lot more" (Vickers & Bavister, 2005:10).

There are many reasons why someone would wish to become a coach. Vickers & Bavister (2005:2) set out three most common reasons:

1. Coaching can be very fulfilling and satisfying due to the fact that for the coach the experience of working with people can be an enriching encounter and the coach can make a difference to the person, both at a personal level as well as in the work environment.

2. Coaching can also be a financially rewarding endeavour, as evidenced by the number of coaching companies that have seen the light of day over the past number of years. The Coaching Academy has stated that coaching is the second-fastest growing business skill in the world (Business Balls, 2007).

3. Coaching allows a great deal of freedom and independence for the coach in terms of choosing the place to work, the number of hours per day/week/month to work and the number of clients with whom to work.

The Coaching Academy (*ibid*) echoes these reasons when they state that coaches are attracted into the profession of coaching because it affords them:

- Accelerated personal growth and self-development through a "a lifelong journey of personal excellence and knowledge';

- The opportunity to enhance the growth and development of individuals within an organisation;

- The opportunity to bring out the best in the individuals with whom they work and to motivate them to "greater heights"; and

- The ability to identify new life options in terms of work and other opportunities in terms of rewards and recognition.

There is definitely a reality to being a coach, whether formally or informally, which each and every person who possibly aspires to such a position should consider (McDermott & Jago, 2005:9).

It is clear that one of the criteria for being a good coach is that he/she must "listen, ask questions, and enable coaches to discover for themselves what is right for them" (Rosinski, 2003:5).

A coach must be self-motivated, good with people and be self-disciplined, in addition to having stamina and courage (Vickers & Bavister, 2005:4; also see McDermott & Jago, 2005:134).   Vickers & Bavister (2005:11) expand on these skills by highlighting the qualities of a good coach which they describe as:

- Awareness and observation – firstly, the coach should be aware of people as unique individuals with their own hopes, fears, dreams and aspirations. There must also be an awareness of the world and the environment in which the coach and the protégé live, work and function.

- Curiosity and patience – the coach should assist the protégé to explore and examine and question the issues that are important, which must be coupled with the ability to be a good listener (also see Fleming & Taylor, 2003:47). The virtue of patience is equality important, as the protégé should and must do all the talking.

- Empathy and building support – an empathetic approach shown by the coach allows a "space" for the protégé can speak and discuss issues freely, openly and honestly. This genuine concern and interest in the protégé will enable a connection to be made and a rapport to be created (also see Foster & Seeker, 1997:100).

- Respect, trust and integrity – it is essential that in any coaching relationship an atmosphere is created where things that are promised are done and where there is confidentiality between the parties (Robertson, 2001:41; Dove, 2006:24; Stevens, 2008:82).

- Clarity of thought, confidence and approachability – this is especially important when the protégé is confused and seeks answer, needs the assurance of a confident coach and is comfortable in approaching the coach for assistance.

- Solution-focus and detachment – one of the crucial qualities that a coach requires is that he/she must constantly look to solutions, rather than dwelling on the past and what may have gone wrong in a situation. It is also essential that the coach should remain detached and objective when the issues important to the protégé are being discussed.

- Positivity and creativity – these qualities are essential as they will "rub off" onto the protégé and will encourage a different approach to dealing with issues.

- Challenging, honesty and encouragement – it is important for the coach to challenge the protégé to give of his/her best and also to be open and honest and direct with feedback in their discussions. The coach should also have the ability to encourage the protégé to move outside of his/her comfort zone and to try something new and challenging.

- Compassion, open-mindedness and admiration – the coach must be able to work with a protégé with tolerance, without any prejudice or pre-conceived ideas. It is essential that the coach should view the

protégé as someone with very special qualities that he/she, as the coach, will be able to assist in developing to their full potential.

- Relaxed-approach – a relaxed and even-tempered approach by the coach will assist the protégé when he/she requires to consider different and creative solutions to issues.

- Self-awareness – the coach should have the ability to reflect on experiences in order to enrich the experience of the protégé.

- Authenticity – it is essential that the coach should be real and authentic and not feel as if they should be acting a part. They are in the first instance human beings and only thereafter coaches.

One of the questions that are frequently asked is whether the coach should be an expert in his/her field. This important issue is dealt with by in a recent article in the Harvard Business Review (July – August 2007) where the authors (Ericsson *et al*, 2007:115) state that rigorous research has shown that it will take up to a decade for an individual to gain expertise in a particular field and that the person will need to "[engage] in 'deliberate' practice – practice that focuses on tasks beyond [his/her] level of competence and comfort." This has then led to the conclusion that "*experts are always made, not born*" (their italics). They then go further and state that a person will require a well-informed coach to assist one in becoming adept at the new skills and competencies and also to become proficient as a coach oneself.

(For a very comprehensive setting out of the term, and definition of "competencies", see Van Wyk, 2004:38 *et seq.*)

But, another question which comes to mind is how will one know if one is dealing with an expert – or, put into the work environment, how will those who manage the coaching process, know that a person who they wish to engage as a coach in a particular situation is an expert. The authors state

(*ibid*:117) that there are three "tests" (their word) which an expert, and therefore a coach, must pass:

1. The performance of the expert must consistently be better than that of the peers of the expert;
2. The expertise of the person will produce tangible results; and
3. The expertise can be reproduced and can be measured. The well-known statement of the British scientist, Lord Kelvin (*ibid.*) is very apt in this regard – "If you cannot measure it, you cannot improve it."

A coach must have the ability to encourage others to go beyond their current level of performance (Foster & Seeker, 1997:9; Robertson, 2001:29), but does require some very special attributes, which can be described as:

*   Wanting to share knowledge and experience;
*   A willingness to invest the time for the protégés and the organisation (also see *ibid.*, 100);
*   A belief that personnel are capable of an improved performance;
*   Not expecting to take credit for the improvement in others; and
*   An enjoyment for working with people (Fleming & Taylor, 2003:17; Robertson, 2001:31).

Cope (2004:23) highlights the attributes of a coach as being:

*   Truthful;
*   Responsive;
*   Uniform (consistency);
*   Safe (confidentiality):and
*   Trained.

2.2.3 Definition – Mentoring

The term that is most frequently used in the same breath as, and often mistaken for coaching, is mentoring. It would be appropriate, in the light of this to comprehensively deal with mentoring, in order to underpin and reinforce the definition of, and discussion on coaching.

The word mentor has its roots in Greek mythology and was first mentioned in Homer's epic poem, *The Odyssey*. Odysseus, king of Ithaca and hero of the tale, entrusted the education of his son, Telemachus, to his old friend, Mentor, while Odysseus was away from home fighting in the Trojan War. The goddess, Athene, in the guise of Mentor, became the advisor, guide, sponsor and tutor of Telemachus and so the word mentor became part of our language to mean a wise and trusted counsellor and teacher (Megginson & Clutterbuck, 1995:28). Mentoring is probably one of the oldest (and most successful) forms of human development, dating back to the Palaeolithic era, when those with very specialised talents and skills such as healing or the making of stone tools instructed younger people in these ancient, but essential arts (Chamberlain, 2001:1).

Clutterbuck (2004:3) states that the holistic nature of mentoring sets it apart from other learning or supporting interventions, including coaching. This is due to the fact that the mentor provides a very different form of support which is based on reflective learning and is akin to pastoral care. This is echoed in another sense where it is stated that mentoring is about the "whole person and the big picture" (Cranwell-Ward *et al*, 2004:45 as cited in Clutterbuck & Megginson, 2005:16). Megginson & Clutterbuck (1995:30) note that mentors "focus on the individual developing through their career or life." Another definition of mentoring is that of Downey (2002:23), who notes that "the mentor is someone – usually more senior or more experienced – who is appointed or chosen to help or advise another

employee" (also see Noe, 1990:238). Rosinski (2003:5) summarises the roles and responsibilities when he states that "mentors talk about their own personal experiences …… with experience, any leader can act as a mentor and proffer advice."

There is frequent mention made of the age and other attributes of the mentor. Rogers (2004:24) refers to the "overtones" that the "older and wiser mentors" will be in a position to impart to the protégé, while acting as a "patron."

It would be appropriate at this point to briefly sketch the differences between coaching and mentoring, given the comments made about the perceived similarities between the two concepts. Clutterbuck & Megginson (2005:17) describe the differences as follows (but do add the qualification that these differences may not be agreed with by everyone):

- Mentoring is concerned with career self-management, while coaching is focused on a form of performance change.
- Mentoring involves the giving of practical advice (not immediately), while coaching looks to providing the protégé with priorities and action plans.
- Mentoring looks to expanding the networks of the protégé, while coaching focuses on the immediate context of the work environment.

Meyer & Fourie (2004:6) summarise the difference between mentoring and coaching as being an achieving of performance today (coaching) as opposed to tomorrow (mentoring). Coaching is required to assist an individual to perform so that the organisational goals are achieved, while mentoring ensures that the individual and management are developed on an ongoing basis to ensure that the performance of the organisation is

maintained and improved over the long term (also see Dove, 2006:13; Sheppard *et al*, 2006:4).

It should be said that it is generally accepted that the enhancing of the value of one over the other reduces the value of both (Clutterbuck & Megginson, 2005:17) and it would therefore seem that utilising both of these developmental techniques together, where appropriate, will be most beneficial. Hattingh, in a recent article, states that "combined, these practices not only provide a powerful way to increase performance and effectiveness, but also tend to have a positive effect on the entire employee body …" (Sunday Times, 14 September 2008).

2.2.4 Definition – Other Developmental Relationships

Training and development is often seen as the solution to correct all the ills in the organisation and that these will be a panacea for the problems of dealing with change in the organisation and dealing with the lack of knowledge, skills and abilities of the individual. Training can be defined as the process whereby the organisation provides skills to employees in order that they can carry out their tasks and duties more effectively (Meyer & Fourie, 2004:7). Erasmus *et al* (2005:324) ask the very pertinent question "Does the conventional pattern of education and training provide the skills and ethos that make public officials competent to discharge their professional responsibilities?" Their answer is a very definitive no and they then advance the following three reasons:

- There is an assumption that knowledge that is imparted through traditional or formal teaching is retained over the long-term;
- Traditional training programmes focus on the inputs in the teaching process and not the outputs, whether teaching has taking place. It is

the contention of the researcher that the outcomes, namely the impact, should also be evaluated in the process; and

- Traditional teaching is not able to respond and react to new challenges and opportunities, given the study materials, the evaluation and assessment (Erasmus, *ibid.*).

Given these reasons, it is clear that a new and dynamic form of knowledge and skills transfer is required in the workplace and this is where coaching can fill the vacuum of inadequate, non-responsive or non-proactive training and development programmes.

Empowerment is another term which is frequently used when discussing the growth and development of an individual. Empowerment, according to Fleming & Taylor (2003:27) involves "giving individuals responsibility and authority for making decisions at their own level." This then allows an individual to take more control of "what" they do as well as "how" they carry out their responsibilities (also see Robertson, 2001:43). Davids *et al* (2005:21) highlight particular characteristics of empowerment, which they view as a building block of people-centred development in South Africa:

- There is a degree of personal development;
- Empowerment must be an internal process, but can be enhanced by external support;
- The process requires that the individual progresses from an inner awareness to action ("doing"):
- There is an improvement in the individual, the organisation and the group; and
- This is a collective process in that individuals work together to achieve a great goal and objective.

One should also, at this point, define responsibility, authority, as well as accountability in order to place the definition of empowerment into context (the following definitions are all taken from the South African Concise Oxford Dictionary, 2002):

- Responsibility – a thing which one is required to do as part of a job, role, or legal obligation.
- Authority – the power or right to give orders and enforce obedience …… the power to influence others based on recognised knowledge and expertise.
- Accountability – required or expected to justify actions or decisions.

Consulting, which is also considered to be a form of development relationship, requires that a relationship is developed between the client and the consultant to provide a very specific and specialised service to assist the client to find a solution to a workplace-related problem or issue (Meyer & Fourie, 2004:8). The authors note that a transfer of knowledge is not necessarily expected from this process.

There are other areas of assistance which are given to an individual which also require definition. Fleming & Taylor (2003:24) provide the following definitions:

- Advising – giving opinions and information;
- Instructing – teaching and informing others; and
- Counselling – encouraging someone to take responsibility for a problem or for improving a situation. Meyer & Fourie (2004:7) that in counselling it is a two-way relationship which assists the individual to surmount particular problems which might be hampering their work performance.

The focus of this research is related specifically to coaching and the coaching environment and the advantages, benefits and increased skills and competencies which stem from this relationship. An aspect which should not be lost sight of is that all of these developmental relationships to which reference has been made in the preceding paragraphs are interrelated and that a good leader or manager would be looking to try and incorporate and utilise all these management and behavioural tools (Meyer & Fourie, 2004:8).

2.2.5 Types of Coaching

There are many forms of coaching and this plethora has led to confusion amongst the practitioners (Vickers & Bavister, 2005:22). Vickers & Bavister (*ibid.*) set out the various types:

- Life coaching – this coaching is for those people who have issues that they would like to resolve, such as earning a bigger salary or meeting a life partner (McDermott & Jago, 2005:10; also see Wikipedia, 2007).
- Executive coaching – this form of coaching is focused on business-related issues, such as leadership, strategy, team-building and change management (Pretorius, 2007:62). Executive coaches generally have experience of working at a senior managerial level (also see O'Neill, 2000: 15).
- Corporate coaching – unlike executive coaching which focuses on an individual, corporate coaching deals with the whole organisation. This might include teams of coaches who would need some in-depth of the organisation, its culture and the systems and procedures within that organisation.
- Business coaching – these coaches usually work with the owners of businesses, from small, medium and micro enterprises. This form of coaching would look to assisting the owner of the business with

business planning, marketing plans and the like and would fulfil a number of different roles such as consulting and mentoring as well (Wikipedia, 2007).

- Performance coaching – this type of coaching would be done mainly by managers as they provide coaching for their personnel to assist them to overcome specific issues which might affect their effectiveness and productivity (also see Sheppard *et al*, 2006:5).
- Specialist coaching – coaches who deal with this type focus on very specialised areas such as time management, relationships, assertiveness, etc. While many adhere to the principles of coaching (see *infra*), others take a more directive approach as set out in section 2.5 *infra* – Models of Coaching.
- Career coaching – this form of coaching is a form of specialist coaching, it looks to address issues of job satisfaction and career management often utilising tools and instruments to assist them, and their protégé in this process.

Wikipedia (2007) has a slightly different view of the types of coaching and describes, in addition to the similar types, the following:

- Team coaching – here there is a focus on improving the performance of the team functions through the coach observing the performance of the team, assessing and evaluating the strengths and weaknesses and then developing a plan to deal with the issues (also see Dove, 2006:6; Somers, 2008:145).
- Organisational coaching – this would appear to be very similar to the team coaching approach, but in this instance, rather than the tasks and duties of the team being addressed, this form of coaching looks to the achieving of the organisational goals and objectives through improving the skills of the individual or the team.

- Systematic coaching – this coaching intervention sets out to deal with the effectiveness or otherwise of human systems. The systematic coach investigates and evaluates the functioning of the system (system diagnosis) as well as the goals and objectives (systemic goalwork) and then coaches the members of the team to achieve the individual and team goals. This form of coaching can also include individual coaching.

- Dissertation coaching – the coach in this instance has a very specific goal and objective, namely the assistance and guidance of a graduate student, usually a PhD. student, in the areas of research and writing of a thesis or dissertation. Many students struggle in this area, due to personal and academic problems, and the dissertation coach is able to support the student to submit work on a regular basis.

- Ontological coaching – the focus of this form of coaching, which can be equated to life and executive coaching, is on changing and expanding the world view of the individual and team and in so doing, enabling them to take action based on their new beliefs and values.

Clutterbuck (1998) states that a coach adopts one of four main styles as his/her coaching approach. These are based on the axes of Directive/Non-directive and Extrinsic Observation and Intrinsic Observation and have as a common element the concept of reflection on experience (Clutterbuck & Megginson, 2005:52). This can be diagrammatically shown as follows:

Figure 1: Coaching Styles (Clutterbuck & Megginson, 2005:52)
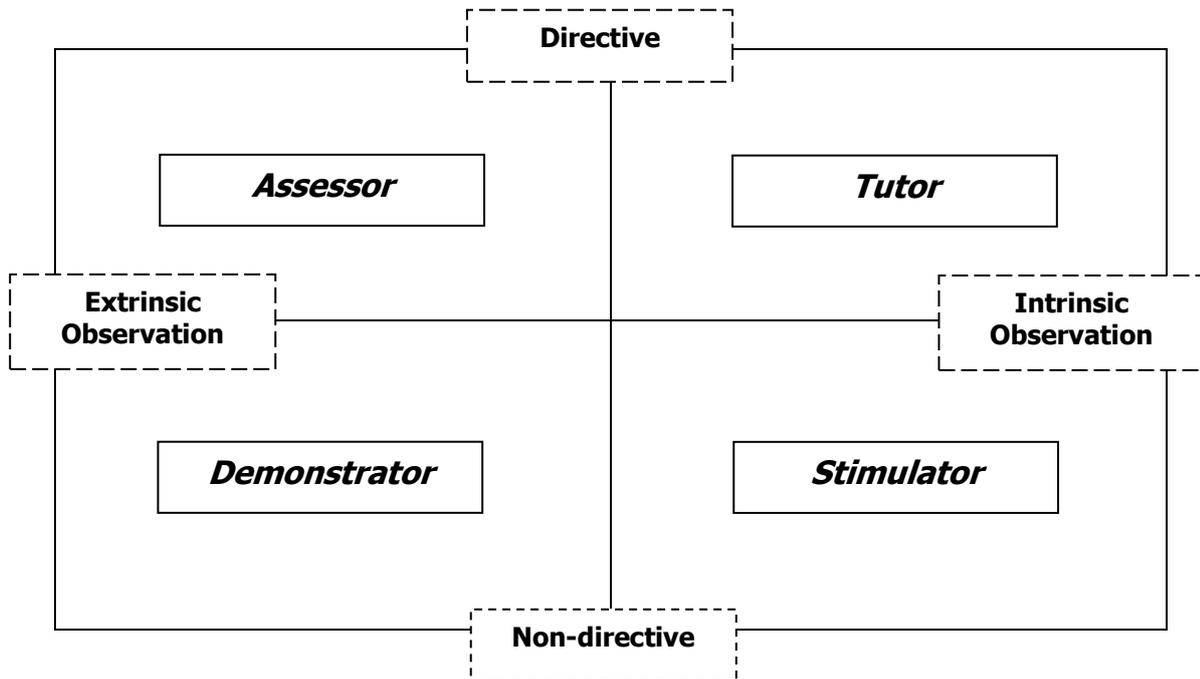
The four coaching styles can be described as follows (Clutterbuck & Megginson, 2005:52):

1. Assessor – this is a very directive styles and is similar to an instruction which is given to the protégé, together with feedback by the coach.

2. Demonstrator – this is a less directive style, but emphasises that the protégé must observe the coach, who will provide feedback on the effort of the protégé to duplicate or emulate the coach.

3. Tutor – there is still a measure of direction given to the protégé as the coach still makes suggestions as to specific areas of which the protégé must be aware.

4. Simulator – this approach requires that the protégé teaches him-/herself through the coach guiding them through skills-related questions.

There is no ideal style of coaching, given that a manager may need to utilise any of these styles. This would be dependent on two factors relating

to the protégé, namely the capability and the motivation to learn of the protégé (Clutterbuck & Megginson, 2005:53). A person who has limited or low capability and a low motivation to learn will need to coached using a an assessor style, being instructive, while the person with the opposite attributes, namely a high capability and a high motivation to learn will respond positively to the stimulator style.

2.3   The History of Coaching

It is however important that we briefly look to the origin of the word "coaching" and the definition and derivation of the concept. It is also important to review the manner in which coaching has made such an impact on the world of work, both in the public and private sectors.

The term "coaching" appears to have its origins in the knowledge and skills required to control a horse-drawn carriage (Wikipedia, 2007). The word derives from the French word *coche* and derives originally from a small town in Hungary called Kòcs where the first coach was built in the 16th century (Vickers & Bavister, 2005:17). As language evolves in the face of new technology (think of the impact of computer-speak in our lives today), it was not long before the noun "coach" became the verb "to coach", describing the transport of people from one place to another. And then, as language would have it, the term became part of the lexicon of English universities, describing a teacher or tutor who assisted or "carried" students through their studies and examinations (Merlevede & Bridoux, 2004:6; also see Pretorius, 2007:1).

The sporting connection came to the fore in the late 19th century, especially in America, as college students made use of coaches to assist them to improve their prowess. And then, in 1974, Tim Gallwey in his book *The Inner Game of Tennis* put forward the radical approach that the best way to improve the performance of sportsmen and sportswomen was not to offer

advice or tell them what to do, but rather to challenge and confront them to analyse and solve their own problems and difficulties (Wikipedia, 2007). This would be done through a series of questions that would enable the person to learn from their own experiences (Vickers & Bavister, 2005:17; McDermott & Jago, 2005:17).

From this sporting foundation, it was not too long before the corporate world saw the benefit of coaching and embraced the concept as part of the management tools available to improve the technical knowledge, skills and competencies of employees at all levels of seniority within the organisation. At the same time, they were able to offer generalised motivational or inspirational advice.

It is also necessary to look to the various stages of management science over the past 100 years or so in order to understand and appreciate the role that coaching plays in an organisation today (see Figure 2).

Figure 2: Development of Management Science: From Management to Coaching (Meyer & Fourie, 2004:20)

	Management (from 1900's)	
Coaching (from 2000's)		Strategic Management (from 1960's)
Mentoring (from 1990's)		Leadership (from 1970's)
	Total Quality Management (from 1980's)	
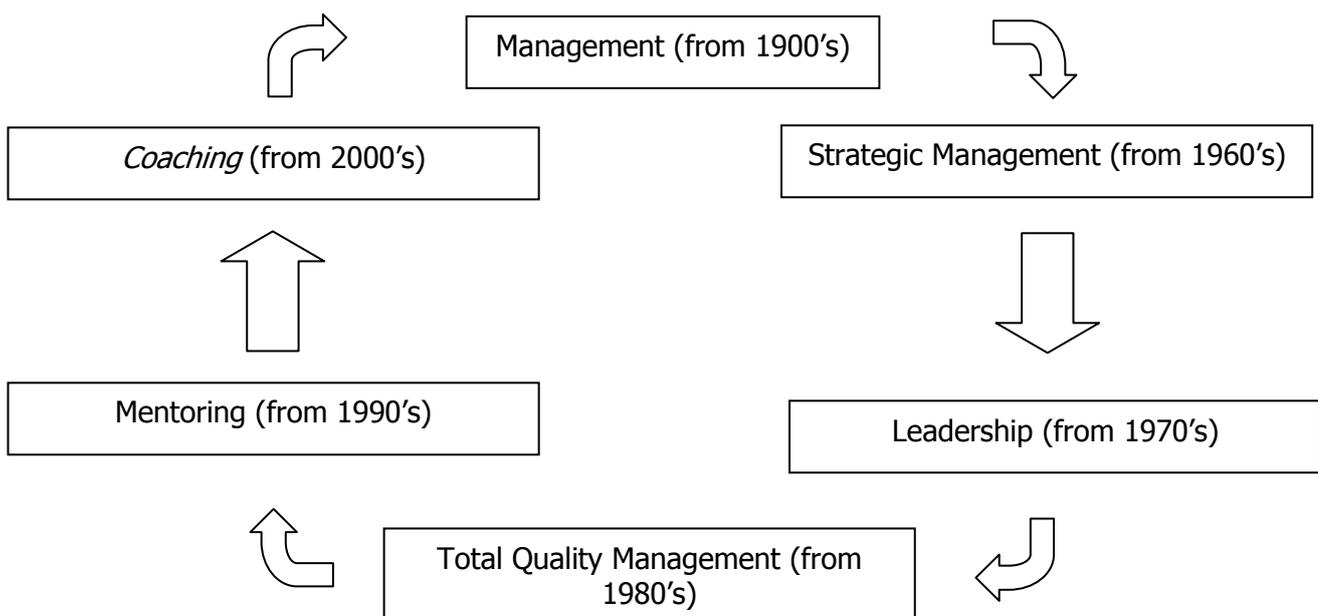
This history and development of management science is interesting as it covers many of the key time periods in the commercial, industrial and financial growth of the world economy (Meyer & Fourie, 2004:20). The growth and development of the industrial revolution, which had started in the late 18th century and had reached a high point at the start of the 20th century (Wikipedia, 2007). It was during this time that the study of management came to the fore and then, after the Second World War (1939 – 1945), a greater focus on a longer-term approach. Strategic management techniques were then used by organisations to enable them to look to scanning the environment. The 1970's and 1980's brought a realisation to organisations that they would need to look to the right leaders (1970's) and the application of Total Quality Management (1980's) to provide direction and focus (Meyer & Fourie, 2004:21).

Since then, organisations have realised that with the ever-increasing responsibilities of the manager, it is not possible for the manager to gain all the necessary knowledge and skills through training and development programmes (Meyer & Fourie, 2004:21). Organisations have now recognised the role, function and importance of mentoring and coaching as tools and techniques to assist with the growth and development of the leadership potential of managers (mentoring) and to help those managers to perform more effectively and efficiently (Meyer & Fourie, *ibid.*). It is interesting to note that in a survey conducted in 2004 by Right Management Consultants (Philadelphia, USA.) found that 86% of the organisations surveyed used coaching as a tool to hone the skills and competencies of individuals who had been identified as potential future leaders in those organisations (Gmeiner, 2008: 33).

Thus, it is clear that management in all organisations have had to have a serious rethink about learning and development in the organisation in order

to achieve this alignment of purpose in an organisation. Clutterbuck (2003) sets out two main trends that have brought this about:

1. The increasing complexity of and rapid change experienced with executive management which results in those who stop learning become less and less relevant; and

2. The increased use of performance measurement which highlights areas of weakness or for development as the researcher prefers, and which allows there to be a frank and open discussion between the individual and his/her manager.

These issues are echoed by Wall (2007:88) where he states that "power and authority are not enough in themselves to endow leaders with real influence over the workforce" and then goes on to show how emotional intelligence can and should play an important role in the workplace.

It can be argued that there is a need for emotional intelligence in the workplace and that this is the new direction in which managers should be directing their efforts in dealing with their personnel. Daniel Goleman, who brought Emotional Intelligence (EQ) into popular usage, focuses on the need for emotional intelligence at work and leaders with empathy are able to understand the needs of their personnel and to provide them with constructive feedback. Wall (2007:15) refers to the "powerful role [emotional intelligence] plays in the workplace", Aiken (2008) states that "coaching revolves around Emotional Intelligence – values and beliefs, self esteem, purpose in life and emotional fluency."

There has been a major change in the manner in which managers deal with their personnel – from strict control to developing the staff to ensure an increase in competency and a greater ability to deliver a quality service.

2.4 The Theory of Coaching

There are a number of ways in which a person can help another person. A gentleman will open the door for his companion, a Boy Scout will help an old lady across the road, a teacher will help a student to solve a problem and a coach will help his/her protégé. One cannot, however, equate these situations as they are inherently different and as one has seen from these situations, coaching is but one of the ways in which a person can help an individual.   The particular "help" that is provided is dependent on two factors (Fleming & Taylor, 2003:23):

1.   The issue – is it a performance issue or an issue of a personal nature?
2.   The style or method used or adopted – is the individual told what to do, or are they encouraged to solve a problem by themselves?

Fleming & Taylor (2003:23) set out the different methods of assisting an individual by viewing these in a matrix (Figure 3), using as the axes, personal and performance issues and an enabling and directive environment to determine the type of assistance given to the individual.

Figure 3: Types of Helping Skills (Fleming & Taylor, 2003:23)
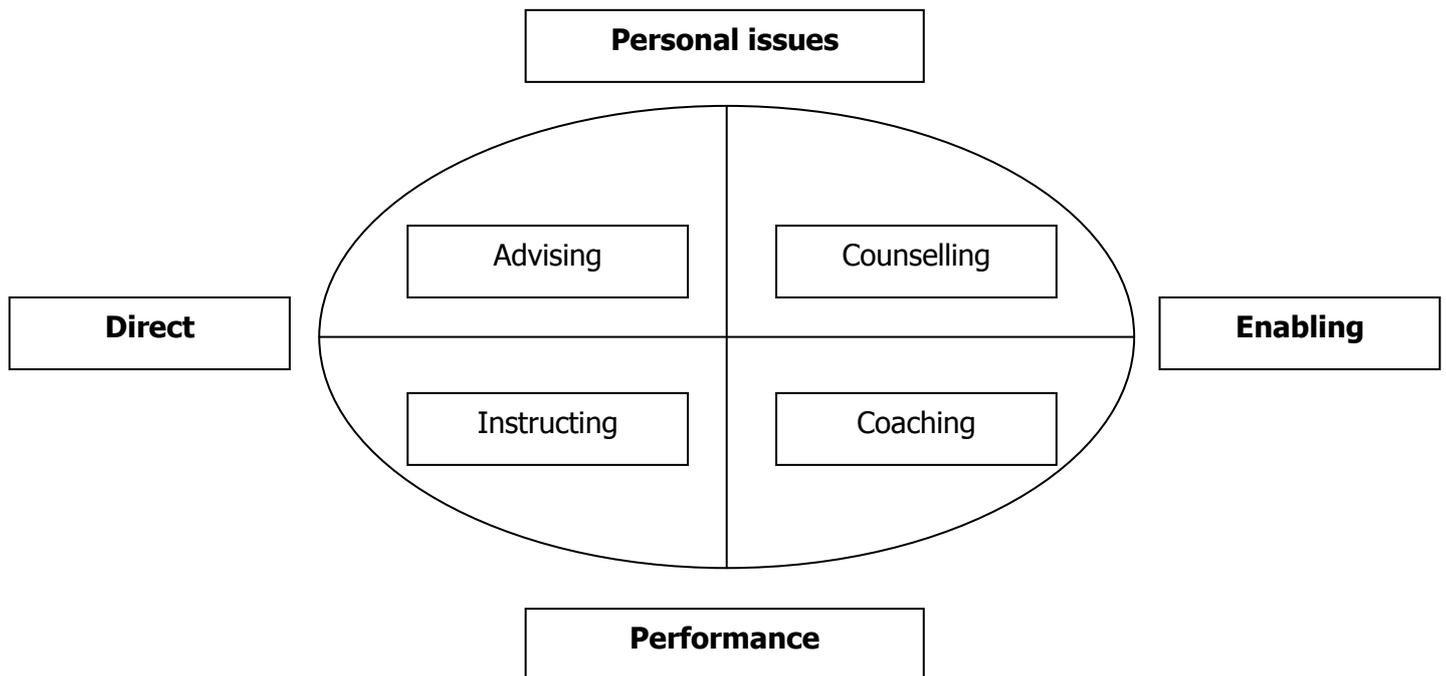
The basic principle of coaching is to take the protégé in his/her present state and bridge the gap between that state and the state that the protégé would like to achieve (Vickers & Bavister, 2005:3).

The discussion thus far has focused on the coaching of an individual. It must be stated that coaching can equally be relevant for, and beneficial to a team of people (Vickers & Bavister, 2005:42 and Fleming & Taylor, 2003:79).

"Our people are our most important asset" is, notwithstanding the cynicism with which many employees view this statement, not a trite phrase, but a very fundamental truth. People make up the organisation and it is through them that the organisation becomes a well-oiled, functional machine which has a strong customer focus and which is dedicated to strong service delivery.

In the previous paragraph, therefore, the three fundamental issues which underpin coaching come to the fore:

- Firstly, the organisation with its specific needs and requirements;
- Secondly, a position which has particular demands and possibilities; and
- Thirdly an individual with knowledge, skills and abilities. The ideal situation in the workplace today is that these three are aligned and are working together to achieve the overall goals and objectives of the organisation.

Organisations are recognising the benefits and advantages of coaching in the workplace today. Coaching is seen as benefiting the individual, the teams of people who are coached, the coach and the organisation as a whole (Foster & Seeker, 1997:14; McDermott & Jago, 2005:11; Robertson, 2001:19 *et seq;* Pretorius, 2007:8). Fleming & Taylor (2003:10 *et seq.*) set out these benefits as follows (for ease of reference, this information has been set out in tabular form – note the upper level refers to the benefits for the person – the coach and the individual, while the lower levels reflects those for the group – the team and the organisation):

Table 1: Benefits of Coaching (Adapted from Fleming & Taylor, 2003:10 *et seq.*)

Coach	Individual
1. Closer relationships are developed; 2. New ways of assisting people are discovered; 3. Greater insight and ability is gained through the feedback; and 4. He/she "gains" through seeing people grow and develop.	1. Gain from those you know and trust; 2. Learn at your own pace and from a one-to-one relationship; 3. Have an input over what and how you learn; 4. Develop those skills needed for your present as well and future jobs; 5. Use the experience of those who have "done it before" and learnt from their mistakes; 6. Will not be embarrassed if a mistake is made; 7. Can transfer the learning to a situation that is faced by the individual; and 8. There is ongoing learning and developing.
Team	**Organisation**
1. The team becomes clear about its goals and objectives; 2. People can be focused on the correct direction to take in a particular situation; and 3. The skills level of all the members of the team is raised.	1. Coaching brings individuals closer together, while there is the sharing of knowledge, skills and experiences; 2. There is learning from real work-related situations; 3. There is a cost-saving as time (and money) is saved in not having personnel attending courses and workshops; 4. The transfer of learning is aided in the work situation; 5. It is a very cost-effective manner of developing personnel; 6. There is a climate of continuous learning, support and ownership; and 7. There is an improvement in the quality of work – which will lead to an improvement in the service delivery and, where the organisation is profit-driven, an improvement in the overall profitability.

Organisations see coaching as a more cost-effective manner of skills transfer and developing staff as it allows for a focus on specific area, especially with staff who have already attended a variety of training courses and programmes (Vickers & Bavister, 2005:5). The authors (*ibid.*) then list the benefits as:

- Increased business performance;
- Rapid staff development;
- Improved retention of key staff;
- Superior productivity and customer service;
- Better motivation and deeper commitment to the company [organisation]; and
- Enhanced leadership capabilities.

Lucas (1994:5) provides further reasons for the use of coaching in the workplace:

- Costs and turnover can be reduced where morale and productivity problems can be prevented through coaching;
- There will be improved quantity and quality of work where the knowledge, skills and attitudes of employees are enhanced through coaching, leading to the improvement of the effectiveness of a department;
- Change and turn-around strategies can take place more quickly;
- There can be a more continuous supply and distribution of information, technology and role-modelling;
- Interpersonal relationships can be improved and have a positive impact on the performance of the employees;
- There is more focussed communication which leads to fewer misunderstandings and misinterpretations;
- There is increased attitude, co-operation and teamwork;

- Greater empowerment, with an increased level of respect is achieved;

- The issues relating to inter-cultural understanding can be addressed;

- There are higher levels of creativity and innovation when seeking solutions to problems;

- The ability of employees to solve problems can be improved through the help and assistance that they would receive from their managers of supervisors;

- There if a focus on solutions rather than the problems when one is dealing with problem-solving;

- There is a reduction in the number of disciplinary hearings;

- There is a better return on the knowledge and teaching; and

- The goals of the employees can be achieved more easily as there is regular feedback to those employees.

Meyer & Fourie (2004:11) provide an exhausting list of benefits for both coaching (and mentoring), most of which have been dealt with above. They then couple this list to the statement that before embarking on a coaching programme, it is necessary for an organisation to first identify the reason for this intervention in order that there is a clear and defined focus for the approach that is to be followed. They also provide a series of questions (*ibid:*14) which should be asked by the organisation to assess its readiness for coaching. Fleming & Taylor (2003:8) approach the question slightly differently, looking at the issues by asking why coaches are necessary. They answer this question by stating that:

- The pace of change in the workplace today requires that a manager must produce results more quickly than was the case before;

- The traditional methods of management (e.g. organising and controlling) are no longer effective today;

- Personnel want more reward and recognition from their work;

- There a paradox in the manner in which managers manage their time in that in order to create more time for themselves to attend to their duties and responsibilities, they must invest time in the development of their personnel; and

- The managers require a belief that their personnel can achieve whatever they believe is possible and they (the managers) must constantly raise that level of belief.

Fleming & Taylor (2003:*ibid.*) state that the final point above contains, for them, the First and Second Rules of Coaching.

One of the other issues that comes to the fore when deciding on a coaching programme in the workplace is who should be coached. There are three types of personnel that traditionally are seen as being the protégés in the coaching environment:

1. New starters – coaching new employees, in addition to providing them with training and development programmes and courses will provide them with the basic skills to attend to their duties and responsibilities (also see Pretorius, 2007:8);

2. Current employees – these individuals or groups who require, or would benefit from a programme to improve their existing performance; and

3. People the manager wishes to develop – in some instances, coaching is a better option as suitable programmes and courses may not be readily available (Fleming & Taylor, 2003:9).

The issue of the age of the coach and the protégé is often raised as being a problem, given the advancement of young, well-qualified persons entering the workplace today (Levinson *et al*, 1978; and Chamberlain, 2001:3). This can then lead to a situation where the coach is younger than the protégé. It should be stated that age should not be a deciding factor at all in the

coaching environment and, if properly managed, a younger person can coach an older person (Fleming & Taylor, 2003:9).

The discussion thus far has been on a broad overview of the individual, the team and the organisation. David Clutterbuck, one of the internationally-recognised and most prolific writers on coaching and mentoring, advocates the creation of a coaching culture in an organisation in the book which he co-authored with David Megginson (2005:3). The effect of this is that there is radical shift in the manner in which personnel approach their roles and responsibilities, how they deal with colleagues and management in the organisation and they manage systems, processes and procedures in the organisation.

Clutterbuck & Megginson further state (2005:4) that creating this coaching culture has a major impact on three aspects, namely on strategy, performance (individual, team and organisational) and enablers or influences of performance (communication, staff attitudes, knowledge management and financial awareness).

The authors then set out the consequences of not creating this coaching culture in an organisation:

- The organisation will not be able to respond and react to changes in the market or with the competition;
- It is possible that, if the culture has not been created, changes to systems and processes which must be implemented in the organisation do not become embedded;
- There is always the risk of very talented personnel being poached away from the organisation to other organisations where they will receive more support and challenge in the work environment;

- A coaching culture creates a forward-looking ethos and will bring to an end the emphasis on the past; and

- There is always the risk that the personnel in an organisation do not grow and develop and keep pace with the growth of the organisation (Clutterbuck & Megginson, 2005:12).

2.4.1 Coaching Methods

It would seem that the best and only manner to coach an individual is through a face-to-face approach. It should be said that this is not the only way to achieve the ideal results from the coaching relationship (Vickers & Bavister, 2005:57). Coaching can also be done using the modern technology that is available today – telephone coaching, internet coaching and e-mail (also referred to as email) (Vickers & Bavister, 2005:58).

2.4.2 Coaching as a Management Style

It is clear from a perusal and study of the books and journals relating to management practices that managers and supervisors are having to take on more of the human resource functions traditionally left to specialist departments or individuals (Ellinger, *et al*, 2008:240; Robertson, 2001:14). It is also clear from this literature study that managers are assuming various roles, in addition to their managerial functions, such as coaches, mentors and trainers (*ibid.*). This has given rise to the increased use of the phrase "manager as coach", although Goleman (2000:79) has indicated that there are not many managers who have taken on this role at this time.

It must also be said that over the past number of years the role and function of the manager has changed considerably (Vickers & Bavister, 2005:46). The manager who just controls his personnel with an iron fist

has given way to the manager who now seeks to develop and empower his/her personnel.

This new role of the "manager as coach" can be described in four elements or aspects of managerial behaviour:

1. The manager should communicate openly with others;
2. The manager needs to take a team rather than individual approach to tasks;
3. The manager must value the individual rather than the task; and
4. The manager must accept the ambiguous nature of the workplace (Ellinger *et al*, 2008:241).

Goleman *et al* (2002:53) have identified that the most effective leaders utilise six very distinct approaches to leadership, which they are able to switch according to the situation or circumstances. The six approaches are:

1. Visionary;
2. Coaching;
3. Affiliative;
4. Democratic;
5. Pacesetting; and
6. Commanding.

They then go on to state that approaches 1 to 4 create a resonance which can boost performance, while approaches 5 and 6 generate dissonance (Goleman *et al,* 2002:54). They define resonance as when a leader drives the emotions of his followers positively to achieve the best possible results (Goleman *et al,* 2002:5). When, on the other hand, the emotions are negatively driven, leaders create dissonance which undermines the

emotional underpinning of the successes of the followers (Goleman *et al*, 2002:6).

Vickers & Bavister (2005:46) echo these approaches except that they substitute an Authoritative approach for a Visionary approach ("… motivates people to achieve a vision …").

There are however cautionary notes which sound when discussing coaching and management styles or approaches. There is a school of thought that believes that these two concepts are incompatible (Downey, 2003:37). This is based on an opinion that that a manager holds a position of power in the manager-subordinate relationship and this can lead to a potential conflict of interest. The reason is that the manager plays a role in the career planning and reward processes in the organisation and the subordinate, who is also the protégé, may be reluctant to fully express him-/herself.

It should be highlighted at this point that not every manager can or should be a coach. Many managers who are asked to coach their personnel are ill-prepared for this responsibility and while they have all the necessary managerial and interpersonal skills, they lack the ability to facilitate an improvement in the performance of the individual member of staff (Thompson, 2008: 23). As the author states, "management is an assignment and coaching is a choice."

On the other hand, managers can and should adopt a coaching approach in their management style and utilise coaching skills to obtain the best results from their personnel (Vickers & Bavister, 2005:47). There are managers who believe that they can alternate between wearing their management and coaching "hats." It does however appear that this approach will not easily work and will not be readily accepted by the protégé (Vickers & Bavister, 2005:48).

An interesting management approach to assist in the implementation of coaching in an organisation is put forward by Clutterbuck & Megginson in their seminal book *"Making Coaching Work"* (2005) is the creation of a coaching culture in that organisation. The authors quote (on page 19) from an article by Sherman and Freas that appeared in the Harvard Business Review (2004) – it is appropriate to quote the relevant section in full:

When you create a culture of coaching, the result may not be directly measurable in dollars. But we have yet to find a company that can't benefit from more candor, less denial, richer communication, conscious development of talent, and disciplined leaders, who show compassion for people.

The authors, having examined a wide variety of sources and organisations, have developed a coaching culture model which comprises six areas with four descriptions for each of these (Clutterbuck & Megginson, 2005:28):

1. Coaching is linked to business drivers:
    1.1. Integrate coaching into strategy, measures and processes;
    1.2. Integrate coaching and high performance;
    1.3. Coaching has a core business driver to justify it; and
    1.4. Coaching becomes the way of doing business.
2. Being a coachee [protégé] is encouraged and supported:
    2.1. Encourage and trigger being a coachee;
    2.2. You can challenge your boss to coach;
    2.3. Extensive training for both coach and coachee; and
    2.4. External coaches used to give coaches experience of being coaches.
3. Provide coach training:
    3.1. Integrate coach training for all;
    3.2. Coaches receive feedback on their use of coaching;

3.3. After their training coaches are followed up; and

3.4. Coaches are accredited, certificated or licensed.

4. Reward and recognise coaching:

4.1. People are rewarded for knowledge sharing;

4.2. Coaching is promoted as an investment in excellence;

4.3. Top teams are coaching role models (who seek and use feedback); and

4.4. Dedicated coaching leader.

5. Systematic perspective:

5.1. Assume people are competent;

5.2. Organic, not process-driven;

5.3. Initiatives decentralised; and

5.4. Constructive confrontation.

6. The move to coaching is managed:

6.1. Senior group manages move to coaching;

6.2. Line takes responsibility for coaching culture;

6.3. Integrate coaching and culture change; and

6.4. Coaching supports delegation and empowerment (also see Phillips, 1996: 30).

A final comment in this section relating to coaching as a management style is provided by Meyer & Fourie (2004:30) where they set out the coaching roles of a manager as being:

- Planner;
- Organiser;
- Leader;
- Developer;
- Motivator;
- Networker;
- Supporter; and

- Adviser.

It is clear from this description that the manager is not only focused on achieving the goals and objectives and performance targets of the organisation, but should also be focused on the assistance and development of his/her personnel through the process of coaching. Sheppard, *et al* (2006:3) crisply state the purpose of coaching as a management competency when they state "Ultimately, coaching others makes your life as a manager easier."

It should be said that it cannot be expected that the manager should embark on this role and responsibility of a coach purely on the basis his position. In many instances, while they have all the necessary skills and competencies to be a very good manager, they do not necessarily have the skill or competency to undertake this all-important task and duty of a coach. Traditionally coaching was regarded as one of the minor responsibilities of the manager, but over the past two decades, and has been noted above, coaching has become all the more important in the activities of the manager (Bennett & Minty, 2007:56). The authors argue very strongly that an integrated training programme should be initiated to prepare and support the manager in his/her role as a coach.

2.5   Conclusion

This chapter has described, compared and set out a broad overview of coaching, describing a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship were described and defined, while definitions of mentoring and other developmental relationships were also provided.

The following chapter will describe, compare and set out a broad overview of coaching, describing a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship will be described and defined. The types and methods and models will be given, followed by the steps in the coaching process. Finally, the problems and pitfalls will be set out in this chapter.

CHAPTER 3
COACHING – MODELS AND APPLICATION

3.1   Introduction

The previous chapter described, compared and set out a broad overview of coaching, describing a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship were described and defined, while definitions of mentoring and other developmental relationships were also provided.

This chapter will focus on describing, comparing and setting out a broad overview of coaching, describing a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship will be described and defined. The types and methods and models will be given, followed by the steps in the coaching process. Finally, the problems and pitfalls will be set out in this chapter.

The issues raised in this chapter will then be used to conceive, plan and design a coaching model as an approach to improve service delivery in the public sector.

3.2   Models of Coaching

It is clear from the definition of coaching (see 2.2.1 - Definition – Coaching, *ibid*) that coaching is clearly linked to performance management. Performance management is an ongoing, continuous process which must incorporate inputs, outputs and outcomes (Foster & Seeker, 1997:7 and Wall, 2007:100).

It should be said that there is no right or wrong way of coaching, but the collaborative approach is seen as a best practice. Vickers & Bavister

(2005:18) set out two basic approaches. The first is known as the co-active model as described by Whitworth *et al* in *Co-active Coaching: New Skills for Coaching People towards Success in Work and Life*. There are four main cornerstones to this approach:

1.   The client [protégé] is naturally creative and resourceful;
2.   Coaching addresses the client's [protégé's] whole life;
3.   The agenda is set by the client [protégé]; and
4.   The relationship is a designed alliance.

 It should be said that this approach is not one which finds general acceptance, this being due to the fact that it is premised more on the process, rather than solutions (Vickers & Bavister, 2005:18).

The second approach is focused on a directive versus a non-directive approach where, in the case of the former, the coach provides the solutions to the problems of the protégé, while in the latter instance the coach draws out the solutions from the protégé. This approach can be diagrammatically shown as follows:

Figure 4: Directive and Non-Directive Coaching (Vickers & Bavister, 2005:19)

Directive/Non-Directive Coaching

Directive	Non-Directive
Telling, training, teaching	Listening, questioning, challenging
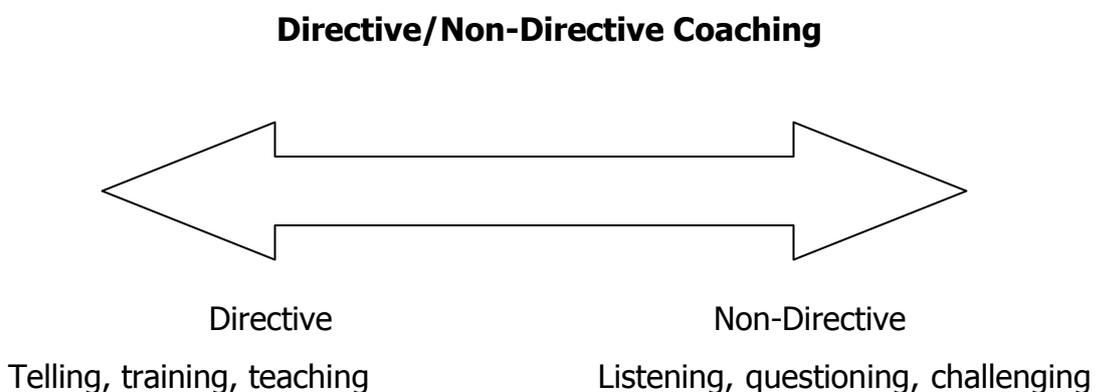
Another model which is often used is the GROW model (Vickers & Bavister, 2005:94; also see Dembkowski *et al* 2006:83). The acronym stands for:

- **G**oal – the setting of clear, specific goals which prevent the coach and protégé from straying from the overall objectives;
- **R**eality – the coach must ascertain what the current reality of the protégé is by obtaining objective information about him/her by asking What, What, When, Where and When questions;
- **O**ptions – the purpose of this section is to identify as many solutions to particular issues or problems, without considering the quality of the options; what is important is the quantity; and
- **W**hat will you do – in this final element of the GROW model, the protégé makes a decision about the best option is selected and then prepares an action plan for the implementation of the option (Robertson, 2001:39 notes that another author, Landsberg, uses the phrase "wrap-up", while Stevens, 2008:108 uses the word "will").

This coaching model will form the basis of the model which the researcher has designed for utilisation by public sector managers to assist in the improvement of the performance of individual public sector employees (see Chapter 5 – A Coaching Model for the South African Public Service).

Sir John Whitmore, in his classic book on coaching, *Coaching for Performance* (1999), set out nine questions that can be asked to support the protégé in coming to a decision when considering the various options:

1. What are you actually going to do?
2. When are you going to do it?
3. Will this action meet your goals?
4. What obstacles might you meet along the way?
5. Who needs to know?

6.   What support do you need?

7.   How and when are you going to get that support?

8.   What other considerations do you have?

9.   On a 1 – 10 scale, what degree of certainty do you have that you will carry out the actions agreed?

These are largely echoed by Cope (2004:224 *et seq.*) where he sets out the pre-coaching questions under the following headings:

- Client (questions that the protégé should ask him-/herself);
- Clarify (what are the issues that might prevent the coaching from being successfully completed);
- Create (the solutions);
- Change (what needs to be done);
- Confirm (what is the evidence of the problem);
- Continue (has it been tried before and what might make the protégé to revert to old habits); and
- Close (what will be different for the protégé).

Another coaching model, although it is not always considered as such (Vickers & Bavister, 2005:101), is S.C.O.R.E. This model was conceived and developed Robert Dilts and Todd Epstein. The traditional *ratio* behind coaching is to take the protégé from where he/she is currently in the work situation to where he/she would like to be, with the coach assisting in the process of deciding on the manner of bridging this "gap" (Vickers & Bavister, 2005:3; also see McDermott & Jago, 2005:31 and Merlevede & Bridoux, 2004:93). The S.C.O.R.E. approach is seen as a very sophisticated manner of bringing about personal change and goes beyond the traditional approach as it examines the following elements which are seen as the minimum amount of information required for any process of change:

- **S**ymptoms- what is wrong?
- **C**auses – what is at the root of the problem?
- **O**utcomes – what is the goal or result that is desired?
- **R**esources – what tools, support and new structures are required to produce an effective solution?
- **E**ffects what is the impact that is desired? (also see McDermott & Jago, 2005:52.)

Another coaching model is one developed by Tim Gallwey during the course of his work in the field of sport. This model became known as the Inner Game, taken from the title of his book of the same name and looks to "unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them" (Vickers & Bavister, 2005:103; Whitmore, 2002:41 as cited in Clutterbuck & Megginson, 2005:15).

Gallwey argues that every person, whether in the sporting environment or in the world of work, "plays" a game: an Outer Game against an opponent and an Inner Game which is "played" in the head as the individual considers the options, analyses and evaluates. Gallwey goes onto say that an individual cannot succeed at the Outer Game until the Inner Game has been won (Vickers & Bavister, 2005:104).

A further aspect of the Inner Game is that any obstacles and interferences must be removed or stopped in order to achieve success. He has reduced this to a "formula": $P = p - I$, where

- P = Performance
- p = potential
- I = interference.

Gallwey describes the effect of the Inner Game as holding up "a mirror up for clients, so they can see their own thinking process …… including how their attention is focused and how they define the key elements of the situation" (Vickers & Bavister, 2005:*ibid.*).

Another model which is used is the so-called GAPS model as presented by Sheppard *et al* (2006:19). The acronym relates to the following elements:

- *G*oal Setting – clear agreed-to goals must be set between the coach and the protégé;
- *A*ssessing Current Progress – check what has happened and what progress has been made by the protégé;
- *P*lanning the Next Steps – the coach and protégé must together decide on the following steps, in the light of the progress made or the lack of progress; and
- *S*upporting the Action – the coach must provide whatever assistance in terms of resources and providing information on another coach if this is required.

The model is diagrammatically shown in Figure 5:

Figure 5: The GAPS Model (Sheppard *et al*, 2006:20)
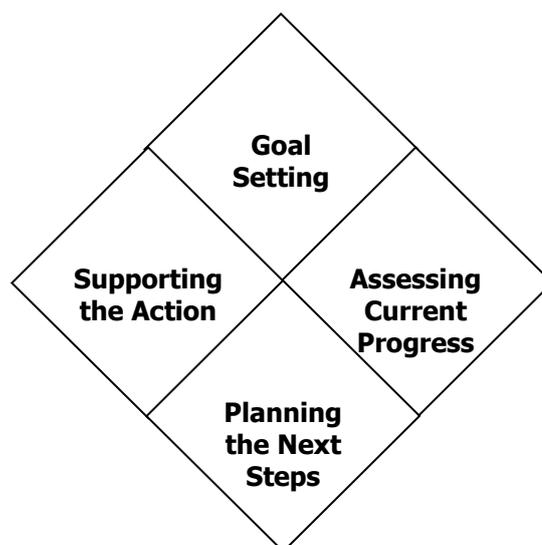
A model of executive coaching, the Achieve Coaching Model, has also begun to make its mark in the field (Dembkowski *et al* 2006:85). The acronym stands for:

- *A*ssess the current situation;
- *C*reate brainstorming or alternatives;
- *H*one goals;
- *I*nitiate options;
- *E*valuate options;
- *V*alid action programme design; and
- *E*ncourage momentum.

The key issue with this model is that it is a systematic and ongoing process that requires the coach and protégé to constantly review and assess progress.

Another researcher in the field of coaching, Gerard Egan, has also further developed the traditional three-stage model (what is the current reality? what is the ideal? how do we bridge the gap?) through the Skilled Helper Model (Egan, 1999). This model also has three stages, with the following three elements in each of the stages:

1. Stage 1: The current state of affairs:
   a. The coach encourages the protégé to obtain clarity on his/her situation through the telling of a story about this situation;
   b. The coach assists the protégé discover "blind spots" and to gain insight into new perspectives; and
   c. The coach assists the protégé to select the correct problem/s or issue/s on which he/she must work, more especially those which will make the largest impact and will affect the largest personal change.
2. Stage 2: The preferred scenario:

a. The coach encourages the protégé to consider possible solution/s to the problem/s or issue/s;

b. The protégé must then select and prioritise the most realistic solution/s; and

c. The coach must test the commitment to action of the protégé.

3. Stage 3: Strategies for action:

a. The coach ensures that the protégé has discovered the manner in which he/she can obtain what they need and want by evaluating the possible actions they can take;

b. The protégé selects the key option/s in terms of the available resources; and

c. The protégé ensures that the action steps are properly organised in a suitable plan.

This model is very interesting in that it requires the protégé to review Stages 2 and 3 before completing Stage 1, while it also encourages ongoing monitoring and evaluating throughout the process of completing the stages, rather than examining the situation at the end of the process (Vickers & Bavister, 2005:105).

Another coaching model is the Co-active Coaching model developed by Laura Whitworth, the co-founder of The Coaches Training Institute (The Coaches Training Institute, 2007). (It is a quirk of fate that as the researcher was researching this model, Laura Whitworth passed away on 28 February 2007.)

The name of the model is derived from the fact that it involves an active and collaborative partnership between the coach and the protégé – "alliance of equals" as it is described by the Institute. The model has, as its basis, four cornerstones:

1. The protégé is creative, resourceful and whole;
2. Co-active coaching addresses the protégé's whole life;
3. The agenda comes from the protégé; and
4. The relationship is a designed alliance.

This model is unique as there are no prescribed steps or processes as it requires improvisation much in the same way that a budding musician learns to play an instrument, gaining experience to improvise and to take decisions on their own (Vickers & Bavister, 2005:106).

Yet another model for coaching is one developed by Fleming & Taylor (2003:32) and where the word "coach" becomes an acronym for:

- *C*ompetency – assessing the current level of performance;
- *O*utcomes – setting outcomes for learning;
- *A*ction – agreeing tactics and initiate action; and
- *CH*ecking – giving feedback and making sense of what has been learnt.

This model sets outs the classical approach (what is the current reality? what is the ideal? how do we bridge the gap?) in the following manner:

- Competency – the first step which the coach should take is to ascertain what the protégé is doing and what is he/she competent to do. This situation usually arises when the coach is approached for some assistance or when a mistake has occurred (Fleming & Taylor, 2003:33). The coach must resist the temptation to immediately provide an answer to address the problem, but rather to create a relationship and rapport by skilled and interactive communication (also see Foster & Seeker, 1997:100). The coach will also, through this

initial contact, be in a position to assess the style and manner of the coaching approach (Fleming & Taylor, 2003:*ibid.*).

- Outcomes – the next step in the Fleming & Taylor model is that the coach should create a compelling vision towards which the protégé can aim. The coach can use this opportunity to create an enthusiasm and excitement in the mind of the protégé. This process should be coupled withagreed outcomes, goals and objectives (Fleming & Taylor, 2003:34). It is also necessary for the coach to ensure that the protégé realises that his/her success will be based not on what others will do, but rather his/her own efforts (Fleming & Taylor, 2003:35).

- Action – this is the third element as described by Fleming & Taylor (2003:36) and is the stage at which it is expected that both the protégé and the coach will have to:
  o   Investigate opportunities to attempt something new;
  o   Create situations to exercise and practise the skills learnt; and
  o   Agree what can be done, what authority is given to the parties and the "freedom" to make mistakes.

- Checking – this is an important element as it looks to checking the progress of the protégé and ensuring that there has been learning through the process (Fleming & Taylor, 2003:37). The coach will provide feedback and, if necessary, set new targets for the protégé and, in so doing, make these more demanding in order to raise the standards of the protégé (Fleming & Taylor, 2003:38).

3.3   The Steps in the Coaching Process

One of the mistakes that organisations often make is to assume that the coaching process can be set in motion merely when there is some form of commitment on the part of the parties to the relationship – what has been called "Just do it" (Clutterbuck & Megginson, 2005:37). It is clear that coaches require some form of training in order to obtain an understanding of the behaviour, the range of techniques and the kinds of coaching that

they, the coaches, may be doing. There are, according to Clutterbuck & Megginson (2005:53) three types of training that are required:

1. Initial training that will create an awareness of what coaching is and that will provide the coaches with the necessary confidence;
2. Secondary training to review what the coach has learnt and also to add news skills and competencies to further assist them in the process; and
3. Tertiary training that takes the coach to a much higher level and which may also require some form of external accreditation.

It is also important to note that certain situations will give rise for a very specific need for coaching. Foster & Seeker (1997:87) mention three very specific situations where coaching may be required in the workplace:

1. When new employees have been appointed, as these employees, while bringing new skills, competencies and experience to the workplace, they will need to be coached in organisational policies, practices and procedures;
2. Where there has been a change in policy which will affect the employees, especially if there might be some resistance or disagreement to its implementation; and
3. Where there has been a major change in the focus of the organisation in respect of the goods and services offered by that organisation.

Clutterbuck & Megginson (2005:54 *et seq.*; also see Vickers & Bavister, 2005:48 *et seq;* McDermott & Jago, 2005:177 and Merlevede & Bridoux, 2004:15 *et seq.*) discuss their approach under the heading of "The seven stages of coaching" and provide the following steps:

1. Step 1 – Identify the need: this occurs when a member of staff (the protégé) is experiencing (or has experienced) a problem and requires that he/she must learn or acquire new skills. The authors make the interesting point that a very different perspective could be identified if the manager identifies the problem rather than if the protégé has identified a need. They also highlight two other areas that should be identified, namely:

    1.1. The particular need/s of the protégé - questions such as whether the issue is skills- or knowledge-related, performance- or personal-development related, long- or short-term solution must be asked (also see McDermott & Jago, 2005:87); and

    1.2. Why the need has arisen – questions should be asked on whether this issue is part of a larger issue and whether it should be dealt with at this time.

2. Step 2 – Gather evidence: the coach and the protégé must look to obtain details of the particular area/s that require change and also examples to illustrate the issue.

3. Step 3 – Motivate and set targets: the coach and the protégé must be clear as to what the goals and targets, which must be clear and practical, will be arising out of this relationship. These goals and targets should confirm to the well-known SMART acronym (Specific, Measurable, Achievable, Realistic and Timely (Merlevede & Bridoux, 2004:21; Sheppard *et al*, 2006;31). [The researcher has over the years added another two elements to the acronym by adding "S" at the end for Stretching and Sustainable.]

4. Step 4 – Planning how to achieve: this requires the coach and the protégé to plan a series of practical steps and to break the goals into tasks that will not discourage the protégé.

5. Step 5 - Create opportunities to practice: this is an essential aspect of the process as the practical opportunities to implement the learning will "cement" that learning. It should be said, however, that these

opportunities must be consistent with the level of ability of the protégé.

6. Step 6 – Observe and give feedback: this feedback should be both extrinsic (what the coach observes and reports) as well as intrinsic (what the protégé observes him-/herself and reports). The feedback should also conform to the SMART(S) principle in order to ensure that the maximum benefit will be gained by all the parties (also see Sheppard *et al*, 2006:44).

7. Step 7 – Support through the setbacks: an astute and observant coach will immediately see if there is a problem or if the protégé is not coping with his/her situation.

It should be pointed out that these seven steps can be seen as a continuous and ongoing process. Clutterbuck & Megginson (2005:57) further state that it is possible that coach and protégé may be at Step 1 on one issue and at Step 7 on another. It is therefore important that each of the steps must be followed to ensure that there are no problems which may affect the desired outcome.

The steps in the coaching process described in the previous paragraphs can be said to arise from some major change or occurrence in the life of an organisation. It should be remembered that coaching can equally be set in motion when *any* change occurs such as a promotion of an employee, the introduction of new technology, where an employee is substituting for another employee, a special project and the like (Foster & Seeker, 1997:98).

It is important at this early stage to look to the documenting of the coaching process to ensure that no detail is lost over the time of the intervention (Foster & Seeker, 1997:21) – and this especially true when one considers the various ways in which Vickers & Bavister (2005:48 *et seq.*)

describe the "getting started" process. The benefit of the documentation would be that it would:

- Contain a detailed record of the performance of the employee throughout the coaching period;
- Be a reference for any future decisions on new tasks that must be undertaken or a new position that requires to be filled;
- Be a record in any possible disciplinary or other legal dispute; and
- An opportunity for the protégé's manager to be involved in the process through a record to which can be referred as and when necessary (Foster & Seeker, 1997:11).

Many coaches try to obtain as much information about their protégés as possible before commencing with the coaching process. One of the simplest tools to use to obtain this information is the Pre-Counselling Questionnaire (Vickers & Bavister, 2005:237). The questionnaire requires some personal information of the protégé and then contains the following questions or statements requiring a response from the protégé (Vickers & Bavister, 2005:238 *et seq.*):

- What do you want to make sure you get from your coaching sessions? What is your primary focus for being coached?
- How will you know when you've achieved what you want?
- What do you want from your work/career in the future?
- What's important to you in your work?
- What work-related activities have most meaning for you?
- What do you do when you're really up against it?

Another tool that is used is the so-called Wheel of Life (Vickers & Bavister, 2005:73 *et seq.* and 240). A series of categories are chosen that reflect the protégé's life and the protégé must then indicate on a scale of 0 (not

satisfied at all) to 10 (extremely satisfied) how they currently feel about their life. It should be explained to the protégé that the wheel is not a reflection of *who* they are, but rather that it is a snapshot of their situation at a specific time – a situation that could change over time or under different circumstances.

The following figure is an example of a Wheel of Life:

Figure 6: Wheel of Life (as adapted from Vickers & Bavister, 2005:73 and 240)
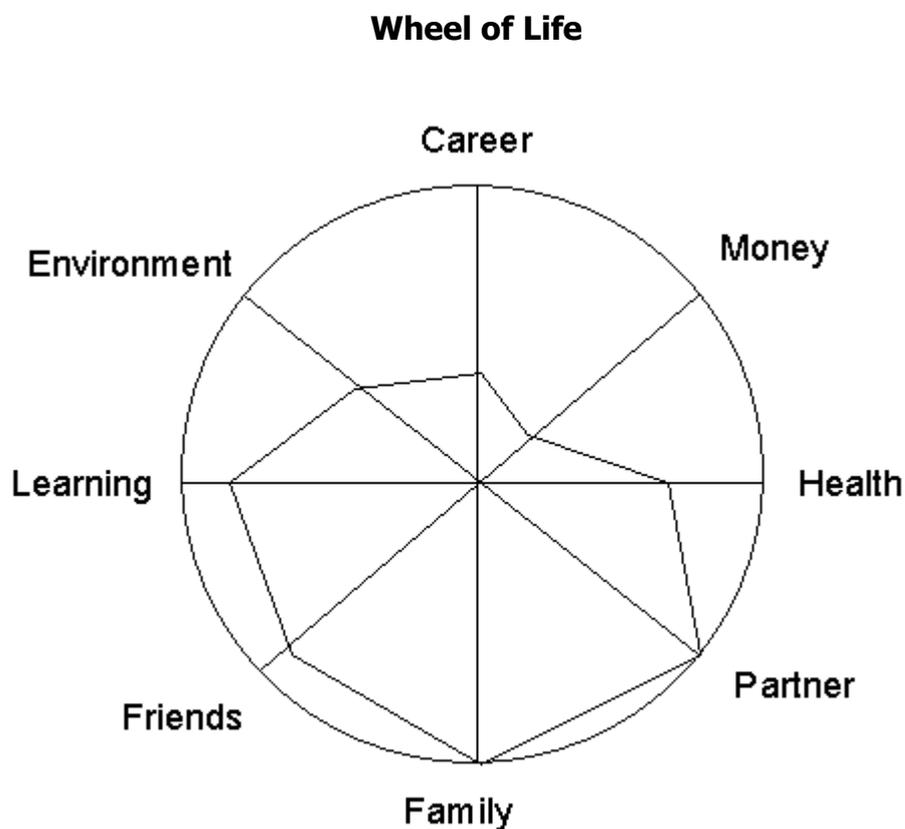
Wheel of Life

The Wheel of Life is sometimes used to deal with a very specific and personal issues and areas of the protégé's life, but it is often utilised by business coaches. Given the fact that in this day and age people's work and

personal lives are so closely linked, one can understand that this tool can be a valuable part of the approach of the coach to the coaching process.

It should however be said that there is a school of thought that does not consider the Wheel of Life to be suitable for business or corporate coaching (Vickers & Bavister, 2005:77). What is utilised, however, is a similar tool, namely the Wheel of Work in which a series of categories and, using the same approach, work-related issues important in the workplace are highlighted. The protégé must then, using the same scale (0 to 10), indicate how they feel about these issues.

The following figure is an example of a Wheel of Work:

Figure 7: Wheel of Work (as adapted from Vickers & Bavister, 2005:78 and 242)

Wheel of Work

Leadership

Problem solving

Time management

Planning and budgeting

Managing change

Teamwork

Communication

Delegation
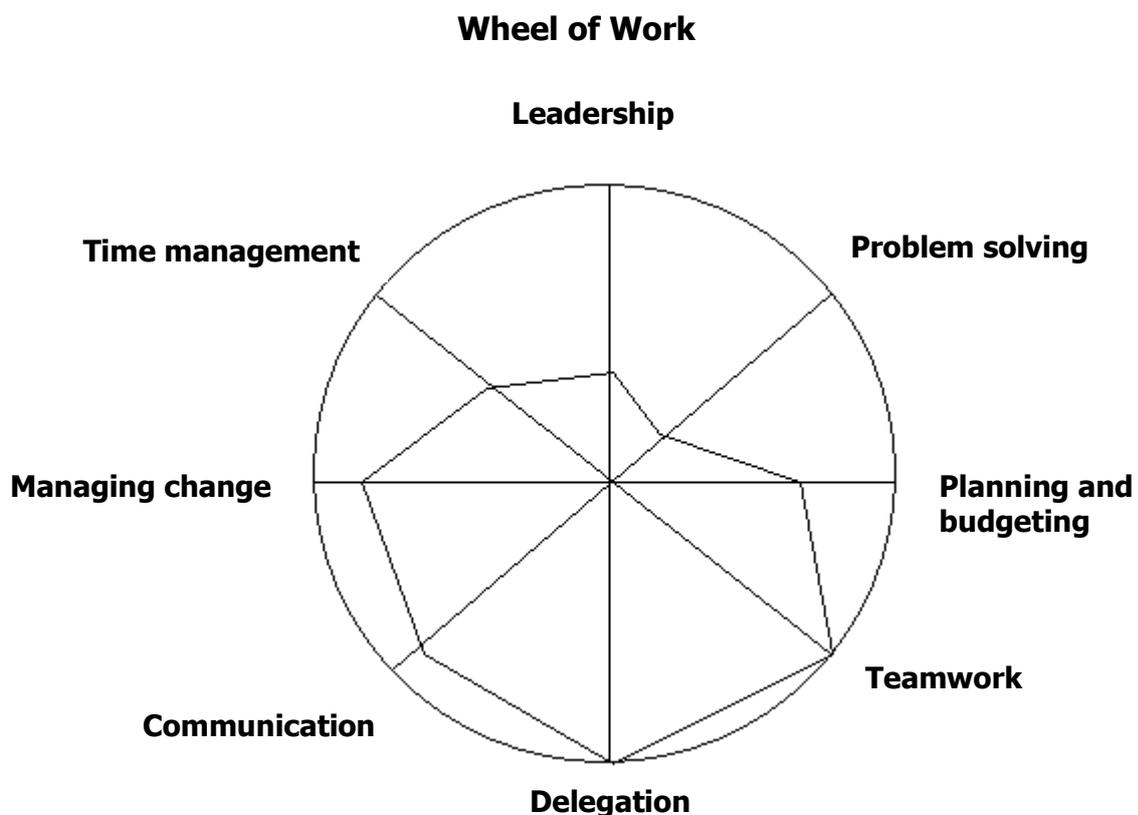
The aforegoing steps can be summarised by the framework as set out by Cope (2004:xi):

- Understand the person and the problem;
- Unearth the symptoms and the roots of the issue;
- Generate a solution;
- Deliver the solution;
- Make sure it works;
- Ensure that it will be sustainable; and
- Celebrate and say goodbye.

3.4 Problems and Shortcomings in the Coaching Process

It is clear from everything that has been said above that coaching is an ideal method of growing and developing the people in an organisation through a relationship which is created between the coach and the protégé. However, there is a danger if coaching is seen as the panacea to problems related to the development and growth of the employee (Meyer & Fourie, 2004:149). It is however clear that there are problems, drawbacks and pitfalls which can arise out of this relationship and/or the programme (Robertson, 2001:44 *et seq.*).

There are a variety of reasons, situations and circumstances where coaching will not thrive and succeed. Fleming & Taylor (2003:16) have summarised these as follows:

- The environment in the workplace is such that there is an autocratic management style or where fear is the overriding atmosphere;
- The relationship between the coach and the protégé is not good;
- Personnel are forced to learn;
- The coach and protégé do not believe in the process;

- Where the coach or protégé have too many people whom they manage or supervise; and

- Where people in the organisation are working on different agendas or goals or disagree as what must be achieved by the organisation.

Fleming & Taylor (2003:85 *et seq.*) set out a variety of pitfalls which they foresee can occur in the coaching relationship and which can severely affect the overall success of the relationship. These they summarise as:

- The time available to coach and the style used;

- The results which are not as envisaged;

- Impasse – the protégé believes that nothing can be done for him/her;

- A poor relationship between the coach and the protégé;

- A focus on the past, rather than looking to the future;

- The protégé has no interest in being coached and does not believe that there will be any benefit for him/her; and

- The coach continuously forces his/her opinion and solution onto the protégé, negating the basic principle behind coaching (also see Wall, 2007:65; and Stevens, 2008:71).

Vickers & Bavister (2005:170) state very clearly that coaching is "not all plain sailing" and that it can (and does) happen that the coach is the problem. They note a number of reasons:

- The coach sees the need to be "the expert" and feels the need always to be correct, to impress the protégé and to demonstrate his/her expertise.

- The coach gives advice and guidance instead of encouraging and empowering the protégé.

- The coach attempts become a psychologist and attempts to diagnose the protégé's problems.

- Coupled with the previous point, the coach feels the need then to "fix" the protégé, while their actual function is to assist the protégé to achieve their own solution.

- The coach attempts to use the same style and method of coaching for all protégés – the so-called "one-size-fits-all" approach.

- Every coach wishes to make a difference in the life of his/her protégé and this often leads to there being unnecessary pressure on the protégé to perform, which may then actually prevent or hamper their progress.

- The coach can also, by not considering the "big picture" or "thinking big" may also stand in the way of a protégé by not giving the protégé the belief that he/she has great potential.

- Coaches should understand it when their protégés do not carry out their commitments and not consider that this shows a lack of dedication to the process by the protégés.

- The coach expects, consciously or otherwise, the protégé to accept his/her norms, values and beliefs.

- A coach, in his/her exuberance and enthusiasm, may dominate the coaching sessions through excessive talking. As noted previously, the non-directive model of coach as described by Vickers & Bavister (2005:19) where listening is the key, is the ideal situation.

- Coaches sometimes make the mistake of using the latest ideas, material or information without ensuring that it is relevant and appropriate.

- The coach can also inhibit a productive coaching approach by pursing his/her agenda, rather than looking to meeting the needs and requirements of the protégé.

- It may happen that the protégé has a "story" and that the issues in the protégé's life become the focus, rather than the concern or problem which is to be addressed.

- It can occur that a coach does not challenge his/her protégé. It is necessary to set targets for the protégé and the coach may be doing a disservice to the protégé if the latter is not given a goal or objective.

- On a more personal level, coaches may be failing in their duty if they do not pay sufficient attention to themselves.

- It would be naïve to think that a coach will not have personal issues or problems which require attention and it is important that the coach should address these before commencing the process.

- Many coaches feel that they should have the answers to all the issues and problems experienced by the protégé. This is of course not correct and a coach should never feel that he/she cannot refer the protégé to someone who can address a particular problem (Cunningham, 2007:4).

Another perspective is given by Meyer & Fourie (2004:150 *et seq.)* where they note the pitfalls from the perspective of the coach (mentor) as being:

- Over-protection: this relates to protecting the protégé from making any mistakes. It is a trite phrase, but one that is a truism in this instance, that people, and in this case the protégé will learn from his/her mistakes.

- Ego: this can occur when the coach believes that he/she is a wonderful person with good characteristics. It should always be remembered that the process and relationship is far more important than the person or individual.

- Cloning: this occurs when the coach seeks to create a person who is like or her, rather than optimising the attributes and strengths of the protégé.

- Cultural domination: this is of necessity a very sensitive area and one that must be dealt with carefully and sensitively. In South Africa, and given its past history, it may often happen that the coach may be

white and the protégé may be black. There may then be an assumption where the culture of the coach or the coach's way of doing things is the only way in which things should be done. The key words as pointed out by the authors are "respect" and "flexibility" (also see Phillips, 1996: 31 and Dove, 2006:25).

- Work overload: it is often the case that the better coaches are very busy people because of their ability to deal with more issues and handle a greater workload than their managerial colleagues (also see Cunningham, 2007:4). This can, unfortunately, lead to a situation where they may very well neglect their coaching tasks or deal with it as a low priority. The obverse side of this problem is that the coach could overload the protégé, this occurring as a result of the focus of the coach being on action, work and performance.

- A lack of flexibility: there is always the danger that the coach, having achieved a measure of success because of the manner in which they have done things, then believes that there is only way in which to deal with the issues at hand. This can be very problematic, given the realities of the organisations in the public sector today and the rapid and manifold changes which are almost the order of the day (also .

- Being too nice: this can often occur when a firm relationship has built up between the coach and protégé and the former will then be reluctant to point out mistakes made by the protégé or will not give the constructive criticism that may be required in certain circumstances.

- Being too strict: this problem is the opposite of "Being too nice" (above) where the coach focuses on the mistakes of the protégé, which then can lead to feelings of anxiety, fear and disappointment.

Another perspective on ineffective behaviour on the part of the coach is given by Ellinger *et al* (2008:248) where they state that the following

coaching behaviours can hinder the managerial intervention of a manager as coach with his/her protégé:

- Being to authoritarian and directive;
- Being too intense and emotional;
- Being an ineffective communicator; and
- Employing inappropriate approaches and/or behaviours.

These authors also set out other behaviours which can affect the coaching relationship and describe these as "inhibitory behaviours" and "negative behaviours" respectively (*ibid:*248).   These issues can be used to highlight, in coaching training programmes, the potential problems which could arise in a coaching relationship as well as emphasising the behaviours that have an influence on the coaching intervention between the manager as coach and his/her employee/s.

The breakdown in the coaching relationship cannot just be blamed on the coach; there are other instances when the protégé is the problem. Vickers & Bavister (2005:174) go on to set out the following reasons:

- The protégé needs advice and therapy and confuses the roles and functions of the coach. The coach must make it very clear at the outset what the boundaries are within the relationship.
- The protégé needs "tea and sympathy" and wishes to use the coaching relationship to discuss issues and problems, without committing to actively engage in resolving these through work and effort.

Meyer & Fourie (2004:154 *et seq.*) add some further situations in which the protégé may be the cause of the problem:

- Manipulation: the protégé may opportunistically use the relationship to further his/her selfish aims and objectives.

- Hand-outs: the protégé feels that as he/she has been selected to participate in a programme that they can sit back and not work hard at the goals and objectives of the relationship.

- Jealousy: protégés could be affected by the reaction of fellow-colleagues who may feel resentful or aggrieved by the fact that they have not been selected to participate in the programme (also see Merlevede & Bridoux, 2004:27).

- Unrealistic expectations: the protégé has the (often mistaken) impression as he/she has been selected to participate in the programme that there is no limit to the heights to which they can aspire in the organisation. It must be made clear to them, however, that there are still skills and experience which they will need to gain before aspiring to a more senior position.

- Dependency: this is in keeping with role confusion aspect noted by Vickers & Bavister (2005:174; also see Stevens, 2008:158).

- Under-performance: the protégé does not perform to expectations or to the standards which have been agreed upon between the parties. This could be due to a number of factors including personal problems, vague goals and objectives, lack of motivation or problems of attitude (also see Sheppard *et al*, 2006:76).

A problem may also arise when the relationship between the coach and protégé is itself the problem. This could arise in the following instances:

- The coach has not properly managed the expectations of the protégé. All manner of promises have been made and there is then a high expectation of the outcomes by the protégé, only to have the "rug pulled out from under him/her." The expectations must be openly and honestly dealt with from the outset and there should be no confusion

as to what the coach and the protégé are committing themselves to in the relationship (Vickers & Bavister, 2005:176 and Burdett in Mabey & Iles, 1994:134).

- Projection and transference are two major problems in the coaching relationship, according to Vickers & Bavister (2005:*ibid.*). It often happens that a coach may "project" characteristics about themselves that they do not like onto others and is then not able to deal with these where they are part of the make-up of the protégé. Transference occurs when issues that were prevalent in the childhood (and beyond) of either/or the coach and the protégé reappear and have a negative or adverse effect on the relationship.

- There is a mismatch between the coach and protégé. It can happen, and this must be addressed as soon as it comes to light, that the "chemistry" between the parties is not what it should be. What does often occur is that the parties, rather than directly dealing with the issue, assume that the relationship will improve in time – which often is not the case (Mabey & Iles, 1994:141).

Vickers & Bavister (2005:177) also highlight the fact that the company or organisation may be the problem. There are two main areas where this can occur:

1. The organisation is not engaged to the process and the persons who are to be part of the process (protégés and others) have not been properly briefed about the process and properly prepared for what lies ahead (also see Mabey & Iles, 1994:145). It is necessary that the correct climate should be created in order to ensure that the coaching intervention is meaningful for the protégé, in addition to it meeting the goals and objectives of the organisation.

2. The organisational culture may also create a problematic situation, especially where the protégé either is reluctant to question the status

quo (where it would be to his advantage to do so) or where the culture of the organisation is blamed for the lack of progress of the individual (which usually requires the coach to factor this into the process) (also see Mabey & Iles, 1994:144).

The situation giving rise to the coach being the problem in the coaching relationship is sometimes not of his/her making. One often finds the situation that a person is selected as a coach due to his/her ability, but being a top performer in the work environment does not necessarily guarantee success as a coach (Fleming & Taylor, 2003:17). It is therefore necessary to ensure that those selected as a coach should display:

- Technical mastery;
- Interpersonal connectedness;
- Careful timing of emotional and emotional control;
- The ability to convince, persuade and inspire; and
- The ability to deal with conflict professionally (Wall, 2007:30).

Another possible reason for the failure of a coaching intervention could relate to what has been termed "OOPS" by John Vercelli (Stevens, 2008:162). The terms is an acronym for "over operational planning syndrome" and can occur when the protégé in his/her enthusiasm for the new knowledge, skills and competencies that they have gained rush from one task to the next without carefully evaluating their progress to date and the next steps which must be taken. This enthusiasm could then diminish as they realise that they have possibly overloaded themselves and are not able to complete one or more coaching tasks or have misjudged the amount of work which they must undertake and/or complete.

3.5   Conclusion

This chapter focused on describing, comparing and setting out a broad overview of coaching, describing a broad concept of coaching, as well as the many and varied definitions of the concept.   The parties to the relationship were described and defined.   The types and methods and models were given, followed by the steps in the coaching process.   Finally, the problems and pitfalls were set out in this chapter.

The following chapter will focus on the public sector in South Africa, commencing from a historical overview and then examining the form, formation, composition and structure of the public sector as a whole, incorporating the national, provisional and local spheres of government. This will include an investigation of the relevant and appropriate legislation which links the research to the coaching model for the public sector.

CHAPTER 4

CONTEXTUAL FRAMEWORK – THE PUBLIC SECTOR IN SOUTH AFRICA

4.1 Introduction

The previous chapter focused on the concept of coaching, the theory as well its history. The various models of coaching were examined and the steps in the coaching process were analysed. A brief overview was given of other forms of people development, while a number of coaching models were examined and the steps in the coaching process analysed.

This chapter will focus on the public sector in South Africa, examining the form, formation, composition and structure of the public sector as a whole, incorporating the national, provisional and local spheres of government. This will include an investigation of the relevant and appropriate legislation, regulation and the like which links the research to the coaching model for the public sector.

4.2 The Public Sector in South Africa – A Brief Overview

The public sector in South Africa comprises a variety of institutions in the national, provincial and local spheres of government, as well as constitutional institutions and public entities, all of which render services to the people of South Africa, both citizens and others.

One must at this point draw a distinction between the pre- and post-1994 public sectors, as the focus has dramatically changed, in that the former was "designed primarily to promote and defend the social and economic system of apartheid, and was geared to serving the material needs and interests of the minority" (Presidential Review Commission. 1998).

In 1995, the newly-elected government published the **White Paper on the Transformation of the Public Service** (WPTPS) which outlined the broad principles for the transformation of the public service which would enable it to better serve the new democracy. The WPTPS (at paragraph 2.1) states that the public service should be "representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all", and should have, as its mission statement, a focus on "the creation of a people-centred and people-driven public service which is characterised by equity, quality, timeousness and a strong code of ethics" (*ibid.*).

This mission statement is echoed in the 2007 budget speech delivered by the Minister of Public Service and Administration, Ms. Geraldine Fraser-Moleketi, when she stated that "Our challenge therefore remains to create an environment in which the public sector can perform optimally, but equally an environment in which public servants understand how they as public service employees fit into the bigger democratic dispensation" (South African Government Information, 2007).

It is important that the term "public service" should be contextualised at this time. In the South African context, the government has created a range of institutions that render services to the inhabitants of the country. These can be summarised as follows:

Table 2: Summary of Public Service Institutions (adapted from South African Government Information, 2008)

Nature	Numbers
National Departments	32
Provincial Administrations	9
Provincial Departments	91
Organisational Components	2

There is a further division, namely that of the constitutional institutions and Public Entities, the classification of which arises from the **Public Finance Management Act, 1999** (Act 1 of 1999, as amended by Act 29 of 1999):

Table 3: Summary of Constitutional Institutions and Public Entities (adapted from South African Government Information, 2008)

Nature	Numbers
Constitutional Institutions	10
Major Public Entities (Eskom; SABC; Land Bank; Telkom; S.A. Post Office;, etc.)	18
National/Provincial Public Entities	91
National/Provincial Government Business Enterprises	2

The public service in 2006 (the last available figures) comprised 1 045 412 employees, excluding members of the South African National Defence Force (South African Government Information, 2008). This can be compared for the figures for 2004 when the number stood at 1 043 698 personnel (South African Government Information, 2007) and 2001 when there were 1 031 6000 employees (Erasmus *et al*, 2005:32). These numbers have remained constant over this period, where 67% of the personnel are attached to the social services sector (health, social development and education), followed by 20% in the criminal justice sector.

Although the very latest figures are not available, it is interesting to note that in 2005 the personnel profile of the public service showed that 73.9% of the personnel were African, 3.7% were Asian, 8.9% were Coloured and 13.5% were White. The breakdown of the gender of the personnel showed that 53.3% were female and 46.7% were male. It is further interesting to note that at senior management level in that year, 54% were African, 7.5%

were Asian, 7.7% were Coloured and 30% were White. The gender breakdown for senior management was 28.5% female and 71.5% male. It is the focus of the government to ensure that the overall profile of the Public Service matches the population profile of the country both in terms of race and gender (South African Government Information, 2007).

4.3 The Public Sector in South Africa – The Legislative Framework

It is necessary to review the relevant legislation and other official documents to obtain a better picture of the public sector in South Africa today, its roles and responsibilities and its operations and functions in the delivery of services to the communities in the country.

4.3.1 The Constitutions of South Africa – 1910 to the Present Day

This review of the Constitutions of South Africa will focus on those that were in place after 1910, the year in which South Africa became a Union of the four British Colonies, the Cape of Good Hope, Transvaal, Orange Free State and Natal. The Union also became a member of the Commonwealth on Nations, later to be known as the British Commonwealth (Commonwealth Secretariat, 2007).

The year before (1909), the British Parliament passed the **South Africa Act, 1909** (9 Edw. 7. Ch. 9) which effectively brought about the Union of South Africa and which remained the constitution of South Africa until 1961, when South Africa withdrew from the Commonwealth and became a Republic.

The South Africa Act, 1909 had very specific provisions regarding the public servants. In the first instance, all officers (as public servants were known at the time) who were members of the public service in each of the

Colonies became an officer in the service of the Union (Section 140). A public service commission was to be established which would deal with the appointment, discipline, retirement, and superannuation of these officials. There were no specific provisions in the Act relating to public servants, as these were issues that were devolved to the public service commission.

An interesting aside, however, was that, in terms of the Act it was not possible to dismiss any official "by reason of their want of knowledge of either the English or Dutch language" (Section 145).

The South Africa Act, 1909 continued as the constitution of the country until the early 1960's when, following a referendum in 1960 involving only white voters, the majority voted in favour of a republic (Joyce, 1990:44). On 31 May 1961 South Africa was declared a Republic and the government adopted the second Constitution, the **Republic of South Africa Constitution Act, 1961** (Act 32 of 1961). This Act did not make any specific reference to public servants other than to state, in Section 120, that " …… any … person appointed … shall be deemed to have been … appointed … in pursuance of powers conferred by or by virtue of the corresponding provision of this Act." This section then allowed for the seamless continuation of the public service from the Union to the Republic.

The third Constitution came about in 1984 after the government decided on a tricameral parliamentary system, resulting in the creation of three separate parliaments for Whites (the House of Assembly), Coloureds (the House of Representatives) and Indians (the House of Delegates) (Joyce, 1990:120). The **Republic of South Africa Constitution Act, 1983** (Act 110 of 1983) effectively brought an end to the bicameral system that had been in place in the country since 1910, but also continued to exclude Blacks from the legislative process (Joyce, 1990:108).

There were no specific provisions relating to public servants in the Act, other than that Section 87 stated that all laws that were in force prior to the commencement of this Act were deemed to "continue in force." The implication of this was that the public service continued to function if the three levels of government as before.

The dramatic events at the start of the 1990's, the unbanning of prohibited political organisations and the release of Nelson Mandela and other leaders of these organisations in February 1990 marked the true beginning of the process of the democratisation of South Africa. This also led to the promulgation of two Constitutions within two years of each other (for a full history of this period see Thompson, 1995 and Burger and Van der Molen, 2003).

The first of these was the so-called "Interim Constitution", the **Constitution of the Republic of South Africa, 1993** (Act 200 of 1993). This Act was the combined efforts of a multi-party (26) grouping that was tasked with the responsibility of drafting a Constitution that was to last for two years and that would enable the government to govern after the momentous elections of 27 April 1994. The Act also contained 34 Constitutional Principles (Schedule 4) which would guide the drafters of the final Constitution. Two of these are relevant to this research:

- Principle XXIX – "The independence and impartiality of a Public Service Commission, a Reserve Bank, an Auditor-General and a Public Protector shall be provided for and safeguarded by the Constitution in the interests of the maintenance of effective public finance and administration and a high standard of professional ethics in the public service."
- Principle XXX (1) – "There shall be an efficient, non-partisan, career-orientated public service broadly representative of the South African

community, functioning on a basis of fairness and which shall serve all members or the public in an unbiased and impartial manner, and shall, in the exercise of its powers and in compliance with its duties, loyally execute the lawful policies of the government of the day in the performance of its administrative functions. The structures and functioning of the public service, as well as the terms and conditions of service of its members, shall be regulated by law."

The adoption of the Constitution was the result of an inclusive and lengthy process, which finally ended in December 1996 when the Constitutional Court certified that the final document complied with the 34 Constitutional Principles that were set out in the Interim Constitution of 1993. This text became the **Constitution of the Republic of South Africa, 1996** (Act 108 of 1996) and was signed by (then) President Nelson Mandela in Sharpeville on 10 December 1996. It was implemented on 4 February 1997 (Constitutional Court of South Africa, 2007).

The Constitution, which opens with the stirring words of the Preamble,

"We, the people of South Africa,
Recognise the injustices of our past;
Honour those who suffered for justice and freedom in our land;
Respect those who have worked to build and develop our country; and
Believe that South Africa belongs to all who live in it, united in our diversity"

is widely regarded as the most progressive constitution in the world - see, for example, the article by Mark S. Kende, *The South African Constitutional Court's Embrace of Socio-economic Rights: a Comparative Perspective*, in the Chapman Law Review (University of Daytona - Chapman Law Review 137, 2003).

The Constitution, 1996 (this reference to the current Constitution will be used throughout this thesis) is divided into various chapters dealing with a variety of constitutional issues such as the Founding Provisions (Chapter 1), the Bill of Rights (Chapter 2), Co-operative Government (Chapter 3) and Public Administration (Chapter 10). This chapter contains only three sections that deal with the basic values and principles governing public administration (Section 195), the Public Service Commission (Section 196) and the public service generally (Section 197). This latter section states that "……there is a public service for the Republic, which must function, and be structured, in terms of national legislation, and which must loyally execute the lawful policies of the government of the day."

Section 195 states that the public administration must "…… must be governed by the democratic values and principles enshrined in the Constitution ……" and that these apply to every sphere of government, organs of state and public enterprises (Section 196 (2)(a) – (c)).

Section 195 states further that there must be an efficient, economic and effective use of the resources (Section 195 (1)(b)), while in Section 195 (1)(h) it is stated that "Good human-resource management and career-development practices, to maximise human potential, must be cultivated." This section is obviously focused on the need for, in addition to all the issues related to human resource or people management, training and development and, by implication coaching of the personnel.

4.3.2 The Public Sector White Papers

There have been a number of White Papers which relate to the public sector in South Africa which have been issues since 1994 and which have had a major impact on the development and organisation of a long-term and ongoing process of administrative reform.

The first of the White Papers to be issued after the advent of the new democratic dispensation in 1994 was the **White Paper on the Transformation of the Public Service, 1995**. This document set out to re-evaluate the role of the state and the public service in the light of such factors as globalisation, the democratisation of the society, the spread of communications technology and the various economic crises and related issues in the developing world (1995:Chapter 4; also see Erasmus *et al*, 2005:37).

The White Paper very clearly sets out the vision of the Government of National Unity (GNU - 27 April 1994 to 3 February 1997 – see Section 88(2) of the Constitution, 1993) for the public sector, namely "…… to continually improve the lives of the people of South Africa through a transformed public service which is representative, coherent, transparent, efficient, effective, accountable and responsive to the needs of all."

The White Paper, however, recognised the challenges and constraints which accompany any change, and more especially those which faced the GNU after April 1994 and also noted that these would not necessarily disappear as a result of the change in political dispensation. The challenges and constraints include fear of change, resistance to change, the danger of a brain drain and the lack of skills and capacity (1995:3.1.2). This lack of capacity was attributed to the effects of the apartheid education system as well as the lack of opportunities for in-service education and training for disadvantaged groups within the public sector.   The White Paper emphasised that this aspect would need to be addressed if the public service is to become representative and more efficient and effective (*ibid.*).

The White Paper referred to a number of different strategies through which these goals and objectives would be realised, one of which, in Chapter 13, referred to changing the value and status of training (1995:13.4).   This

document was released before the importance of coaching as a methodology came to the fore, but there is reference in the White Paper (*ibid.*) to the need to "to create a learner-centred training environment, which recognises and builds upon the experiences of the trainees", a clear forerunner of the coaching relationship.

The following White Paper was published in 1997 – the **White Paper on Human Resource Management in the Public Service, 1997**. The White Paper, in the Introduction to the Executive Summary, set out the tenor of the policy focus by stating that the public sector would need to see a shift from personnel administration to human resource management. This would then allow for policies could be developed by departments, both national and provincial, within the parameters set by national policies.

The White Paper had as its main focus the issues of diversity in the public sector (Erasmus *et al*, 2005:178), but also highlighted the need for a fundamental change in that there would be an increased delegation of the managerial responsibility and authority to line managers, which would be enhanced by new human resource management policies for "a new public service" (1997:8).

The White Paper, under the heading of Performance Management (1997:5.9), states that this performance management process will be utilised to identify strengths and weakness, and interventions to deal with these, which included coaching (1997:5.9.1).

1997 also saw the publication of the White **Paper on Transforming Public Service Delivery, 1997**, the so called *Batho Pele* ("People First") White Paper. The purpose of this White Paper was to provide a policy framework and a practical implementation strategy for the transformation of public service delivery, using the eight Batho Pele Principles as a basis. The eight principles (Consultation, Service Standards, Access, Courtesy,

Information, Openness and Transparency, Redress and Value for Money – 1997:3) relate to a manner in which public services are provided and what must be done in departments to improving the efficiency and effectiveness of service delivery.

A third White Paper published in 1997 was the **White Paper on a New Employment Policy for the Public Service, 1997**. This White Paper has the subtitle of "Managing People in a Transformed Public Service." The purpose of the White Paper, as set out in Chapter 1 (Introduction) is to provide the necessary framework for the public service to "develop human resource practices which support the development of a professional Public Service." The White Paper looks at the all-important human resource practices such as recruitment, entry requirements, probation, promotion and performance management. In the latter section, and under the heading relating to training and development, one of the developmental interventions that will assist in dealing with an employee's strengths and weaknesses, is coaching.

The following year (1998), the **White Paper on Public Service Training and Education, 1998** was published. This White Paper had the principal aim of establishing a clear vision and policy framework for the introduction and implementation of new policies, procedures and appropriate legislation which was aimed a revisiting the training and education provided to public servants. This training and education would lead to a transformed public service that was needs-based and pro-active and which would play an integral and strategic role in building a new public service.

Section 5 of the White Paper stated that the success of the public service in delivering on its operational and developmental goals and objectives was dependent on the vital tool of performance management, which would enable personnel to perform more effectively and efficiently. Performance Management is identified as a process that will assist in the identification of

strengths and weaknesses in the performance of the employee, as well as the training and education interventions, including coaching, which will deal with these issues (1998:5.9.1).

Another important White Paper was also published in 1998, namely the **White Paper on Affirmative Action in the Public Service, 1998**, which spells out the mandatory requirements for the developing and implementing of the affirmative action programmes for national and provincial departments. Guidance is given in the White Paper for such programmes, one of which is the Management Practice Review. This Review should be carried out every three years and must cover various human resources practices, which will assist in the elimination of discriminatory practices and which would include coaching schemes (1998:3.21).

4.3.3 The Public Sector Legislation

One month after the inauguration of Nelson Rolihlahla Mandela as South Africa's first black president (11 May 1994) the **Public Service Act, 1994** (Act 103 of 1994) was promulgated (BBC Home, 2008). The purpose of this Act is to provide for the organisation and administration of the public service of the Republic and to regulate the conditions of service and related issues of members of the public service.

There are three specific sections in the Act which focus on the area of training, namely:

- Section 7 (3)(b), where it is stated that the head of department is responsible for the effective utilisation and training of staff;
- Section 11 (2), where it is stated that in the appointment of any person to the public service, (in sub-section (b)) the evaluation of the

person must be based on the training, skills, competence and knowledge of the individual; and

- Section 41, where it is stated that the Minister may make regulations relating to the training of officers and employees.

On 5 June 2007 during the course of the budget vote in Parliament, the Minister of Public Service and Administration, the Hon. Geraldine Fraser-Moleketi announced that "the Ministry has conceptualised and is implementing the Single Public Service Initiative. The initiative seeks to bring together all three spheres of government into a cohesive set of institutions to integrate and accelerate service delivery to the poor in South Africa" (Parliamentary Monitoring Group, 2007). A single public service was first proposed by President Thabo Mbeki in his State of the Nation speech in 2003, where he stated this would be focused on "the harmonisation of systems, conditions of service and norms between public service in national and provincial spheres on the one hand, and municipalities on the other" (South Africa Government Information, 2003).

The current Director-General in the Department of Public Service and Administration, Richard Levin, stated in a recent article that the purpose of the single public service legislation is to ensure that "service delivery improvement requires the optimal use of people, processes and technology in existing service delivery point …… [and] requires that human resource management norms and standard be established to facilitate mobility and the best possible deployment of staff" (Levin, 2008:73).

The legislation to which Minister Fraser-Moleketi and the Director-General referred is the **Public Administration Management Bill** which was published for comment in early April 2008.

Section 3 of the draft Bill states that the object of the legislation is "to provide for administration in all three spheres of government to be organised and to function in ways that ensure efficient, quality, collaborative and accountable service delivery to promote social and economic development for the people of the Republic." Section 3 (a) goes further to state that the ancillary objects of the legislation are to (amongst others) provide "for the use and development of institutions, systems, practices, procedures, personnel ... in a manner which maximises (i) human potential and address staff shortages to staff mobility".

It is interesting to note that the original draft document (a copy of which was obtained by the researcher in January 2008 and which was marked "currently being considered in government before it is presented to Parliament") noted the ancillary objectives in Section 3 (2) to be (amongst others) to "provide for human resource management and career development practices to maximise human potential, to address staff shortages and barriers to staff mobility and to align training and other capacity building." The current Bill now refers to the "human resource management and career development practices" in Section 44 (Regulation-making functions of the Minister) where it is stated that the Minister may make regulations pertaining to the norms and standards relating to the aforementioned (and other) practices.

An interesting aspect of this proposed legislation is that the term "public service" will in all likelihood disappear from our lexicon in favour of the term "public administration." There will no doubt need to be some amendments to the Constitution, 1996, more especially to Sections 195, 196 and 197 where the two terms are used to designate all or some of the spheres of government.

4.3.4 The Public Sector – Related Documentation

1997 was a year in which a number of important documents relating to the public sector were issued (see 3.4.2 – The Public Sector White Papers above), not least of which was the **Code of Conduct for the Public Service, 1997**.

The Code set out the guidelines for individual conduct of employees in the public sector to ensure "exemplary conduct" as regards their individual behaviour and in the conduct with other persons. The purpose of this Code was to enhance the professionalism of, and confidence in the public service.

The Code comprises a series of headings, such as "Relationship with the Legislature and the Executive", "Relationship with the Public" and "relationships among Employees." Under the heading "Performance of Duties" it is stated that an employee "accepts the responsibility to avail himself or herself of ongoing training and self-development throughout his/her career. Although the nature and the ambit of this "ongoing training and self-development" is not set out in the Code, it can be inferred that an employee has to make every effort to look to his/her advancement – and coaching would clearly fall into this category.

The introduction to the Code emphasises the positive focus of the document, but it is interesting to note that any employee who contravenes the provisions of the Code may be charged with misconduct in terms of the Public Service Act, 1994.

4.4   Organisational Context – The Public Sector and Coaching

The previous sections dealt with the legislation and other documentation having the force of law and which apply to the public service in South

Africa. There are however a series of documents issued by the Department of Public Service and Administration which, while having no formal authority, are guidelines as regards various processes and procedures. Those selected for discussion here relate to issues of human resource management and development and, given the nature of this thesis, focus more particularly on coaching.

The department issued the **Human Resources Development Strategy for the Public Service 2002 – 2006** which was focused on the benefits which would arise from "better co-ordination and alignment of development initiatives that are already taking place in the public service" (Forward by the Minister). Minister Geraldine Fraser-Moleketi went on to state that "skill development becomes an important vehicle through which we can transform the less tangible aspects of the public servants - their attitudes, their commitment and the manner in which they engage with our people." The approach to which the minister refers is holistic as the document seeks to focus on the challenges facing the public sector, the role-players who will need to be involved in the development strategies, their roles and responsibilities and the implementation framework necessary to ensure that the strategic is met, namely that "by the end of 2006 the Public Service competently delivers effective and equitable services to the people of South Africa" (2001:19). The question must, of course, be asked whether this objective was met; that would, however, be the subject of other research.

The document contains five references to coaching, without defining the term (2001:24, 27, 30, 33 and 38). The first of these relates to programmes which are to be initiated by the South African Management Development Institute (SAMDI - now the Public Administration Leadership and Management Academy [PALAMA]), which is mandated in terms of the Public Service Act, Act 103 of 1994 to "provide such training or cause such training to be provided …… as a qualification for the appointment,

promotion or transfer of persons in or to the public service" (section 4 (2)). The further references relate to the role played by coaching in the performance management process and the roles and responsibilities of managers.

In order to ensure that there was sufficient information and detail on the strategy, the Department issued the **Human Resource Development for the Public Service HRD Resource Pack Parts 1 – 4 and CD** with the intention that it be used by "stakeholders and practitioners who will play a role in the implementation of the strategy" (2001:Part 1 – Introduction).

It will be helpful to review each of the Parts in order to obtain a holistic view of the Resource Pack as a guide and resource for management and managers in the public sector, especially as regards coaching in the workplace.

Part 1 is titled "Overview" and provides a broad perspective and review of the implementation of the strategy in order to facilitate the development of the following strategy for 2007 – 2010.

Under the headings "Overview of research review report" (page 10) and "What progress has been made?" (page 16), it is stated that there has been an increased use of coaching as "a vehicle for workplace and practical learning" with the qualification that the training standards vary due to a questioning of the relevance of this type of training intervention and the unavailability of qualified trainers.

Part 2 is titled "Review Report" which sets out the findings, analysis and recommendations following a comprehensive process involving a wide number of human resource development practitioners in national and provincial departments as well as other role-players in tertiary institutions,

organised labour, the SETA's and research organisations. There are many references to coaching (and mentoring) in the report which can be summarised by the comment (on page 87) where it is stated that while coaching should be used "as a strategy for training" and there are many accredited courses available, the intervention is "not widely practised."

Part 3 is entitled "Strategic Framework Vision 2015" and focuses on four main "pillars", namely Capacity Development, Organisational Support Systems, Governance and Institutional Development and Economic and Growth Development. Coaching is again mentioned a number of times in this report, with the overriding comment being that there should be greater use should be made of training interventions such as induction and reorientation programmes, internships and coaching.

Part 4 is entitled "Implementation Guide and Annual Implementation Plan" which sets out a 12-step process for implementing a human resource development plan in an organisation in the light of the four pillars referred to in Part 3 of the Pack. It is left to each department to set its own priorities, timelines and strategic indicators and targets. Once again, there a number of references to coaching and the general principles underpinning the intervention. An important comment in the Plan however is that policy frameworks should be put in place to facilitate the implementation of workplace learning initiatives such as internships, job rotation, mentoring and coaching.

In 2003 the Department issued the **Public Service Handbook – Senior Management Service**, focused on the all managers and non-managers to whom the Public Service Act, Act 103 of 1994 applies and who are remunerated on the level of a director or higher.

The Handbook is a very comprehensive "manual" for senior managers in the public sector and sets out, amongst others, the generic core management criteria (CMC) and standards which are required of a manager at this level. There are 11 CMC's which have been drafted so that there is consistency of understanding and expectation of good management practices by these managers. These CMC's do not, however, take the place of specific criteria required for a specific position of a specific manager 2003:12).

The only reference to coaching in the CMC's is in Criteria 4 ("Change Management") where it is stated that an SMS manager should "coach colleagues on how to manage change."

The Department issued **The Public Service Mentorship Programme Step by Step Guide** in April 2006. The Introduction to the Guide begins by referring to "the development of a relationship between a seasoned and wise person – the mentor – who supports a less experienced individual – the protégé – to achieve personal growth so that she/he can achieve greater efficiency, productivity and effectiveness within an organisation" (2006:5). The document then goes on to set out in very broad terms the goals and objectives of the programme, but it becomes clear very quickly that the drafters of this document have not clearly set out the difference between coaching and mentoring – this is apparent where (on page 6) it is stated that "mentorship as a vehicle for capacity building and skills acquisition is desirable in the public service for a number of reasons." These reasons are listed as being that mentorship:

- is basically about skills transfer;
- can be implemented more quickly than formal training programmes;
- can be equated to on-the-job training which is the focus of the approach to training by the government; and

- is a form of "non-authoritarian participative mode of learning."

It is clear from this section and others that, while the words "mentor", "mentoring" and "mentorship" are used throughout the document, the drafters have confused this concept with that of coaching and many of the issues relating to the planning, preparation and managing of the process are focused on coaching, rather than mentoring. This applies equally to the roles and responsibilities of the mentors and protégés, as well as other role-players in this programme. There are however sections where the drafters do refer to the mentorship relationship in its true form as set out in Chapter 2. On the other hand, there is a confusion between coaching and mentoring which arises and nowhere is this more clearly illustrated than when, in the Definitions section (page 33), the Protégé is defined as participating in a "dyadic developmental relationship with her or his mentor." "Dyadic" is a somewhat difficult term to define as it can refer to a communication style ("… method of communication that only involves two people such as a telephone conversation or even a set of letters …" [Wikipedia, 2008]). A "dyad", in psychology, is defined as "a pair of persons in an interactional situation. For example, a patient and therapist, a woman and her husband, a girl and her stepfather, etc." (MedicineNet.Com, 2008). In The Free Dictionary, a dyad is defined as "two individuals or units regarded as a pair: the mother-daughter dyad" (The Free Dictionary, 2008; also see Louw & Du Plooy-Cilliers, 2003:152).

It should be noted that this confusion between the concepts of coaching and mentoring and the development strategies necessary for each of these is also to be found in the document issued in January 2004 by the Western Cape Provincial Administration, the **Management Strategy on Mentoring in the Western Cape Provincial Administration**. Although the document refers specifically to mentoring in the title, there is reference

to the term "coaching", as well as to the approaches utilised in this management function in the workplace.

The Department of Public Service and Administration issued the very comprehensive **Strategic Human Resources Planning Guideline and Toolkit** in March 2007, where it is stated that the "capacity to perform effective human resource planning will take time to develop." It is interesting to note that there is, in the entire 98-page document, only one reference to "coaching" (on page 25) as one of the "planning analysis and developmental activities" to be used by leaders in an organisation.

The Department has announced, during the 2008 budget speech delivered by the Minister of Public Service and Administration, Ms. Geraldine Fraser-Moleketi, that there will be "the major transformation of SAMDI to a national academy" to be known as the **Public Administration Leadership and Management Academy** (PALAMA – a Sesotho word meaning "ascend" or "get aboard"). Amongst other functions, the Academy will look to the development of the human resources within the public sector through training "and associated initiatives such as … coaching …" (Parliamentary Monitoring Group, 2008).

It is clear that public sector management is undergoing substantial changes in terms of re-invention, re-engineering, downsizing, cutback management, and close public and legislative scrutiny. It is then into this context that public sector managers need to see a revised role for themselves as coaches, rather than as managers who control the resources which have been entrusted to them. This then requires a new role for the public sector manager (Paddock, 1997 in Van Wyk, 2004:104).

4.5   Conclusion

This chapter has provided details of the composition of the public sector in South Africa, the three spheres of government, as well as the other organisations and institutions which constitute the public sector.   The legislative framework was also set out, from the constitutional foundation, to other legislation and then reviewing pertinent policy and guideline documents.

It is clear from a perusal and study of the documentation referred to in the preceding sections that there are many initiatives relating to coaching within the public sector.   The concept of coaching appears in many of the policy documents, but the manner, process and procedure is not set out in any detail and there is no explanation or "roadmap" for a public sector manager to follow when he/she decides on some form of performance coaching for his/her personnel.

The following chapter will focus on developing a coaching model as an approach to improve service delivery in the public sector.   The model will set out the steps in the process and will provide guidelines and supporting documents to enable the manager to navigate his/her way through the process.

This model will then be evaluated by subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness to address the issue of coaching more effectively.

CHAPTER 5

A COACHING MODEL FOR THE SOUTH AFRICAN PUBLIC SERVICE

5.1   Introduction

The previous chapter provided details of the composition of the public sector in South Africa, the three spheres of government, as well as the other organisations and institutions which constitute the public sector. The legislative framework was also set out, from the constitutional foundation, to other legislation and then reviewing pertinent policy and guideline documents.

It is clear from a perusal and study of the documentation referred to in the preceding chapter that there are many initiatives relating to coaching within the public sector. The concept of coaching appears in many of the policy documents, but the manner, process and procedure is not set out in any detail and there is no explanation or "roadmap" for a public sector manager to follow when he/she decides on some form of performance coaching for his/her personnel.

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This model will then be evaluated by subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness to address the issue of coaching more effectively.

5.2   A Coaching Model for the Public Sector

A wide variety of coaching models have been examined, explored and discussed in Chapter 2 and, as a result, the themes recommended in these models have been employed in the design of a performance coaching model which can be effectively and efficiently utilised in the public sector in South Africa. The GROW model will form the basis of the model, will be described in more detail below (in each of the four stages) and, where appropriate, supplemented with documentation which will form part of the overall process and procedure.

Figure 9: The Coaching Model

Stage 2: Logistics and Administration

- Inform Protégé
- Select Coach
- What specific knowledge, skills, competencies are required?
- Evaluate information on prospective coaches — **Annexure A**
- What arrangements must be made?
  - Arrange meeting:
    - Time
    - Venue
  - Resources — **Annexure B**
- What preparation must be done?
  - Review:
    - Job Description
    - KPI's
    - etc.
    - **Annexure C**
  - Rehearse:
    - Prepare
  - Record:
    - Agenda
    - Questions
    - Outcomes
- The first meeting
- Sign Coaching Agreement — **Annexure D**
- Stage 3

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Stage 3:
The Coaching
Session

How do I start the coaching session?
- Positive tone
- Praise
- Listen actively

How do I outline the issues?
- Revisit:
  o Job Description
  o KPI's
  o etc.
  Annexure E

How do I shape the session?
GROW
Annexure F

Goals
- Specific
- Measurable
- Achievable
- Realistic
- Time
- Stretching
- Sustainable

Reality
- Empathy
- Acknowledge
- Reflect
- Summarise

Options
- Past experiences
- Past successes
- New perspectives
- Action
- Follow-up

When
- Setting tasks
- Agreement
- Support
- Assessment
- Managing risks

Coaching Plan
Annexure G

COACHING

Stage 4

5.2.1 Stage 1 – Identifying the Need [for Coaching]

Figure 10: The Coaching Model – Stage 1: Identifying the Need
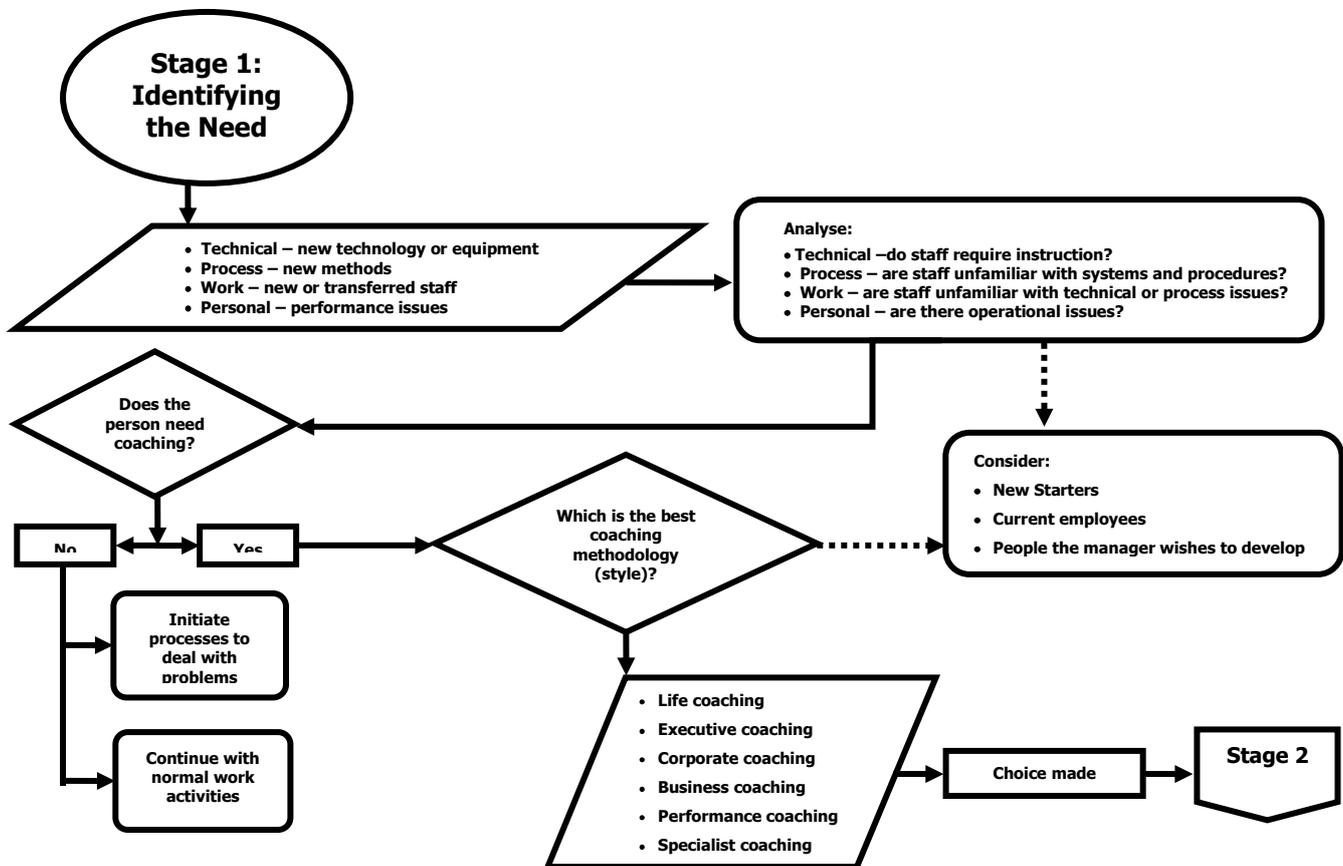
A good manager is (or should be) constantly monitoring and evaluating the performance of his personnel and, in so doing, increasing the performance of the individual members of staff and his/her team or organisation. The manager will then be seeking opportunities to improve the knowledge, skills and competencies of his/her personnel as and when these are identified in, for example, the performance management process, and more especially during performance appraisal and performance review meetings. This improvement can be achieved through standard education and training, but more likely, through a coaching intervention.

5.2.1.1 Analysing the Type of Work-related Issue

The first stage of the coaching process is that the manager or supervisor must identify that there is indeed a need for a coaching intervention. The identification can arise from one or more of the following situations, and the manager should consider a specific question in each of these situations:

- *Technical* - this would arise when new equipment or technology is introduced into the unit or department. A manager will no doubt bring in the necessary experts in the particular area of expertise to ensure that the personnel are taught and given the necessary instruction. However, coaching is an intervention which can be of equal benefit in assisting the personnel to become *au fait* with the new equipment or technology as it (coaching) is a more practical hands-on interaction between the protégé and the coach, who is familiar with the particular skill that the protégé must acquire.

  The question that the manager should ask him/herself is: do the staff require some instruction in these technical issues?

- *Process* - this situation would arise where new policies and procedures are introduced into the unit or department. These policies and procedures may also provide for specific issues that require some form of practical or related instruction or guidance and a coaching session/s would then, in these circumstances, be an ideal intervention.

  The question that the manager should ask him/herself is: are the staff unfamiliar with the systems or procedures?

- *Work* - there are two possible situations under this heading:
  a. A new member of staff has been appointed into the unit or department. This new member of staff may be someone from another company or

industry, may be a recent graduate (school or university), may be a person who is returning to the working environment after an extended break (following maternity leave, bringing up children) or an employee with special needs. Induction or orientation programmes are a vital component of introducing the new member of staff into the unit or the department and, most importantly, into the organisation and will provide all the necessary information about the terms and conditions and rights and obligations flowing from the contract of employment. However, a coaching intervention will also greatly assist this integration into the new situation as it will assist the new member of staff to become effective and efficient as quickly as possible, rather than just throwing him/her "into the deep end" in the first few days of commencing the new position.

b. A member of staff, who is well-versed in the policies and procedures of the organisation, is transferred into the unit or the department and requires additional or new knowledge, skills and competencies to enable him/her to immediately attend to the new tasks, duties and responsibilities. While education and training interventions will be able to deal with this issue, it may well be that coaching would be the more appropriate vehicle to achieve a productive individual in the shortest possible time, given the broad awareness and familiarity that the member of staff has of the organisation.

The question that the manager should ask him/herself is: are the staff unfamiliar with technical or process issues?

- *Personal* – it is possible that, in his/her performance reviews or appraisals, or just in the overall management of a unit or department, the manager realises that there is a performance issue which must be dealt with then decides, given the nature of the performance problem, or otherwise, to provide coaching for

the member of staff. It must be highlighted that this aspect does not deal with a negative notion, but could focus on one of the following outcomes:

- o Coaching for underperformance;
- o Coaching for enhanced performance; or
- o Coaching for stretch or future performance.

The question that the manager should ask him/herself is: are there operational issues which must be dealt with in order to improve individual (and thus organisational) service delivery?

5.2.1.2 Considering the Category of Personnel

It is also important that the manager should always consider the "level" of the member of staff when identifying the need for coaching, especially as regards the technical-, process- and the work-related issues that have been identified as requiring some intervention. The manager should always consider the following categories of personnel when analysing the various issues as this will enable him/her to be able to better adjudge the needs and requirements:

- New Starters – these new employees, in addition to requiring training and development programmes and courses, will also require the basic skills to attend to their duties and responsibilities;
- Current employees – these individuals or groups who require, or would benefit from a programme to improve their existing performance; and
- People the manager wishes to develop – in some instances, another intervention, other than training and development programmes and courses, will be required.

The manager is then in a position to consider what the options are that are available to him/her to deal with and resolve the issue/s or problem/s that he/she considers

requires an intervention. The manager must ask the question, "Does the person need coaching?", and then, having asked the question, consider the two answers or options:

1. *No* – this answer or option is dependent on one of two situations:

    a. if there is a technical-, process-, work- or personal-related issue (or issues), but this cannot be dealt with through coaching, or where the member of staff will not respond to this intervention, the manager must then select a suitable training and development programme or course; or
    b. if there is no issue, the member of staff will continue with his/her normal work activities.
2. *Yes* – if the manager, after careful consideration, is of the opinion that coaching will best serve the needs and requirements of the situation and will also ensure improved knowledge, skills and competencies of the member of staff, he/she should then select the most beneficial coaching methodology or style.

5.2.1.3 Selecting the Best Coaching Methodology

There are a wide variety of coaching styles which are available to the manager depending on the particular need and situation of the member of staff. These are fully described in Chapter 2.2.5 *supra* ("Types of Coaching") and are set out hereunder:

*   Life coaching;
*   Executive coaching;
*   Corporate coaching;
*   Business coaching;
*   Performance coaching – the focus of this research project;
*   Specialist coaching;

It should also be highlighted that, in addition to the coaching methodologies referred to above, there are other forms of coaching:

- Career coaching – this form of coaching is a form of specialist coaching, it looks to address issues of job satisfaction and career management often utilising tools and instruments to assist them, and their protégé in this process.
- Team coaching – here there is a focus on improving the performance of the team functions through the coach observing the performance of the team, assessing and evaluating the strengths and weaknesses and then developing a plan to deal with the issues (also see Dove, 2006:6; Somers, 2008:145).
- Organisational coaching – this would appear to be very similar to the team coaching approach, but in this instance, rather than the tasks and duties of the team being addressed, this form of coaching looks to the achieving of the organisational goals and objectives through improving the skills of the individual or the team.
- Systematic coaching – this coaching intervention sets out to deal with the effectiveness or otherwise of human systems. The systematic coach investigates and evaluates the functioning of the system (system diagnosis) as well as the goals and objectives (systemic goalwork) and then coaches the members of the team to achieve the individual and team goals. This form of coaching can also include individual coaching.
- Dissertation coaching – the coach in this instance has a very specific goal and objective, namely the assistance and guidance of a graduate student, usually a PhD. student, in the areas of research and writing of a thesis or dissertation. Many students struggle in this area, due to personal and academic problems, and the dissertation coach is able to support the student to submit work on a regular basis.
- Ontological coaching – the focus of this form of coaching, which can be equated to life and executive coaching, is on changing and expanding the world view of the individual and team and in so doing, enabling them to take action based on their new beliefs and values.

It might assist the coach if he/she uses a carefully method of evaluating the different coaching styles and then selects the best style to meet the particular needs and requirements of the protégé at that particular time. Olshfski & Cunningham (2008:10) have developed a Decision Process Model which will assist the coach in this determination process:

Figure 11: The Decision Process Model (Olshfski & Cunningham, 2008:10)
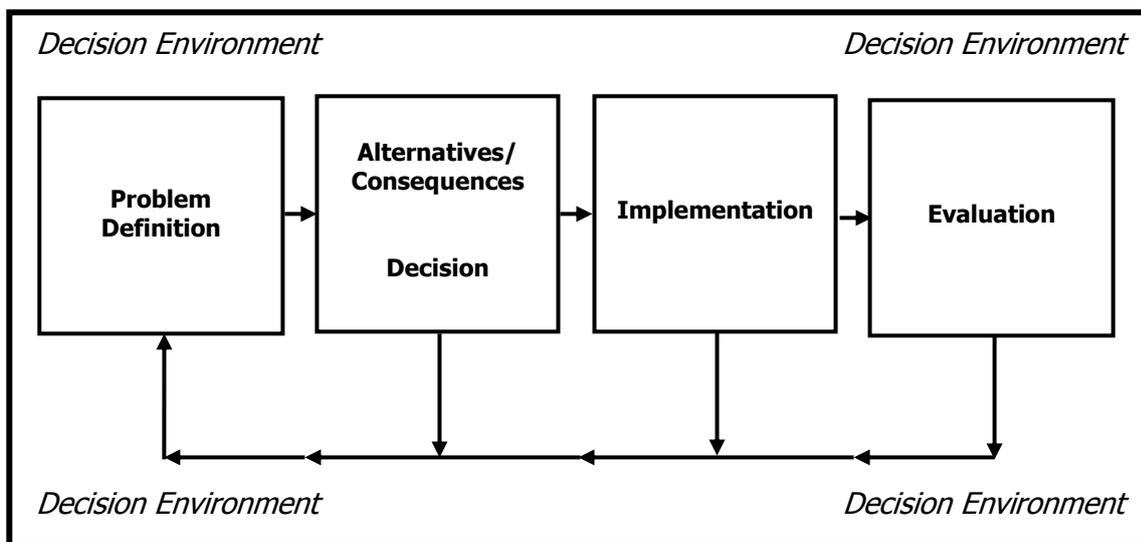
Once the choice has been made, the manager is then in a position to move to Stage 2 of the process.

5.2.2 Stage 2 – Logistics and Administration

Figure 12: The Coaching Model – Stage 2: Logistics and Administration
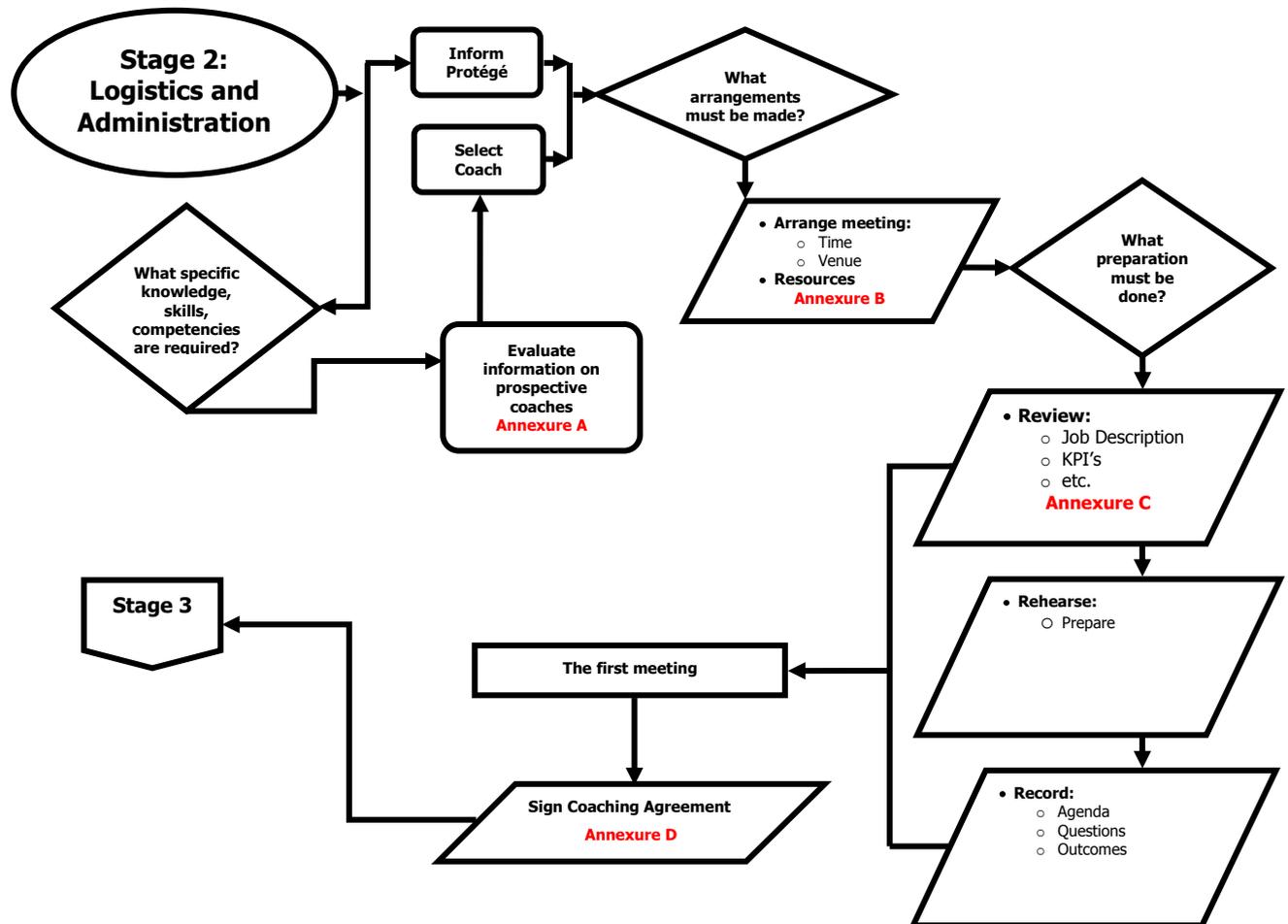
The second stage relates to all the logistics and administration which forms an important facet of the process. Many managers would wish to do away with some of the steps in this stage, but it is important that all the formalities and procedures, which must be attended to and which will inform some of the remainder of the process, are dealt with by the various parties.

5.2.2.1 Informing the Protégé and Selecting the Coach

It is, in the first instance, necessary to establish what the specific knowledge, skills and competencies are required by the protégé. These needs and requirements would have been evaluated and assessed by the manager as he/she is monitoring and evaluating the performance of his personnel and, in so doing, increasing the performance of the individual members of staff and his/her team or organisation.

The protégé must be informed that he/she has been selected for the coaching intervention and can therefore begin to prepare for the first session.

It is of course that the most ideal coach be selected for the protégé and, more importantly, for the specific coaching intervention. A coach must have the ability to encourage others to go beyond their current level of performance, but does require some very special attributes, which can be described as:

- Wanting to share knowledge and experience;
- A willingness to invest the time for the protégés and the organisation;
- A belief that personnel are capable of an improved performance;
- Not expecting to take credit for the improvement in others; and
- An enjoyment for working with people.

It is therefore necessary that there should be a comprehensive assessment and evaluation of all the persons who have been selected as prospective coaches to ensure that they will meet all the requirements necessary for a successful coach. Annexure "A" (Coaching Session – Pre-Coaching Evaluation - Assessing the Coach's Skills) can be utilised as a tool to establish whether the coach does have the necessary personal attributes to which reference has been made *supra*.

It should be said that the ideal situation would be that all prospective coaches should have previously indicated their willingness to be considered as coaches and would

have completed the Pre-Coaching Evaluation (*supra*) and all their knowledge, skills and competencies properly documented in order that there are no delays in the pairing of the protégé and the coach.

5.2.2.2 The First Meeting – The Arrangements

The first meeting between the coach and the protégé must be arranged in terms of the "when" it will happen (the date and time of the meeting), the "where" it will happen (the place of the meeting) and the "what is needed" for it to happen (the resources which are required for the meeting).

This involves making all the necessary arrangements to ensure that there will not be a last-minute scramble to confirm a meeting or venue or to try and obtain whatever resources such as notes, workbooks, books, flipcharts and other important and necessary resources are available.

Annexure "B" (Coaching Session – Pre-session Planning) can be utilised as a checklist for the coach to ensure that all the logistical and administrative issues have been dealt with prior to the commencement of the coaching session:

- The session must be arranged timeously with sufficient notice of the date and time of the meeting. This will enable all parties, including managers and support personnel, to be aware of the coaching session and to be able to plan their schedules accordingly. It is also necessary to arrange a venue, especially where resources must be available for use by the coach and protégé/s and must be organised, delivered to the venue and (possibly) installed and set up.

- The nature of the session may also require that different types of resources would be required. These could include books, notes or workbooks relating to the particular subject or topic of the session, while there might be physical resources such as flipcharts, computers, data projectors and related equipment which may be required to ensure the smooth management of the session. These resources should be available prior to the commencement of the session

in order that they can be properly positioned and tested – the ideal situation is that the coach is ready to meet the protégé/s without still having to scrabble around for resources and equipment; this sets a professional tone to the session and allows the session to commence at the appointed time.

- It might be that there are other persons who must be invited to the session and this must also be arranged timeously. There might be other persons who must assist the coach with the session or managers or others who the coach feels might like to see the progress of the protégé/s. The arrangements for these invitees must be made well before the session and their attendance should also be communicated to managers and support personnel.

- There might well be a need for the coach to have documentation to hand which will assist him/her in the session. This documentation might include (but not be limited to) the job description/s of the protégé/s, specific reports from the manager/s or other documentation which will ensure the effective functioning of the session.

5.2.2.3 Preparing for the Coaching

Once the initial arrangements have been made and the resources identified and allocated, it is necessary for the coach to immediately, and again before the start of the session, prepare for the session through a variety of phases. Annexure "C" (Coaching Session – Pre-session Preparation) can be utilised as a checklist for the coach to ensure that all the pre-session preparation aspects have been dealt with prior to the commencement of the coaching session:

- The coach should review various documents relating to the protégé/s such as job description/s, Key Performance Indicators (KPI's), assessments relating to the protégé/s or their performance, reports from manager/s on the protégé/s, notes from previous meetings and sessions, their performance or related issues. This will enable the coach to properly prepare for the session through a full understanding of the protégé/s, their position and their tasks, duties and

responsibilities, their knowledge skills and competencies and reports on their current performance, the nature and extent of the issues raised during previous coaching interventions (if applicable) and related information. This is important as, although the nature of the coaching relationship is not at the same personal level as that of a mentoring relationship, the coach does need to have some understanding and insight into the person/s that he/she will be coaching.

- It is necessary that the coach, once he/she has reviewed the documents referred to above, should make some notes and comments as an *aide memoir*. It is important that the coach is well prepared and should therefore make some notes before the session on issues that he/she may wish to raise with the protégé/s before the session commences. It is important that the coach rehearse the session and be properly mentally prepared for the coaching session.

- The coach, as part of the preparation for the session, should also make notes on three vital aspects that will assist in the smooth management of the session and also record and set out goals and objectives for the session – this will enable the coach to focus his/her activities by setting out detail on the following aspects:

  o The possible agenda for the session – the coach can note the specific items which he/she wishes to cover in the session and will ensure that the coach does not attempt to cover too many topics during the session, especially as the time will be limited.

  o The possible questions – these might be questions that the coach wishes to ask of the protégé/s before the commencement of the session or during the session itself. If these questions have been noted before the session, the coach will appear to be well prepared and can also decide on the best time and opportunity to pose the questions.

  o The possible outcomes – this section will allow the coach to decide on the outcomes that he/she wishes from the session. These will be discussed with the protégé/s when starting the session, but by considering the possible outcomes before the commencement of the session, the coach

will be able to reflect on what will be required to be covered and done during the session.

5.2.2.4 Signing the Coaching Agreement

One of the important outputs of the first meeting is that there should be complete understanding between the coach and the protégé as to the purpose of the coaching intervention, the goals and objectives of the individual coaching sessions (if these can be identified at this early stage), the methods and processes to be utilised during the sessions and the methods that will be used to monitor and evaluate the success of the sessions and the intervention. Annexure "D" (Coaching Session – Coaching Agreement) can be utilised as a template. It is not possible to be more precise in this document as each and every situation will differ depending the needs and requirements of the individual protégé and the organisation as a whole.

Copies of the Coaching Agreement must be given to the protégé, the coach, the manager or supervisor, while a copy must be filed on the personnel file of the protégé.

Once this aspect of the process has been completed, the manager is then in a position to move to Stage 3 of the process – the coaching itself.

5.2.3 Stage 3 – The Coaching Session

Figure 13: The Coaching Model – Stage 3: The Coaching Session
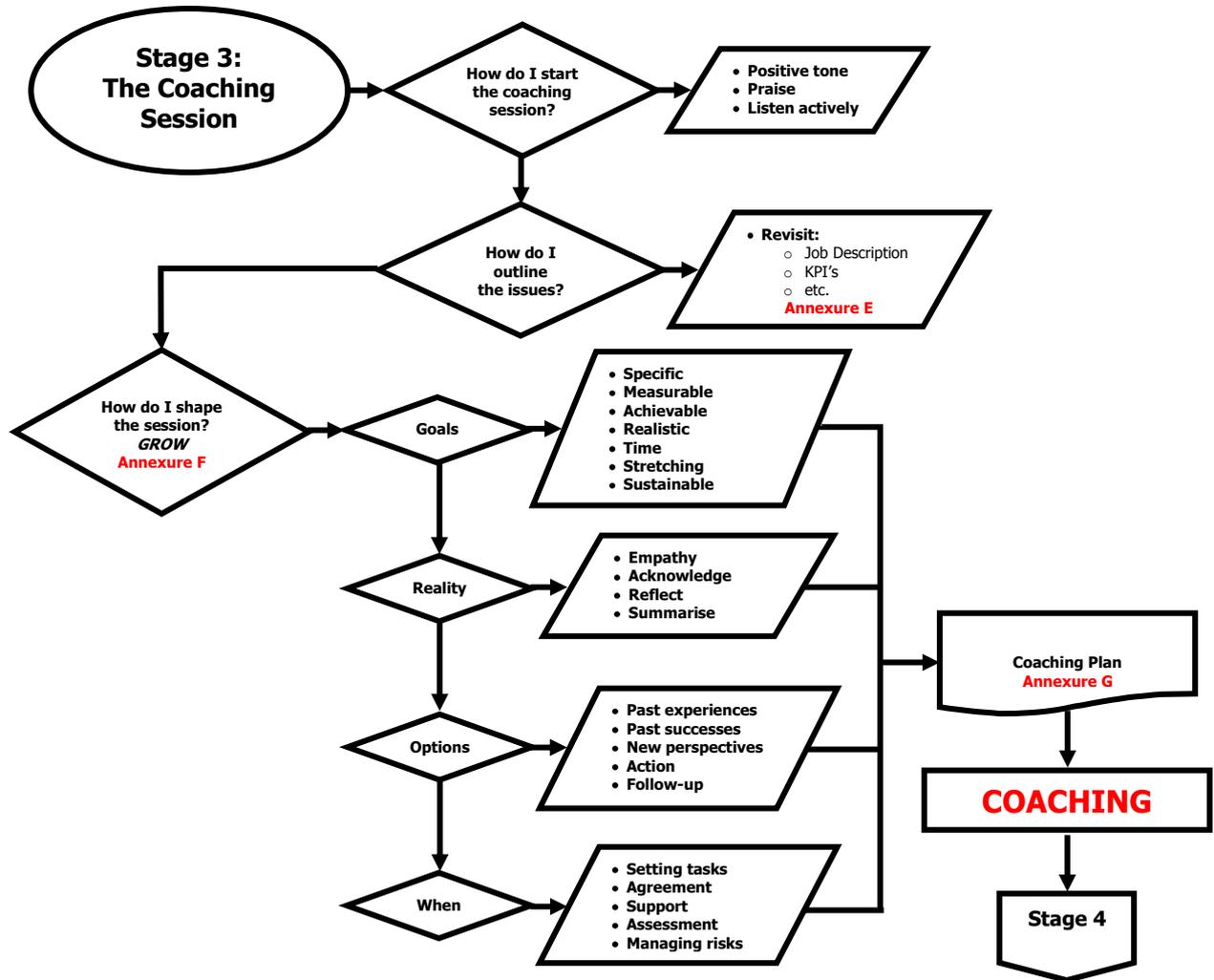
The next paragraphs will deal with the actual coaching session and the steps which form an integral part of this, the most important, phase of the process. The following paragraphs will set out the various phases of the framework and will set out the various segments of the model. The phases of the framework and the segments of the model will, in some instances, be supplemented with documentation which will form part of the overall process and procedure.

(In order to encompass the various grammatical forms and to avoid unnecessary lengthy descriptions, the nomenclature "protégé" will be utilised henceforth.)

5.2.3.1 Starting the Session

This start to the coaching session is of vital importance as it sets the character and quality of the coaching session. There are some important people-related issues which the coach must bear in mind at this time as to ignore or overlook these could "break" the moment, rather than being an uplifting commencement of the session:

- Firstly, the coach should look to starting with a positive tone. The protégé should be greeted warmly, but not effusively. This is important as it is possible that the coach could be viewed as being insincere if the welcome is "over the top".

  It is also important that the body language of the coach should "mirror" the greeting. If the coach gives the impression through his/her non-verbal communication style that he/she does not like the protégé or does not wish to be there at that time, it could be detected by the protégé, who may well also react negatively to this situation. The coaching session and its goals and objectives will then not be met.

  It should be said that the coaching relationship is one where the interpersonal aspects must be subservient to the goals and objectives of the intervention. The coach is there to impart knowledge, skills and competencies and is not necessarily interested in the rapport between him-/herself and the protégé. It should be said, however, that the coach will want to obtain the best possible results from the coaching interaction and intervention and so will look to creating and cultivating the correct atmosphere and "vibe" with the protégé.

- The second focus point on which the coach should concentrate is that he/she should praise the achievements of the protégé. This is especially true where the coaching process has been in progress for some time and the coach wishes to commend the protégé on his/her development and an improvement in knowledge, skills and competencies. This will presuppose that the coach has

been reviewing and evaluating and obtaining information on the protégé and the progress that he/she is making in implementing, applying and internalising the new and enhanced knowledge, skills and competencies.

- The third area relates to the need for the coach to develop and utilise positive and active listening skills. This is the vital aspect of any good communication process and the coach will want to be able to identify both the obvious messages which the protégé is conveying, but also be aware of the "hidden" messages that may not be verbalised. Positive and active listening requires an open mind and an ability to show the protégé that he/she is listening (an active process) as opposed to only hearing (which is a natural and very passive process). The coach should ask questions if he/she does not understand something that the protégé has said or explained and should also pay attention to the detail of any information that the protégé has provided. A final important facet of this section is that the coach should summarise the content of the discussion in order to ensure full and complete understanding by both parties.

Covey, (1992:239) actually refers to a better form of communication, namely empathic listening, where he states under the fifth of his seven habits ("Seek First to Understand, Then To Be Understood") that this allows a person (in this case, the coach) to get "inside another person's [in this case, the protégé] frame of reference … you see the world the way they see the world." This then allows for a full understanding of exactly what each of the parties in the coaching relationship seeks to achieve and provides accurate information with which each then can work during the session/s.

5.2.3.2 Outlining the Issues

There are three sections to this phase of the coaching session, with each of them being equally important as they require that the coach and the protégé must have a

discussion on a number of documents and from those and the discussion, reflect on the possible outcomes and then agree on an agenda.

It is important that the issues are outlined so that, at the end of this phase, the coach and the protégé are agreed on the agenda to be followed for the session and, most importantly, the outcomes to which the parties should be aiming. These outcomes should not just be focused on the actual session, but also on the long-term effect and the impact that will be achieved once the protégé has mastered the knowledge, skills and competencies.

This phase requires discussion between the coach and the protégé on the series of documents that the coach has already reviewed prior to the session (see 4.2.2.3 – Preparing for the Coaching *ibid*). This discussion should be utilised for the coach to obtain additional information from the protégé to supplement the information which has been obtained in the lead-up to the actual session.

Annexure "E" (Coaching Session – Outline the Issues) can be utilised as a checklist for the coach and the protégé to assist them in documenting the issues and then to prepare a brief summary of the agenda for the session and, most importantly, the outcomes of the coaching intervention. The documents which could form part of this phase could include the following:

1   The coach and protégé would review the various documents relating to the work situation of the protégé such as job description/s, Key Performance Indicators (KPI's), assessments relating to the protégé/s or their performance, reports from manager/s on the protégé/s, the notes from previous meetings and sessions and related documents. This will enable the coach and the protégé to properly prepare for the session through a full understanding of the protégé, his/her position and tasks, duties and responsibilities, their knowledge skills and competencies and reports on his/her current performance, the nature and extent of the issues raised during previous coaching interventions (if

applicable) and related information. It will not be necessary to do this review at every coaching session, but rather as and when this might be required in order to ensure that there is complete understanding of the issues to be dealt with during that coaching session.

2   The coach and the protégé, as part of the preparation for the session, should also agree on, and record, at the outset two vital aspects that will assist in the smooth management of the session, namely the goals and objectives for the session – this will enable the parties focus their activities by setting out detail on the following aspects:

   o   The possible agenda for the session – they can note the specific items which will be covered in the session and will ensure that the coach does not attempt to cover too many topics during the session, especially as the time will be limited.

   o   The possible outcomes – this section will allow the coach and protégé to decide on the outcomes that they wish from the session (Stevens, 2008:83).

5.2.3.3   Shaping the Session

This part of the phase can be said to be the most important in that it is here that the coach and the protégé will move into the crux of the intervention and will deal with the particular issues for which an improvement in knowledge, skills and competencies is required. As noted above (4.2 – A Coaching Model for the Public Sector), the GROW model will be used as a basis in this phase (see 2.5 – Models of Coaching for a fuller explanation). The acronym "GROW" stands for:

- **G**oal – the setting of clear, specific goals which prevent the coach and protégé from straying from the overall objectives;

- **R**eality – the coach must ascertain what the current reality of the protégé is by obtaining objective information about him/her by asking What, What, When, Where and When questions;

- ***O**ptions – the purpose of this section is to identify as many solutions to particular issues or problems, without considering the quality of the options; what is important is the quantity; and

- ***W**hat will you do – in this final element of the GROW model, the protégé makes a decision about the best option is selected and then prepares an action plan for the implementation of the option (Robertson, 2001:39 notes that another author, Landsberg, uses the phrase "wrap-up").

This phase links very closely in with the other phases, which is an important aspect of a coaching intervention. Coaching should never be seen as a linear process, but rather an interlocking series of steps which create a synergy of their own and in so doing will allow the knowledge, skills and competencies of both the coach and the protégé to complement each other and create an even greater effect.

In shaping the coaching session, whether it be of hands-on coaching of a practical nature or instruction in a people-related issue, it is important that the coach and protégé constantly keep the GROW model in mind as they move through the various stages of the intervention. Annexure "F" (Coaching Session – Coaching Session Checklist) can be utilised by the coach and protégé to ensure that all the specific issues, topics and themes for the coaching intervention are documented and dealt with in the allotted time. A series of questions have been prepared that will assist the coach and the protégé to formulate their thoughts and ideas and the goals and objectives of the coaching session. The main aspects of this section of the phase are as follows:

- ***G**oal – this relates to the "what that will be achieved" during the session and can be said to be the goal-setting opportunity for the coach and the protégé. When setting goals it is important to bear the "SMARTSS principle" in mind (see 2.6 – The Steps in the Coaching Process *ibid*). By doing this, the coach and protégé, in documenting the goals and objectives, will be prevented from straying from the overall purpose of the coaching session. While it is always

good to progress linearly through the questions, it is possible that only certain of the questions will be relevant to the particular coaching intervention. It is also possible that the coach, as he/she becomes more *au fait* with the process and more familiar with the goals and objectives of this segment of the phase, will be able to deal with the issues and obtain the necessary information without having to resort to using the questions at each and every coaching session.

- **R**eality – this relates to the "what is currently happening" and requires that the coach fully understands the situation in which the protégé finds him-/herself as regards their knowledge, skills and competencies. This allows the coach and protégé to evaluate and discuss the current level of understanding, for the coach to again check his/her perceptions and then to take this into account when planning the coaching session.

  The coach can use the "EARS" approach, an approach developed by the researcher. The acronym "EARS" stands for:

  - **E**mpathise – "seek first to understand …" by ascertaining the level of understanding and insight of the protégé.
  - **A**cknowledge – the coach should use responsive communication and practice active listening techniques during all aspects of this phase of the coaching session.
  - **R**eflect – "… and then to be understood" will allow the coach to provide some of his/her insights, thoughts and ideas to assist the protégé in the coaching process.
  - **S**ummarise – the coach should frequently review and recap what has been done in the phase to ensure that there is a full understanding on the part of the protégé, both in terms of what has been accomplished and also what is still required to be done and completed.

- **O**ptions – this relates to the "what else could we do" and allows the coach and the protégé to discuss, evaluate and then discover and decide on a specific

coaching intervention that will best meet the requirement of enhancing and expanding the knowledge, skills and competencies of the protégé. This section makes use of the "PEPS- NAF" approach (again, an acronym designed by the researcher) which requires the following:

o **P**ast **E**xperiences and **P**ast **S**uccesses are used to craft, draft and plot ……
o **N**ew perspectives, **A**ction and **F**ollow-up.

Here, again, a series of questions have been included in Annexure "F" (Coaching Session – Coaching Session Checklist) to assist the coach and protégé to crystallise the thinking and to enable them to decide on the best option available to achieve the overall aim of the session.

The coach and protégé can also utilise Annexure "G" (Coaching Session – Coaching Plan) in this phase and in the following "**W**hen" segment as they begin to document the issues, the action, etc. necessary to complete the coaching intervention.

- **W**hen you will do what has been agreed – this relates to final aspects of the "Shaping the Session" phase and sets out the "when you will carry out the agreed a course of action." This is the all-important aspect of the phase and is the culmination of the entire intervention. This section is one which should be swiftly completed as those going before are focused on this aspect. This section makes use of the "SASAM" approach (yet again, an acronym designed by the researcher) which requires the following:

o **S**etting tasks – these must be very specific and should be drafted bearing the "SMARTSS" principle (see *ibid*) in mind;
o **A**greement – this is of extreme importance as the coach and the protégé must agree on what must be done and also the timing of the activities. It is of no benefit to any of the parties, or the process itself, if there is not any agreement on these issues and the protégé is expected to do work

which will not enhance his/her knowledge, skills and competencies. It is therefore important that the parties should be *ad idem* at the process.

- o **S**upport – the coach and the protégé must discuss and agree on the resources that the protégé will need or that is required to ensure a smooth coaching process. These resources could include everything from people (both from within the organisation and outside), physical resources (workbooks, computers, etc.) and financial resources (where, for example, the protégé must obtain additional training). There are two other resources which should be borne in mind, namely the time available for the coaching intervention, as well as the information which is required to ensure that the intervention is one which progresses effectively and efficiently.

- o **A**ssessment – it is important that in any growth and development process that there must be an assessment and evaluation process that will review the coaching intervention. The progress of the protégé must be evaluated carefully, using the indicators the have been agreed. This is also a period where the coach and protégé can engage in open and on-the-level comment and discussion about the work done by the protégé over the period of the intervention and the improvement that he/she has shown. The coach should utilise the positive and active listening skills (see *ibid*) and reinforce the progress that the protégé has made. However, it should also be said that the coach must use the opportunity to chide the protégé where there has not been the necessary progress or where the protégé has possibly been a little slack in his/her efforts. The questions included in Annexure "F" (Coaching Session – Coaching Session Checklist) will assist in this process, while Annexure "H" (Coaching Session – Post-coaching Assessment) could also be used to properly document the final comments of the coach and protégé as regards the coaching intervention. It is important that the protégé should very carefully consider his/her knowledge, skills and competencies before and after the coaching intervention and should then note the levels honestly and openly.

o **M**anaging risks – an important aspect that must be considered is whether there are any factors that could influence the smooth operation and administration of the coaching intervention or any problems which can be averted. It is important that the coach and protégé should discuss any aspects which might hamper the progress of the protégé or impede him/her in participating fully in the intervention. It can be very frustrating for the coach and/or protégé if a problem comes to light that could easily have been avoided if there has been careful consideration of the process and the possible difficulties that might arise. In addition, possible solutions or the relevant resources which will be required should be noted. It should also be said that the coach and protégé should not attempt to note each and every possible difficulty or problem, but should rather note the main aspects which could prevent the protégé from fulfilling the goals and objectives of the coaching intervention.

Once the coaching intervention has been completed, the final administrative detail and documentation can be attended to in order to bring the entire intervention to an end.

5.2.4 Completing the Coaching

Figure 14: The Coaching Model – Stage 4: Completing the Coaching
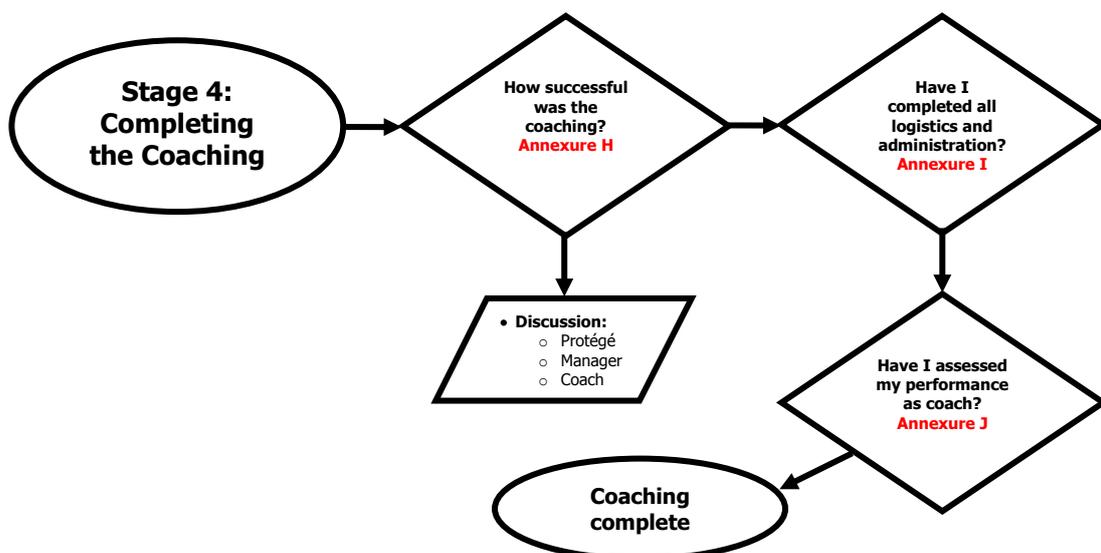
There are some final steps that must be considered and completed in order to bring the entire coaching process to a satisfactory conclusion.

It is important that this particular and final phase of the intervention should be properly concluded in order to ensure that the results and impact of the intervention itself, as well the results and impact on the protégé should be properly documented. This aspect can then be seen as the post-coaching evaluation. The importance of this phase cannot be over-emphasised. One often hears of the term and phrase "institutional memory" (Wikipedia, 2008) which falls under the wider definition of knowledge management and refers to the data, information and knowledge which is available to an organisation through its archives, both electronic and otherwise, as well as through and in the recollections of the personnel. It often occurs that managers and others cannot remember why a particular situation arose, what was done to deal with it, let alone what the resultant effect or impact was both on the individual involved as well as on the unit or department. It is equally possible that there could be a selective recall of information or a reluctance to recollect mistakes that occurred or difficulties that were encountered or even that the process is viewed through "rose-tinted spectacles", all of which will leave a distorted picture of the process or the intervention.

It is for this reason that it is vital the detail and the important features of the coaching intervention should be recorded to ensure that lessons learnt become the basis of further and better interventions and that the problems and difficulties are not repeated in the future. Annexure "H" (Coaching Session – Post-coaching Assessment) can be utilised to evaluate the performance of the protégé both before and after the completion of the coaching intervention. This is the crux of the process to ensure that there is an improvement in the performance of the individual and, from that, an improvement in the performance and service delivery of the unit or the department or the organisation as a whole.

It is important that a short report which provides the details of the coaching intervention and the results should be placed in the personnel file of the protégé. The main reason for this is that it could happen that the Human Resource Department, a manager or supervisor needs to review the personnel file of the protégé for purposes of a performance review meeting or formal performance appraisal of the protégé. A report on the progress of the protégé and/or the improvement in his/her performance and/or the development of his/her knowledge, skills and competencies would then be most beneficial in providing to further information about the employee (the protégé) which will assist in the assessment of that individual or provide information as regards his/her suitability for advancement or promotion.

Another important final facet of this phase is that the coach should also have an in-depth formal discussion with the manager or supervisor of the protégé. The coach would then provide some information about the progress of the protégé and would also be available to answer any questions that the manager or the supervisor might have about his/her subordinate (the protégé). It is important to emphasise two important issues:

1. The coach should under no circumstances attempt to be prescriptive in any comments and recommendations that he/she might have. He/she could offer advice or counsel the manager or supervisor only if requested for this by the latter.
2. The coach should also under no circumstances infringe the confidentiality of the relationship or provide any personal information on the protégé without the consent of the protégé.

Another important facet of this final phase is that the coach should also report fully on the intervention itself. This is important as the Human Resource Department and/or the Training Department would benefit from a report on the relevance, efficacy and value of the coaching intervention. Annexure "I" (Coaching Session –

Post-coaching Report) can be utilised as a checklist for the coach to ensure that all the logistical and administrative issues have been dealt with after the finalisation of the coaching intervention (which will duplicate some of the issues in the report on the protégé) should ideally deal with the following aspects:

- A brief overview of the protégé – personal information (incl. qualifications), work-related information (department, position, etc.);

- The particular situation which gave rise to coaching intervention and the reasons that prompted the coach to decide on coaching as the intervention of choice, rather than (e.g.) a training course;

- The options which have been identified as being possible and available options over and above coaching, as well as the option (in this case, coaching) selected to assist the protégé;

- A brief note on the schedule and structure of the coaching intervention;

- The interest and receptivity of the protégé to the intervention – how did he/she respond to the various aspects, facets and features of the process and the methodology;

- The success of intervention in terms of the improved knowledge, skills, competencies, behaviour of the protégé. It is also important to note that if the intervention was not a success, this should also be documented – the reasons for this and a full explanation and description of the issues or phases that led to this failed intervention should be recorded. This will allow the reader, whether a manager or supervisor or a specialist in the Human Resource Department or Training Department to properly evaluate and assess the person of the protégé or the process of the intervention;

- A brief report on any further coaching or other training from which the protégé specifically would benefit or that should follow the intervention generally in order to allow for a holistic and all-encompassing developmental process;

- A brief report on the applicability and validity for other employees and/or potential protégés within the unit or the department or the organisation as a whole; and

- Any general comments, observations or remarks that might be relevant or applicable and will assist management when assessing the protégé or reviewing the coaching intervention.

The focus, in this discussion on the post-coaching process, has been on the protégé and the evaluation of the intervention itself. It is also necessary that the coach should evaluate his/her performance in terms of coaching skills.

Annexure "J" (Coaching Session - Post-coaching: Assessing the Coach's Skills) can be utilised as a assessment tool to evaluate the overall performance of the coach, both during the coaching intervention, as well as serving as a training needs analysis tool. The use of this self-assessment by the coach, responding to the statements insightfully and objectively, will enable him/her to realistically evaluate the performance and also to identify areas for improvement and possible training and/or coaching and/or mentoring interventions. This will ensure that there is constant appraisal, both of the process, the procedures, as well as the person.

5.3   Conclusion

This chapter has set out and provided details of the coaching model that the researcher has designed and which could be utilised in the public sector in South Africa, given the fundamental principles, the legislative background and the contextual framework.

The following chapter will focus on an evaluation of this model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness and to answer the research question in this study.

CHAPTER 6

TESTING THE COACHING MODEL WITH SUBJECT MATTER EXPERTS

6.1   Introduction

The previous chapter set out and provided details of the coaching model that the researcher has designed and which could be utilised in the public sector in South Africa, given the fundamental principles, the legislative background and the contextual framework.

This chapter will focus on an evaluation of this model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness and to answer the research question in this study.

The comments, criticisms, remarks and observations on the coaching model will be used to formulate and motivate various recommendations, changes, amendments and additions to the model in order to make it more comprehensive, accessible and "user-friendly" to assist managers and supervisors in the public sector in their task of improving the knowledge, skills and abilities of the personnel who report to them.

6.2   The Process – A Brief Overview

The researcher spent some time developing and refining the coaching model defined and described in the previous chapter. This was done over a period of months and was commenced and completed under the direction and guidance of three study leaders.

A group of subject matter experts were identified to provide inputs and insights into the model and were approached by the researcher through the letter, Annexure "K" (Letter to Subject Experts). The letter comprised an introduction and a broad overview of the subject of the thesis together with the request for feedback and

inputs on the issues set out in the following paragraph. The letter included a series of annexures which comprised the model and the accompanying annexures.

The narrative, which sets out the background on, and information about the model as a whole and its various stages (section 5.2.1 [Identify the Need (for Coaching)] to section 5.2.4. [Completing the Coaching]), was not included in the letter. This was done in the interests of time, space and also to allow the experts to assess the model independently of the design and thinking of the researcher, given the specific areas that the researcher wished the subject experts to cover.

The issues that were to be dealt with by the subject experts, as set out in the letter (Annexure "K"), are for convenience set out hereunder:

"1.   The clarity of the model:
- *Is the process as suggested in the model easy to understand?*
- *If not, why?*
- *Are there any areas of confusion in the model and where are these?*
- *Can the model be perceived differently by different people?*
- *If so, how?*
- *Are there any ambiguous or difficult terms in the model?*
- *If so, where are these to be found?*

2.   The degree of comprehensiveness of the model:
- *Does the model, in your opinion, encompass all the necessary requirements for the effective introduction of coaching as a management intervention to improve individual performance in the South African public sector, more especially in the sphere of government in which you find yourself or with which you are familiar?*
- *If not, why, and how could it be improved?*
- *Does the model provide sufficient detail?*
- *If not, which particular areas could be expanded upon?*

3.   The effectiveness of the model:

- *Do you think that by following this model, the South African public sector, more especially in the sphere of government in which you find yourself, would be able to successfully introduce coaching as a management intervention?*
- *If not, why, and how could it be improved?*
- *Does the model provide enough guidance for introducing coaching?*
- *If not, why, and how could it be improved?*

4. *The practicality of the model:*
   - *Is this model "user-friendly"/understandable to the people that would have to implement it?*
   - *If not, why, and how could it be improved?*
   - *Is this model practical in the organisation i.e. the current organisational context in the South African public sector?*
   - *If not, why, and how could it be improved?*

5. *Any general comments about the model."*

6.3   The Subject Matter Experts

The subject experts were selected on the basis of the knowledge and skill, competencies and abilities in the field of human resources, both from an academic perspective as well from the practical experience and expertise of having worked in and for public sector organisations.

The subject experts that were approached are (in alphabetical order):

- Mr. Mario Denton – Life Coach and Facilitator: Strong Message.
- Mrs. Barbara George – Chief Human Resources Officer (together with the senior staff): St Helena Government.
- Ms. Herma Gous – Executive Officer (Corporate Affairs): South African Heritage Resources Agency.
- Dr. Michael le Cordeur – Circuit Manager: Western Cape Education Department (Faculty of Education, Stellenbosch University: Lecturer w.e.f. 01 July 2009).

- Prof. Dorothy Olshfski – Associate Professor, School of Public Affairs and Public Administration, Rutgers University (USA).

- Prof. Bob Schuhmann – Associate Professor: Department of Political Science, University of Wyoming (USA).

- Ms. Liezel Stephan – General Manager (Operations) and Insights Discovery Practitioner and Coach: Strong Foundation.

- Mr. Gary Taylor – Vice President (Human Resources): King Abdullah University of Science & Technology (Saudi Arabia)(former Executive Director [Human Resources]: University of Witwatersrand).

- Director Wynand Viljoen – Provincial Head (Training): South African Police Service (Western Cape).

(It should be noted that there were other persons who were approached as subject matter experts, but who, for a variety of reasons did not submit responses.)

6.4 The Subject Matter Experts – The Responses

Annexure "L" (The Subject Matter Experts – The Responses) will provide the actual responses from each of the subject matter experts. The e-mail replies received from each of the experts have been included in Annexure "L" as they were sent – "as is", as it were. In some instances, the responses from some of the subject matter experts were received in Afrikaans, while in two instances, the responses were received in a mixture of English and Afrikaans.

The various responses of the subject matter experts, as set out fully in Annexure "L", will be summarised and discussed and set out hereunder.

6.4.1 Mr. Mario Denton

The initial comment from Mr. Denton is that the model is easy to follow and clear. There is, however, certain terminology that, this subject expert feels should be more clearly explained. This is especially so in Stage 1 must be described more definitely.

A further comment is that the terms "life coach" and "corporate and business coaching" can cause some confusion. Mr. Denton does mention that one could also examine the concept of Appreciative Inquiry and the constituent elements of Discovery, Dream, Design and Deliver. He further notes that coaching is much like the Capie Model with its elements of contracting, assessment, planning, implementation and evaluation. Mr. Denton also comments that with Stage 2 of the model could also benefit from EQ ("Emotional Intelligence"). He then goes on to comment on some of the annexures and the various questions that are included in these documents, which he notes in a later comment as being "very practical."

6.4.2 Mrs. Barbara George (together with the senior staff)

Mrs. George and her personnel stated that the model is easy to understand, but that there are areas of confusion as regards Stages 1 and 2. This confusion relates to who makes the initial diagnosis and at what point does the coach take responsibility for the process. These questions are based on the opinion that the model is based on certain assumptions – that there is an established coaching function in the organisation and that the coaches have a measure of experience. Mrs. George points out that she is not able to fully comment, given that the model has a South African context, but that she and her personnel feel that it can be utilised provided that the organisation is committed to the principles and that the necessary and appropriate resources have been allocated and trained and developed to ensure that the model is implemented.

Mrs. George further comments that certain changes can be made to make it more "user-friendly", although she does not expand on this comment. She does however state that the model is comprehensible, provided that the users have previous experience and have the commitment to "using coaching as a management intervention/tool to enhance individual performance." A further comment is that "guidance notes" should be provided to facilitate the usage at each stage of the model.

6.4.3 Ms. Herma Gous

The initial comment of Ms. Gous is that the model is fairly easy to understand, but that there are areas which can be improved to improve the clarity of the model. The first that she does note is that "work" seems to encompass "technical" and "process". She then adds that it would appear that there should be some form of needs analysis in order to properly take the necessary decision as regards the type of coaching that must be undertaken, and notes that there is, in the model, no link between the analysis and the choice of best form of coaching. Ms Gous also notes that there should be some explanation and definitions of the different coaching types.

This subject matter expert then goes on to note that Stage 2 of the model requires more explanation of the techniques and methods, while that the difference between skills and competencies needs to be clarified. Usually "competency" encompasses knowledge, hard and soft skills and behavioural attributes.

Ms. Gous further notes that two of the questions in Stage 3 "How do I shape the session?" and "How do I outline the issues?" could require some explanation as she enquires about the difference in the information that is required for each of the questions.

She then makes the following comments:

- The model is sufficiently comprehensive, but that there although certain terms may require clarification;
- The model provides sufficient guidance to introduce coaching within the public sector;
- Certain areas do need to be clarified, as discussed above, to make the model more user-friendly; and

- The model will have to be generic enough to allow for application in different settings, given the fact that the public sector consists of a variety of organisations with different needs and challenges.

6.4.4 Dr. Michael le Cordeur

Dr. le Cordeur responded to the questions by answering them *seriatim* and his responses will be summarised in similar mode for ease of reference:

- The model is easy to understand and there are no areas of confusion;
- The model could possibly be understood differently by different people "because people are different";
- The term "protégé" could be ambiguous or difficult, but if everyone understands the term, there should be no further problem;
- The comprehensiveness of the model is such that "YES, I could easily put myself in this situation as an education specialist and it really worked for me";
- The effectiveness of the model is such that subject matter expert "definitely" would be able to successfully introduce coaching as a management intervention; and
- The model is user-friendly and understandable and is practical in the current organisational context in the South African public sector.

Dr. le Cordeur ends off his responses by stating that he would really recommend this model to all professional institutions, given that coaching has become a major part of Human Resource Management and "therefore this study is much needed right now."

6.4.5 Prof. Dorothy Olshfski

Dr Olshfski notes that there are some of the items in Stage 1 of the model which do require some explanation and mentions life coaching, executive coaching and corporate coaching. She also notes that in Stage 1 that two of the boxes in this

stage ("Initiate processes to deal with problems" and "Consider") could be "eliminated" if these are not referred to in the narrative.

The subject matter expert then states that, given the dynamic that is being advocated in the model, agreement must be reached with the protégé – she does mention "mentoring" and then states that "this command thing seems out of place."

Dr Olshfski notes that the GROW model and the explanation given does appear that the researcher is "stretching to fit [the] acronym", more especially the "G" section of the model. She further notes that there may be a sizeable burden which is placed on the mentor (coach) and there is a responsibility which rests on the protégé as well. Her final comment is "overall – good."

6.4.6 Prof. Bob Schuhmann

Prof. Schuhmann states at the outset of his comments that models tend to be process- rather than outcome-oriented and then poses the question as to whether the researcher is interested in process, output or outcome issues. In this regard he follows this with another question as to how "success" is to be measured and goes further to enquire whether this is an issue.

The subject matter expert then raises questions as regards the following stages of the model:

- Stage 1 ("Identifying the Need") – the variable "work" when identifying the need is confusing in that Prof. Schuhmann does not see how this term distinguishes itself from the others (technical, process and personal). He provides a definition of work ("to exert oneself physically or mentally in order to do, make, or accomplish something" and then poses the question as to how "work" fits with the other needs and whether the four items could be further distinguished from one another.

- Stage 4 ("Completing the Coaching") – Prof. Schuhmann notes a difficult with Annexure "H" (Coaching Session – Post-coaching Assessment) where it is utilised in the section "How successful was the coaching?" and poses the question as to how success is measured utilising this annexure.

6.4.7 Ms. Liezel Stephan

Ms. Stephan commences by commenting that the actual coaching process forms a small part of Stage 3 ("The Coaching Session"). She further notes that the GROW model is one of the most well-known and utilised model – "Dis eenvoudig, dis effektief en dit werk!" (It's simple, it's effective and it works!).

She then states that the stages are not really a model, but rather a framework or work-flow for the entire coaching intervention – from needs analysis to follow-up after the coaching session – almost an operating manual is the manner in which Ms Stephan describes this issue.

She notes that Stage 2 ("Logistics and Administration") contains a selection process of coaches which she states is very good, but then she does add the important matter that this selection is not just completed on the basis of the strong points of the coach or the needs of the protégé, but also on a "rapport" and "fit" between the two parties. She states that there should usually be an introductory session to ascertain whether the two parties "click" (her words).

Ms Stephan expresses some caution about the use of the word "protégé" and recommends that the word "coachee" might be more appropriate. She comments that the word "protégé" is usually linked to mentoring and this might cause some confusion in the coaching process as they (coaching and mentoring) are very different. She feels that the "protégé" may well have a different expectation in this

situation, while the "coachee" will assume that he/she will be required to do the thinking about his/her own challenges.

A final thought from this subject matter expert, is whether, in Stage 1 ("Identifying the Need"), consideration should not be given to including mentoring as an option. Her comment is that coaching does not work in every situation and this might apply in the situation where someone does not have sufficient practical knowledge and "foundation" information in order to improve his/her work performance – here, according to Ms Stephan, mentoring, rather coaching, will be better suited to the situation.

6.4.8 Mr. Gary Taylor

Mr. Taylor commences his comments on the model by stating that in his opinion this work is important and relevant in the public sector given the necessity for skills development in South Africa.

He states that without any text he had to base his understanding of the model from the diagram and the annexures.

Mr. Taylor then deals with some of the stages and annexures and, for ease of reference, these will be summarised as follows:

- Stage 1 ("Identifying the Need") – four needs are identified in this stage, but Mr. Taylor comments that the documentation seems to be dealing primarily with performance issues. He notes that the Mager & Pipe model for performance management which, although over 20 years old, is a useful diagnostic tool in establishing whether coaching is an appropriate intervention.
- Stage 1 - The subject matter expert notes that the "Personal" issues noted in the "Analyse" section in Stage 1 might be confused with domestic matters

- which could be better dealt with through Employee Assistance Programmes (EAP).

- Stage 1 – Mr. Taylor notes that while there are six methodologies noted in this stage, there is no explanation as to which of these is best suited to the problem or outcomes which have been identified or whether the manager does the coaching him/herself or refers the situation to another person.

- Stage 2 ("Logistics and Administration") – Mr. Taylor suggests that the term "consult protégé" should be used and would be preferable to the phrase "inform protégé" which is used in this stage.

- He also, as a general comment, suggest that the word "protégé" should be reconsidered as it "very European (young Mozart)" (his words), while he states that the word "coachee" is "awful" (again his words).

- Stage 2 - Mr. Taylor states that the selecting of the coach is an important issue, but there is no guidance in the material.

- Annexures – The subject matter expert makes mention that while Annexure "A" (Coaching Session – Pre-Coaching Evaluation - Assessing the Coach's Skills) is easy to understand, it may possibly be too long. He also notes that Annexure "B" (Coaching Session – Pre-Session Planning") is a checklist and will in all likelihood not be completed.

- Mr. Taylor expresses a caution about too many forms which may add little value and "possibly dilute the importance of necessary forms." He suggests that the "tips/checklist" could be printed on the reverse of those forms which are essential to the process.

- The subject matter expert suggests that Annexure "C" (Coaching Session – Pre-session Preparation) could include some material from the Personal Development Plan of the protégé and which would then integrate coaching with the existing human resource management systems of an organisation.

- Annexure "D" (Coaching Session – Coaching Agreement) – Mr. Taylor suggests that the strategies/techniques/methods/models that are referred to in this annexure and "the subtleties of the differences between these terms might cause confusion" and then questions whether they must all be completed.

- Mr. Taylor makes a similar comment to another observation that this annexure contains "tips/checklist" in the EARS section (Empathise, Acknowledge, Reflect, Summarise) rather than steps which must be documented.

- He notes, as a general comment, that too many forms may be a "turn-off" to new coaches; forms should rather be a tool for discussion rather than being the "end-point" and should be "condensed" to the bare minimum in order to ensure that the coaching process is "sellable in a public sector context" (all his words).

6.4.9 Director Wynand Viljoen

Director Viljoen commences his comments by stating that he is of the opinion that coaches are in many instances afraid of coaching due to a lack of experience and then notes that the model is a useful tool as it contains a "logically structured process to guide" the coach as well as identifying his/her shortcomings and assessing the development of the coach.

He also notes that Annexure "F" (Coaching Session – Coaching Session Checklist) may lead to some confusion and, in his opinion, the questions posed in that annexure are more relevant to or for the protégé.

He concludes his comments by noting that this model is a valuable resource for coaches.

6.5 Possible Changes to the Model

There are a number of areas which the subject matter experts focused on in their comments and which are of consequence in order to achieve the outputs and outcomes of the model. These relate to the model itself, as well as to the logistics and administrative aspects which underpin the model and are set out hereunder in no specific order of importance:

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6.5.1 Stage 1

- There must be more clarity as regards who makes the initial diagnosis of whether the potential protégé requires coaching or some other intervention, including mentoring.
- Certain of the terms and terminology must be explained as there could be some confusion given the nature of the different coaching models.
- There is a growing move towards the concept of Appreciative Enquiry and this could possibly be included as part of the model which is the basis of this research report.
- EQ ("Emotional Intelligence") can be used as an evaluation tool of the protégé (or the coach).

6.5.2 Stage 2

- There should be more explanation on the various aspects of this model. It should however be noted that the subject matter experts did not have the narrative to the model stages (section 5.2.1 [Identify the Need (for Coaching)] to section 5.2.4. [Completing the Coaching]) to hand, but these issues would be dealt with in the training programme and in the coaching manual.
- There should be a specific process for the selection of the coach, in order to ensure that the most competent individual is selected for this all-important responsibility.
- There should be more emphasis placed on identifying the "fit" between the protégé and the coach.
- There should be a greater emphasis on a more consultative, rather than informative process between the protégé and the coach.

6.5.3 Stage 3

- The two questions in this stage ("How do I shape the session?" and "How do I outline the issues?") will require further explanation. These will be dealt with in the training programme and in the coaching manual.

6.5.4 Stage 4

- The use of the Annexure "H" (Coaching Session – Post-coaching Assessment) as an evaluation tool should be reviewed as there might be a better assessment of the success or otherwise of the intervention.

6.5.5 Other

- It is essential that there should be a strongly-focused "coaching culture" in the organisation.
- The coaching process must be integrated with the overall human resources policies and the performance management system in particular. This will therefore require that the model must be "tweaked" according to the needs and requirements of the individual public sector department.
- There should be comprehensive training given to the coaches to enable them to fully understand their tasks and duties and to recognise and appreciate their roles and responsibilities in this important aspect of developing the staff of an organisation.
- There should also, in addition to the training given to the coaches, also be a comprehensive coaching manual given to the coaches. One of the subject matter experts suggested that "guidance notes" might be helpful, but these should be as an *aide memoir* for the coach, rather than their reference point in the event of their requiring further information and/or assistance.

- The use of the word "protégé" must be reviewed and the word "coachee" has been suggested; one of the subject matter experts has serious reservations about this word.

- There should be a comprehensive evaluation and assessment of the success of the coaching process and an appropriate.

- The number of forms used in the model will be reviewed. It is possible that these could be used as *aide memoirs* for the coach, both experienced and otherwise, until such time as they become more *au fait* with the process.

- A short "tips and checklist" will assist both the protégé and the coach and will obviate the necessity of reading through the manual.

6.6   Conclusion

This chapter focused on an evaluation of the coaching model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness and to answer the research question in this study.

The comments, criticisms, remarks and observations on the coaching model have been used to formulate and motivate various recommendations, changes, amendments and additions to the model in order to make it more comprehensive, accessible and "user-friendly" to assist managers and supervisors in the public sector in their task of improving the knowledge, skills and abilities of the personnel who report to them.

The following chapter will focus on providing an overview of the preceding chapters and will briefly summarise the most critical conclusions and deductions. It will provide recommendations from this analysis and interpretation and will enable a summary of the most critical conclusions and deductions, as well as recommendations to conclude the research process.

CHAPTER 7

RECOMMENDATIONS AND CONCLUSION

7.1   Introduction

The previous chapter focused on an evaluation of the coaching model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness and to answer the research question in this study.

The comments, criticisms, remarks and observations on the coaching model were used to formulate and motivate various recommendations, changes, amendments and additions to the model in order to make it more comprehensive, accessible and "user-friendly" to assist managers and supervisors in the public sector in their task of improving the knowledge, skills and abilities of the personnel who report to them.

This chapter will focus on providing an overview of the preceding chapters and will briefly summarise the most critical conclusions and deductions. It will provide recommendations from this analysis and interpretation and will enable a summary of the most critical conclusions and deductions, as well as recommendations to conclude the research process.

7.2   Outline of Chapters

The following section will provide a brief description of the chapters dealt with in this research project as a general overview and framework of the study to describe and discuss a possible coaching model which can be developed as an approach to improve service delivery in the public sector in South Africa.

Chapter 1 described the background and purpose of the study, stated the research question and objectives, and outlined the research design and methodology of the study. After the key concepts had been defined, an outline of the chapters was given.

Chapter 2 described, compared and set out a broad historical overview of coaching and described a broad concept of coaching, as well as the many and varied definitions of the concept. The parties to the relationship were also be described and defined, while definitions of mentoring and other developmental relationships will also be provided.

Chapter 3 described and provided details of the various coaching models that have evolved over time. The theoretical framework of the steps of coaching was set out in this chapter.

Chapter 4 assessed the contextual framework of the public sector in South Africa and specifically discussed the legislative background and the organisational context of the three spheres of government in South Africa.

Chapter 5 set out a coaching model which could be utilised in the public sector in South Africa, given the fundamental principles, the legislative background and the contextual framework.

Chapter 6 focused on an evaluation of this model through semi-structured interviews with subject matter experts and other selected individuals to deliberate and confer on the various aspects of the model in order to assess its relevance and appropriateness as a tool to be used in the public sector.

7.3   A Final Comment

South Africa, as a developing nation, is experiencing a severe shortage of relevant and appropriate skills in the public sector as is evidenced by almost daily reports in the media. The severe strain that is put on the fiscus in terms of demands for funding for programmes and projects, coupled with this shortage of experienced personnel, is having a negative effect on the delivery of services to communities around the country. This has been highlighted by an ever-increasing number of service-delivery protests that have filled press, radio and TV reports. This reporting

of this situation has not been confined just to the media; public briefings by departments in all three spheres of government have also highlighted these issues.

The shortage of skilled personnel is also exacerbating another dilemma that public sector organisations are facing today and that is the ever-increasing need for skilled managers. This has come about through the appointment and advancement of qualified, but inexperienced personnel, which has required that organisations must seek opportunities to expand and increase the competencies and expertise of personnel who do not have all the knowledge, skills and competencies required for the particular position.

It is, of course, important that managers should be looking to the issues of identifying strengths and weaknesses, setting goals and objectives and assisting their staff in setting targets that will improve their overall performance in the work environment and, in so doing, lead to improved service delivery, greater innovation and enhanced performance.

Organisations should as part of their processes and procedures continuously evaluate their human resource policies and assess their relevance in the current economic, social and political climate. It is equally necessary that organisations carefully review these policies to ensure maximum utilisation of the available knowledge, skills and competencies of the personnel. The issues of recruitment, selection, induction, training and development and performance management are thus of vital importance. All of these are then necessary to assist both the individual and the organisation to meet their respective short-, medium- and long-term goals and objectives.

There are many interventions, both formal and informal, which can be utilised in order to support and assist the individual member of staff in his/her attempts to improve their performance in the workplace. These interventions would include classroom training, on-the-job training and customised training which has been

designed to meet the needs of a specific employee or group of employees, while at the same time fulfilling the need of the employer of improving the knowledge, skills and abilities of the current employees. This latter approach is coaching - a partnership (formal or informal) which is based on the personal goals and objectives of the individual as they mirror those of the organisation and where the coach provides specialised advice and pro-actively, and in partnership, impels the person to achieve specific and predetermined targets.

The issues, problems and challenges referred to in the preceding paragraphs form the framework for this research project which has, as its basis, the development of a suitable model for coaching in the public sector.

The purpose of this research project was two-fold; firstly the development of a coaching model that could be used in public sector, and secondly, to obtain the insights and inputs from subject matter experts, comprising academics, public sector managers and other practitioners, on the model with a view to refining and improving the model as well as the annexures which form part of the model.

The following recommendations have been made in line with these research objectives and the findings as discussed in Chapter 6 *supra*.

7.4   Recommendations

The research conducted in this thesis was aimed at addressing the research question: *Is there a coaching model which can be developed as an approach to improve individual performance in the public sector in South Africa?*

The background to the rationale behind this research topic was the fact that, given all the personnel-related problems experienced in the public sector today and more especially those related to the knowledge, skills and competencies of both current personnel as well as new employees, consideration should be given to the

development of a coaching model as an approach to improve individual performance in the public sector.

The objectives of the research were to conduct a comprehensive literature review, both on coaching as an intervention and on the public sector, as a whole, as the beneficiary of this intervention. A further objective was to obtain the views and insights of subject matter experts on the model. The final objective was to make recommendations relating to the model and its utilisation.

The following recommendations are then proposed:

- The model should be modified and refined in keeping with some of the comments made by the subject matter experts, which would include the use of the word "protégé."

- The number of annexures and forms should be revisited, either with a view to reduce the number or to indicate more clearly that these are, for experienced coaches, an *aide memoir* when required.

- A comprehensive manual should accompany the model which can explain and expand on the various stages of the model. The narrative in Chapter 5 *supra* could be adapted for this purpose.

- A comprehensive training programme for both the protégé as well as the coach should be considered, in order to prepare both parties for this intervention as well as the relationship which will develop over time.

- The selection of the coach is a very important aspect in the coaching relationship and the procedure should be fully examined and documented to ensure that there is an effective and efficient selection of the coach and an equally effective and efficient link between the coach and the protégé.

- The coaching model should be tested in an actually work situation – this could form the basis of further or more advanced study. A further research opportunity would be an in-depth study of the implementation of the coaching model in an organisation where there are identified individual performance-related problems within a group of personnel.

7.5   The Model - A Final Overview

It is apposite to conclude this research project by reviewing the model and providing a revised model in order to assess and evaluate the commentary, comments and observations of the subject matter experts and the changes, variations and amendments (if any) that could be made to the model in the light of these insights and inputs. These should be seen in the light of:

- The topics, themes and issues raised in the Chapter 2 (Coaching – A Historical and Conceptual Overview) and Chapter 3 (Coaching – Models and Application);
- The fact that the subject matter experts were only provided with the model and the annexures (see Annexure K [Letter to Subject Matter Experts]);
- The comments made by the subject matter experts that there would need to be comprehensive training given to the coaches;
- The need for a comprehensive manual which would accompany the model when it is utilised in the working environment; and
- The need to test the model in the working environment – as indicated above, a possibility for a future research project.

The revised model is as follows and will comprise the changes that have been effected, indicated in blue on the various stages, phases and sections, with a short narrative in explanation:

Figure 15: The Revised Coaching Model – Stage 1: Identifying the Need

Flowchart: Stage 1: Identifying the Need

- Technical – new technology or equipment
- Process – new methods
- Work – new or transferred staff
- Personal – performance issues

Analyse:
- Technical –do staff require instruction?
- Process – are staff unfamiliar with systems and procedures?
- Work – are staff unfamiliar with technical or process issues?
- Personal – are there operational issues?

Utilise organisational policy

Does the person need coaching?

Consider:
- New Starters
- Current employees
- People the manager wishes to develop

No / Yes

Which is the best coaching methodology (style)?

Continue with normal work activities

Initiate processes to deal with problems

Recommend and arrange mentoring for protégé

Utilise Appreciative Enquiry:
- Discover
- Dream
- Design
- Deliver

- Life coaching
- Executive coaching
- Corporate coaching
- Business coaching
- Performance coaching
- Specialist coaching

Choice made

Stage 2

Stage 1:

- It is strongly recommended that there should be a clear and well-communicated coaching policy in the organisation which is supported by senior management and which is managed by the human resources department.

- It was highlighted in a number of areas in this research project that an integral part of the model would include the manuals, training materials, guidance notes which would form part of the entire "package" and which facilitate the utilisation of the model.

- The need for coaching or other intervention/s and the different types of training will need to be fully defined – this will be dealt with in the manual and the training programme.

- The terms "Life coaching", "Corporate coaching" and "Business coaching" must either be removed or be more fully defined.

- "Appreciative Enquiry" could be utilised to assess and evaluate the best and most beneficial coaching methodology. This assessment tool uses the principles of Discover, Dream, Design and Deliver. This would need to be fully defined and explained in the manual and the training programme.

- The need for coaching must be carefully assessed and consideration could be given to some form of formalised process, especially is the answer to the question "Does the person need coaching?" is "yes."

- It is possible that member of staff will benefit from mentoring, as opposed to coaching or any other intervention and this should then also be included as an option for consideration.

Figure 16: The Revised Coaching Model – Stage 2: Logistics and Administration
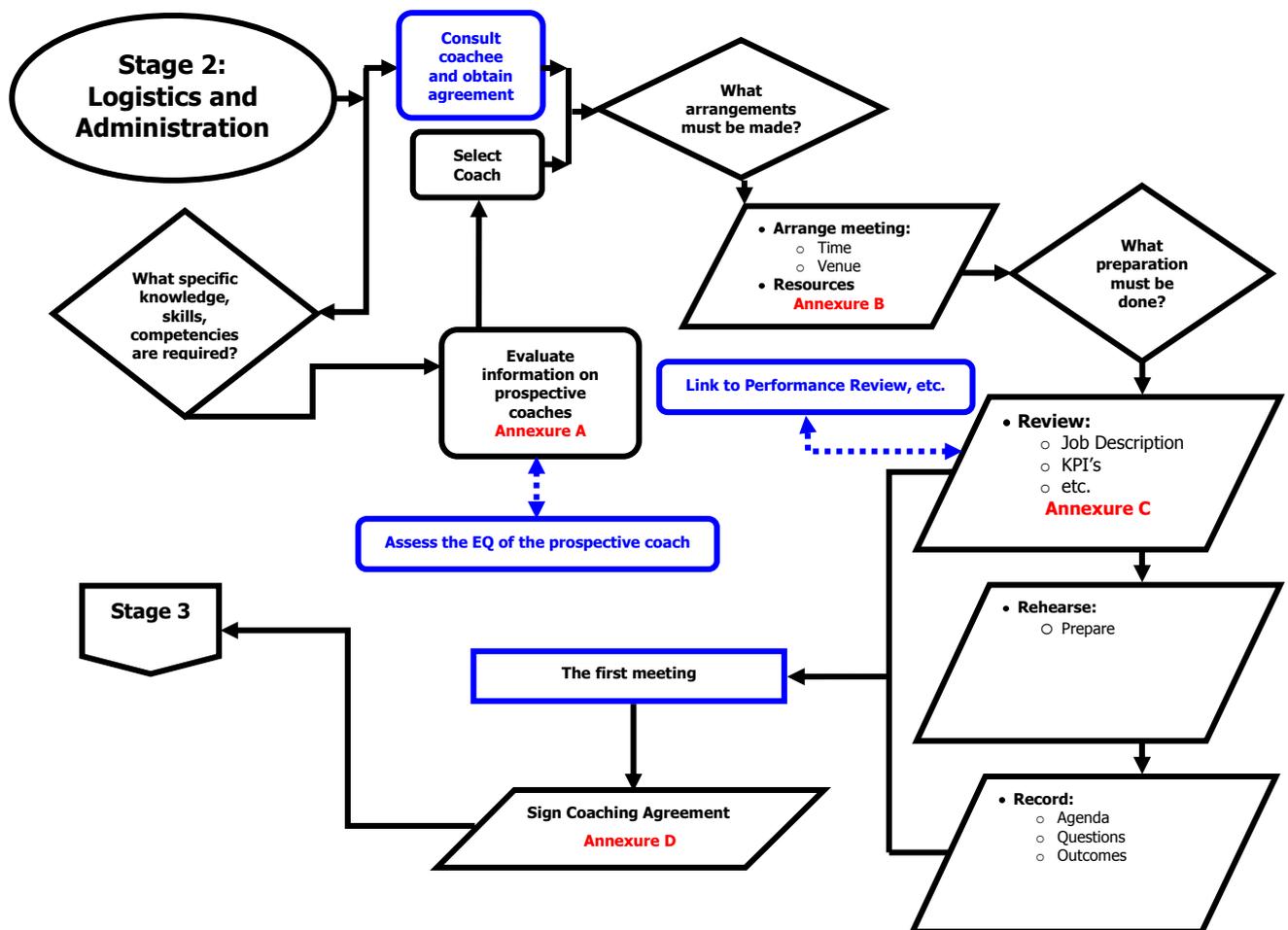
Stage 2:

- The word "protégé" is substituted with the word "coachee" – this change will also need to be made in all the annexures to the model, the manuals, training materials, guidance notes which would form part of the entire "package."

- The assessment and evaluation of the coach is an all-important aspect of the proper and beneficial utilisation of this model. The selection of the coach cannot be a casual or "hit or miss" process and therefore the use of the tools available to ascertain the Emotional Intelligence (EQ) of the coach would add value to the model.

- There should be continuous and ongoing communication between the protégé, the coach and the human resources department. The section in this stage ("Inform protégé") should rather read "Consult coachee and obtain agreement."

- Comment was made on certain of the annexures used in all the stages of the model (see section 6.4 [Testing the Coaching Model with Subject Matter Experts] and Annexure L [The Subject Matter Experts – The Responses]). In the interests of brevity, the researcher has not made any changes, amendments and additions to these documents, but has taken due cognisance of the suggested changes, amendments and additions in the documentation.

- One of the documents which must form part of the "Review: Job Description, KPI's, etc." and the utilisation of Annexure C (Pre-session Preparation) is the performance review, appraisal or related documentation which forms part of the protégé's performance management process. This will enable the coach to obtain a more objective view and more comprehensive "picture" of the protégé.

- The first meeting must be utilised, not only for the logistics and administration, but also to see if the protégé and the coach (in the words of one of the subject matter experts) "click" and "fit."

- The number of annexures and forms in this and subsequent stages should be revisited, either with a view to reduce the number or to indicate more clearly that these are, for experienced coaches, an *aide memoir* when required.

Figure 17: The Revised Coaching Model – Stage 3: The Coaching Session
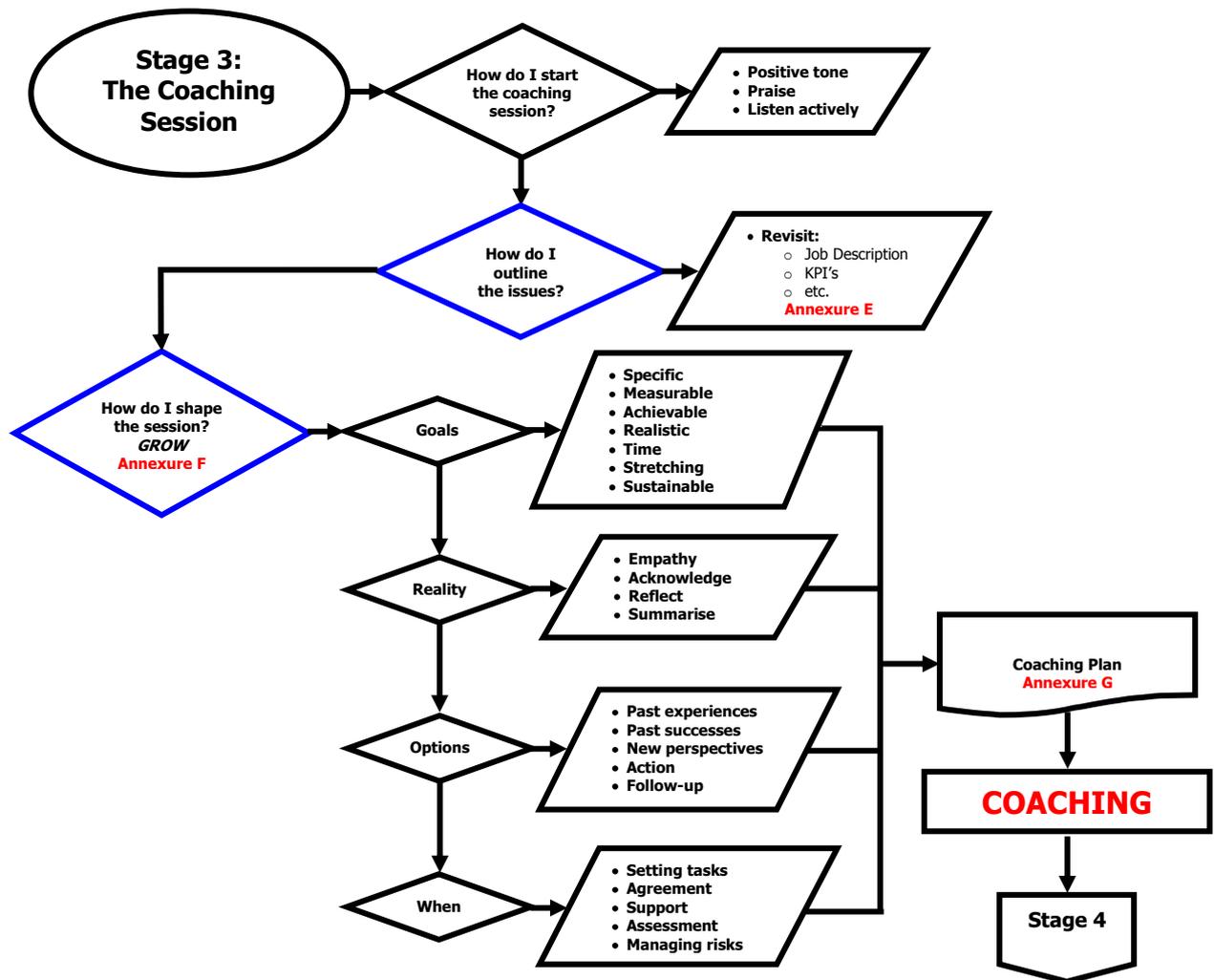
Stage 3:

- The two sections "How do I outline the issues?" and "How do I shape the session?" could be combined for ease of reference and also for ease of procedure. It may however be that the new coach wishes to deal with both issues until he/she is a little more experienced.

Figure 18: The Revised Coaching Model – Stage 4: Completing the Coaching
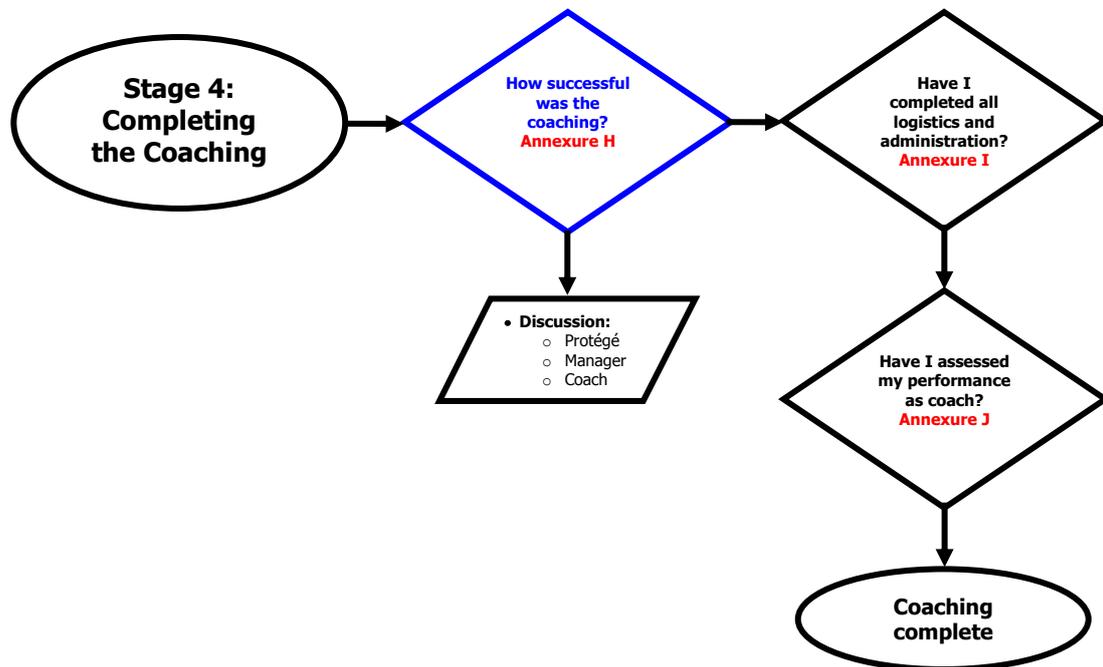
Stage 4:

- Annexure H (The Post-coaching Assessment) will need to be revised to ensure that it achieves the overall object of measuring the success (or otherwise) of the coaching process. The requirements for the assessment and the use of such phrases as "little knowledge" and "below average knowledge" must be properly defined and described. The scale of assessment could be revised and then more fully explained in the manual and the training programme.

7.6 The Model – A Further Final Overview

There was a further opportunity for the researcher to place the original coaching model (Figure 9 – The Coaching Model) before another subject matter expert, which allowed for additional insights, amendments and additions to be made to the model.

This subject matter expert, as are some of those referred to above, is someone who has had much experience in the field of performance coaching and was able to add

much value to the overall model. The revised model is as follows and will comprise the changes that have been effected, indicated in red on the various stages, phases and sections:

Figure 19: The Further Revised Coaching Model – Stage 1: Identifying the Need
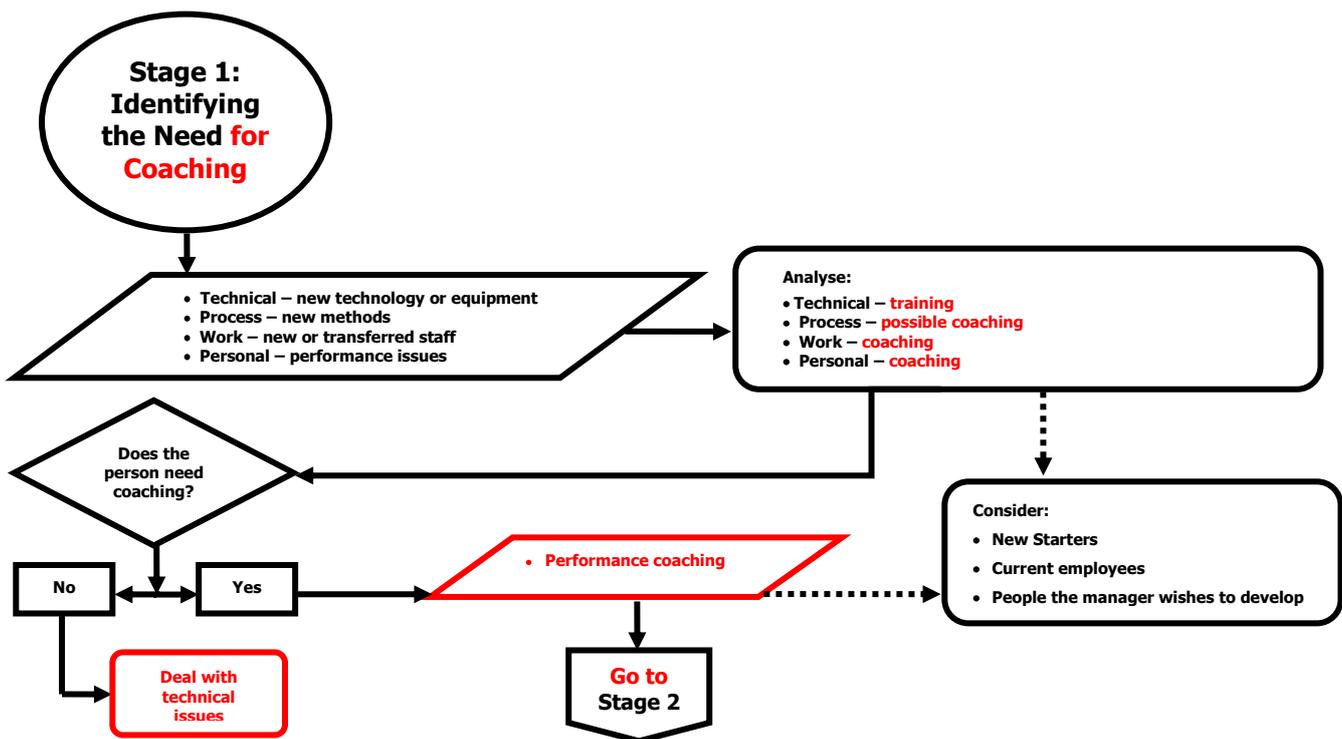
Stage 1:

- The subject matter expert felt that this stage could be simplified by focussing only on the need for Performance Coaching, rather than on the issues where training or some other development intervention would be appropriate for the particular situation which the manager has identified.
- Certain small changes as regards the wording in this and other stages were suggested and have also been noted, but will not be specifically highlighted.

Figure 20: The Further Revised Coaching Model – Stage 2: Logistics and Administration
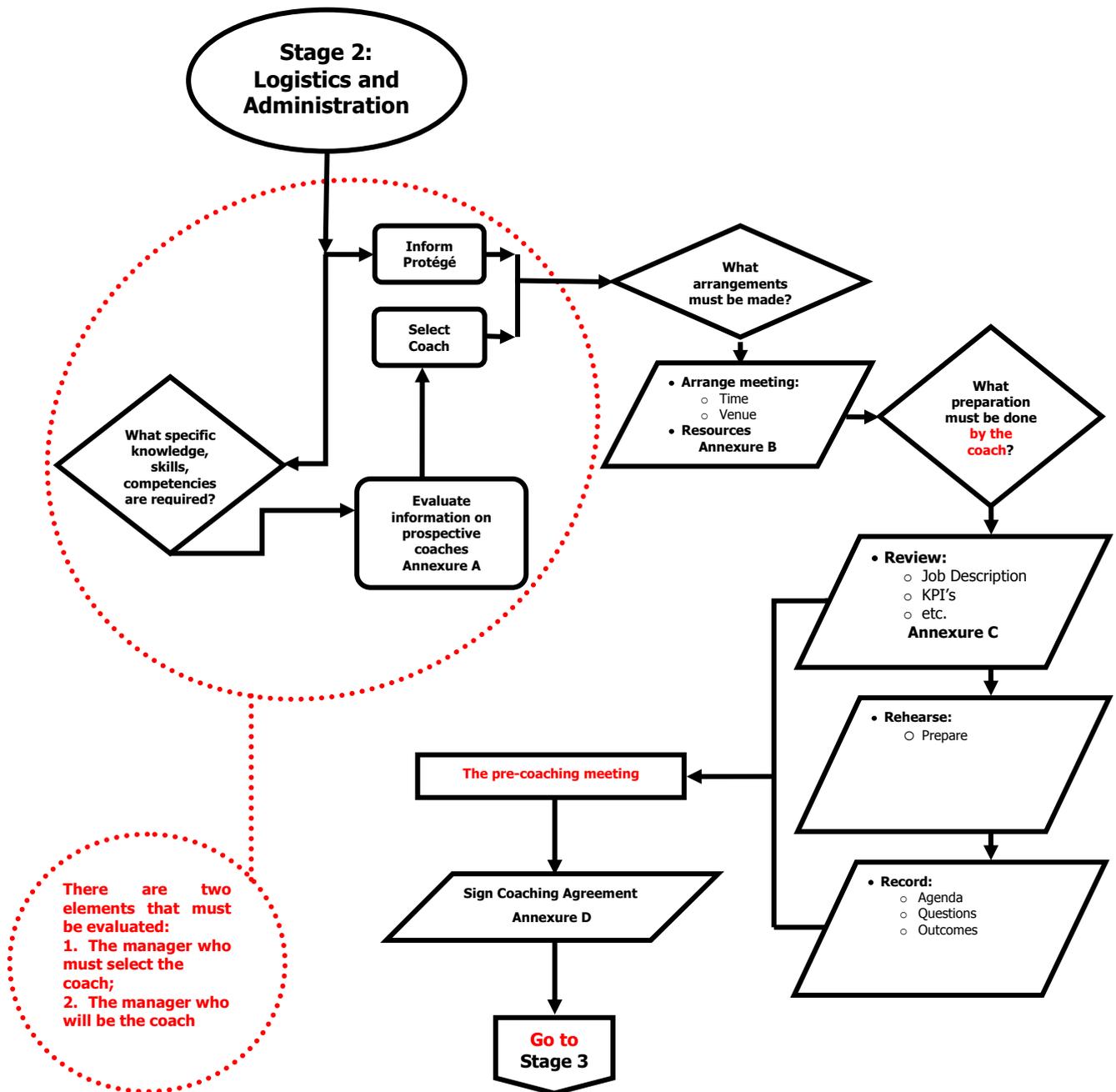
Stage 2:

- The selection and bringing together of the protégé and the coach are of importance and the subject matter expert felt that this should be dealt with as

a separate issue, hence the "circling" of the section. This issue can be read in conjunction with Figure 16 (The Revised Coaching Model – Stage 2) *supra*.

Figure 21: The Further Revised Coaching Model – Stage 3: The Coaching Session
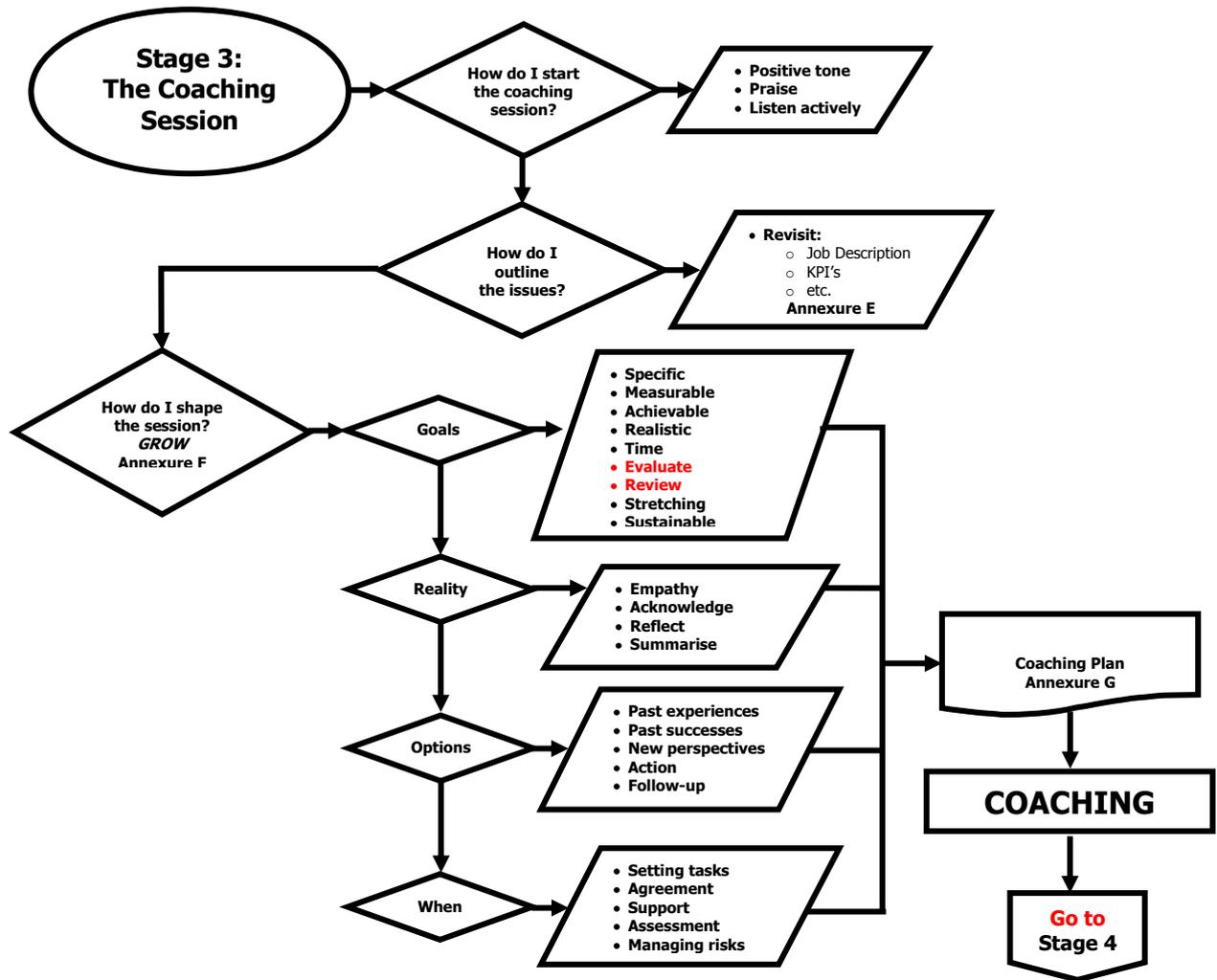
Stage 3:

- The subject matter expert suggested that the "SMARTSS" principle be enhanced by adding "ER" – **E**valuate and **R**eview, thus allowing for a "SMARTER/SS" principle.

Figure 22: The Further Revised Coaching Model – Stage 4: Completing the Coaching
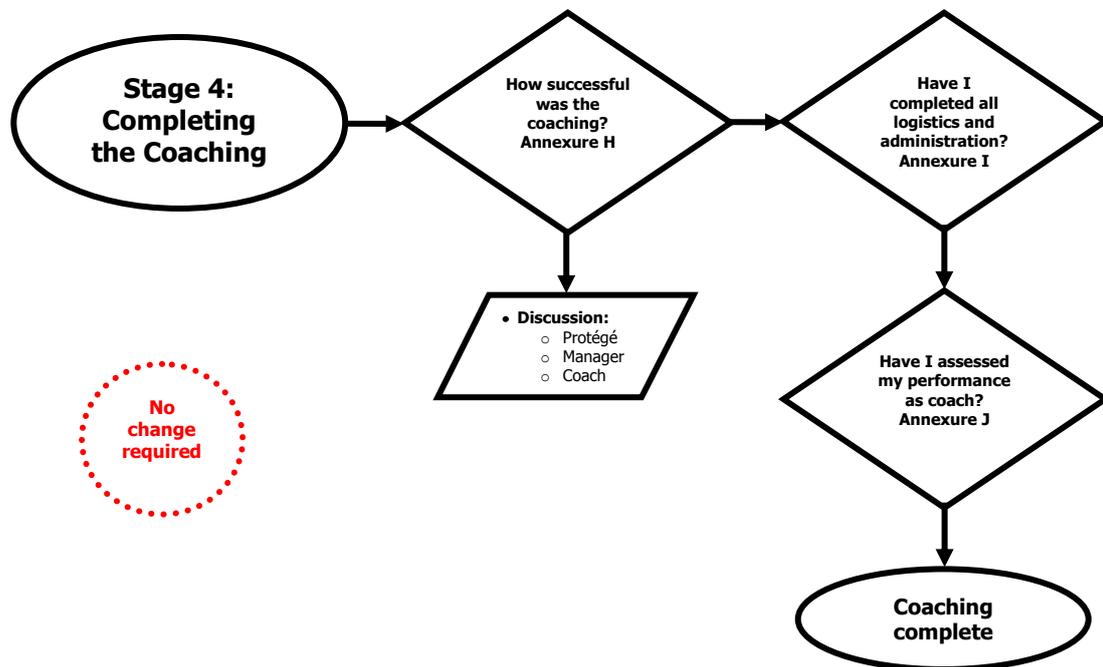
Stage 4:

- No changes were suggested by the subject matter expert.

7.7   Conclusion

It has became apparent that it is necessary for public sector organisations and managers within these organisations to utilise all manner of interventions to achieve an improvement in the performance of individual members of staff and it is clear that coaching, as one such intervention, will have and make an impact. There are, therefore, at the conclusion of this research project, several future research opportunities have been identified.

The researcher's answer to the question "Is there a coaching model which can be developed as an approach to improve individual performance in the public sector in South Africa?", is that there does appear to be the need for such a model to assist

public sector organisations with the development of their personnel and that the model as developed can play a role in dealing with performance-related issues.

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COACHING SESSION
Pre-Coaching Evaluation - Assessing the Coach's Skills

COACH: ………………………………………………………………

DEPARTMENT: ……………………………………………………

Assessing YOUR coaching skills

Evaluate your performance as a coach by responding to the following statements, and mark the options closest to your experience. Be as honest as you can: if your answer is "never", mark Option 1; if it is always, mark Option 4; and so on. Add your scores together, and refer to the Analysis below to see how you scored. Use the findings to identify areas that need improving.

Options: **1** - Never
2 - Sometimes
3 - Often
4 - Always

1	I assume that my staff are capable of doing their jobs well.				**2**	When I coach, my focus is on past and potential achievements.			
	1	**2**	**3**	**4**		**1**	**2**	**3**	**4**

3	I prefer to listen to the opinions of others, rather than do all the talking.				**4**	I am ready to receive negative feedback from my team members.			
	1	**2**	**3**	**4**		**1**	**2**	**3**	**4**

5	I am aware of my own limitations when communicating.				**6**	The first impression protégés have of me is openness and curiosity.			
	1	**2**	**3**	**4**		**1**	**2**	**3**	**4**

7	I seek to involve staff in making important decisions on a project.				**8**	I treat my staff as partners rather than subordinates.			
	1	**2**	**3**	**4**		**1**	**2**	**3**	**4**

9	My coaching sessions are free of interruptions and distractions.				➡	10	I am flexible in switching between discussing goals and exploring problems.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

11	I believe that people will exercise responsibility when empowered to do so.				➡	12	I make links between my staff's motivational needs and their goals.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

13	I seek to establish what is at the heart of my employee's concerns.				➡	14	I am alert to small non-verbal clues when interpreting communication.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

15	I pre-suppose that everybody has under-utilised strengths and talents.				➡	16	I summarise and reflect on what is said in order to check mutual understanding.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

17	I assume that positive changes can be simple to achieve.				➡	18	I prefer to ask open-ended questions rather than closed ones.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

19	I am not afraid to coach my superior and colleagues as well as my staff.				➡	20	I believe good communication is based on seeing different views.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

21	When coaching, I assume that my staff can find their own solutions.				➡	22	I believe that some of the best coaching results come from creative insight.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

23	When I give feedback on weak performance, I am constructive and specific.				➡	24	I close coaching sessions by getting a specific commitment to a task.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

25	I control coaching sessions by linking what has been said to the goal.				➡	26	I follow up coaching by asking for briefings on progress.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

27	I introduce reporting safeguards, but let my staff take responsibility for decisions.				➡	28	I assume that coaching will succeed when staff are able to take responsibility.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

29	I deal with fears by exploring the needs that lie behind them.				➡	30	I consider it important to be a role model for the coaching approach.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

31	If asked for advice, I offer it in the form of suggestions, not directions.				➡	32	I keep telephone and e-coaching as direct and brief as possible.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

Analysis

Now that you have completed the self-assessment, add up your total score and check your performance by reading the corresponding evaluation. Identify your weakest areas and develop and implement a plan to refine your coaching skills – this might include reading appropriate books, talking to coaches, attending specific training courses and/or being coached and mentored.

32 – 64: There are many skills that you need to practise in order to be a successful coach. Work on your personal attitudes to coaching values, as well as specific skills.

65 - 95: You have reasonable coaching skills, but certain areas require improvement. Focus on improvement in the areas of your test where you scored low marks.

95 - 128: You are a successful coach, but do not become complacent. Keep striving to get the best from your team, and to develop coaching values in others.

(Assessing Your Coaching Skills - adapted from Eaton & Johnson, 2001:66 *et seq.*)

COACHING SESSION
Pre-session Planning

NAME: ………………………………………………………………………

DEPARTMENT: ………………………………………………………………

Have you ...	Done?	Responsible?
1. Arranged meeting:		
• **Date?** …… /…… /201x		
• **Time?** ……… h ………		
• **Venue?** ………………………….		
2. Organised resources:		
• **Books and notes?**		
• **Workbooks?**		
• **Flipchart, etc?**		
• **Computer, data projector?**		
• **Other?** …………………………………		
3. Invited:		
• …………………………………………		
• …………………………………………		
4. Requested:		
• **Job Description?**		
• **Report/s from manager/s?**		
• **Other?** …………………………………		
• **Other?** …………………………………		

COACHING SESSION
Pre-Session Preparation

NAME: ………………………………………………………………………

DEPARTMENT: …………………………………………………………

Have you reviewed:	Done?	Responsible?
• **Job description?**		
• **KPI's?**		
• **Assessments?**		
• **Report from manager/s?**		
• **Notes from previous meetings and sessions?**		
• **Other?**		

Notes:

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5. Possible agenda:

- ………………………………………………………………
- ………………………………………………………………
- ………………………………………………………………

6. Possible questions:

- ………………………………………………………………
- ………………………………………………………………
- ………………………………………………………………

7. Possible outcomes:

- ………………………………………………………………
- ………………………………………………………………

COACHING SESSION
Coaching Agreement

NAME: ....

DEPARTMENT: ....

Dear ....,

This serves to confirm that, following our meeting and review of your situation as well as all the necessary documentation, we have agreed to follow on the following areas of development:

1. ....:

   a) Your ....;
   b) Strategies for ....;
   c) Techniques to ....;
   d) Methods for ....; and
   e) Models to enable you to ....

2. ....:

   a) Your ....;
   b) Strategies for ....;
   c) Techniques to ....;
   d) Methods for ....; and
   e) Models to enable you to ....

3. ....:

   a) Your ....;
   b) Strategies for ....;
   c) Techniques to ....;
   d) Methods for ....; and
   e) Models to enable you to ....

We agreed to plan for [number] [number]-hour meetings/sessions, during which we deal with the issues/topics referred to above:

- ………/………/201x –
- ………/………/201x –
- ………/………/201x –

It was agreed that we will combine teaching, review, practice and application of the lessons learnt and we will meet and discuss the situation between the scheduled meetings, if this is required.

The primary communication about this process will be between the protégé and his/her line manager, while the substance of protégé and coach conversations will be confidential.

………………………………   ………………………………
Protégé   **Coach**
Date: ………/………/201x   Date: ………/………/201x

(Copies to: ……………………………… [Protégé]

  ……………………………… [Coach]

  ……………………………… [Manager]

  ………………………………   [Personnel File]

COACHING SESSION
Outline the Issues

NAME: ………………………………………………………………………

DEPARTMENT: ………………………………………………………………

Have you reviewed:	Done?	Responsible?
• **Job description?**		
• **KPI's?**		
• **Assessments?**		
• **Report from manager/s?**		
• **Notes from previous meetings and sessions?**		
• **Other?**		

Notes:

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8. **Possible agenda:**

   • ……………………………………………………………
   • ……………………………………………………………
   • ……………………………………………………………

9. **Possible outcomes:**

   • ……………………………………………………………
   • ……………………………………………………………
   • ……………………………………………………………

COACHING SESSION
Coaching Session Checklist

NAME: ……………………………………………………………………

DEPARTMENT: …………………………………………………………

GOALS (what will be achieved)

- **S**pecific – What will you be doing differently when you have achieved this goal?
        What do you want to do next?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

- **M**easurable – How will you measure the achievement of the goal?
        What will you feel when the goal is reached?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………….

- **A**chievable – What might hinder you?
        What resources can you call upon/do you need?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

- **T**ime – When will you achieve the goal?
        What will be your first step?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

- **S**tretching – What else can you do to add to this goal?
        What other resources can you call upon/do you need?

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- **S**ustainable – How will you ensure that you use this competency in the future?
        What additional coaching will you require to ensure this?

……………………………………………………………………………………………………

REALITY (understand the situation)

- **E**mpathic – "Seek first to understand and then to be understood"

....

....

....

- **A**cknowledge – Use responsive communication

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....

- **R**eflect – "Seek first to understand and then to be understood"

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- **S**ummarise – Frequently to ensure full understanding

....

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- Questions - What do you wish to achieve in this session?
  What might prevent/inhibit you from achieving this goal?
  How do you see yourself achieving the goal
  Is there another way of achieving this goal?
  Are you confident that you have the skills to achieve this goal?
  Will you complete the activity in the designated time?

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OPTIONS (discuss available and/or alternative options)

Use **P**ast **E**xperiences and **P**ast **S**uccesses to plot **N**ew perspectives, **A**ction and **F**ollow-up

- **N**ew perspectives – What has worked in this situation?
  What option do you think will work best?
  How will you feel when you have achieved this goal?
  What is the next goal that you would like to achieve?

....

....

....

- **A**ction – Have you prioritised your most important needs?
  Have you obtained approval/permission from the other stakeholders?
  Have you discussed this with the team?
  Has enough time been set aside for this session?
  Has an action (coaching) plan been completed?

....

....

WHEN (agree a course of action)

- **S**etting tasks – What are you going to do?

....

....

....

- **A**greement – Are we agreed on all aspects?

....

....

- **S**upport – What support do you require?
  What resources do you need?

....

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....

- **A**ssessment – How are we going to evaluate your performance?
  How can we assess effective and efficient performance?

....

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....

- **M**anaging risks – What possible problems might arise?
  What do we need to deal with these?

....

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COACHING SESSION
Coaching Plan

NAME: ………………………………………………………………..

DEPARTMENT: …………………………………………………………..

ISSUE:

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ACTION:

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DEADLINE FOR ACTION: ……… / ……… /201x

RESOURCES REQUIRED:

- ………………………………………………………………………………………………
- ………………………………………………………………………………………………
- ………………………………………………………………………………………………

REVIEW: ……… / ……… /201x

NOTES:

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COACHING SESSION
Post-coaching Assessment

NAME: ....

DEPARTMENT: ....

ISSUE:

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	Knowledge level *before* coaching	Knowledge level *after* coaching
	0 = no knowledge, 1 = little knowledge 2 = below average 3 = average knowledge 4 = above average 5 = good knowledge	0 = no knowledge, 1 = little knowledge 2 = below average 3 = average knowledge 4 = above average 5 = good knowledge
1. ....?		
2. ....?		

COMMENTS (Protégé):

....

....

....

COMMENTS (Coach):

....

....

....

....
Protégé   **Coach**

Date: ..../........./201x   Date: ..../........./201x

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COACHING SESSION
Post-coaching Report

NAME: ……………………………………………………………………

DEPARTMENT: ……………………………………………………………

COACH: ……………………………………………………………………

Have you:	Done?	Responsible?
• **Noted results in protégé's personnel file? ***		
• **Discussed protégé with manager?**		
• **Prepared report on the coaching intervention for the Training Department? ***		
• **Other?**		

* The report should cover the following aspects:

- Brief overview of the protégé – personal information (including qualifications), work-related information (department, position, etc.).
- Situation which gave rise to coaching intervention.
- Available options and option selected.
- Schedule and structure of coaching intervention.
- Receptivity of protégé to intervention.
- Success of intervention – improved knowledge, skills, competencies, behaviour of protégé.
- Further coaching or other intervention required by protégé.
- Applicability to other employees/potential protégés.
- General comments.

COACHING SESSION
Post-coaching – Assessing the Coach's Skills

COACH: ………………………………………………………………………

DEPARTMENT: …………………………………………………………………

Assessing YOUR coaching skills

Evaluate your performance as a coach by responding to the following statements, and mark the options closest to your experience. Be as honest as you can: if your answer is "never", mark Option 1; if it is always, mark Option 4; and so on. Add your scores together, and refer to the Analysis below to see how you scored. Use the findings to identify areas that need improving.

Options: **1** - Never
2 - Sometimes
3 - Often
4 - Always

1	I assume that my staff are capable of doing their jobs well.			
	1	**2**	**3**	**4**

2	When I coach, my focus is on past and potential achievements.			
	1	**2**	**3**	**4**

3	I prefer to listen to the opinions of others, rather than do all the talking.			
	1	**2**	**3**	**4**

4	I am ready to receive negative feedback from my team members.			
	1	**2**	**3**	**4**

5	I am aware of my own limitations when communicating.			
	1	**2**	**3**	**4**

6	The first impression protégés have of me is openness and curiosity.			
	1	**2**	**3**	**4**

7	I seek to involve staff in making important decisions on a project.			
	1	**2**	**3**	**4**

8	I treat my staff as partners rather than subordinates.			
	1	**2**	**3**	**4**

9	My coaching sessions are free of interruptions and distractions.				→	10	I am flexible in switching between discussing goals and exploring problems.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

11	I believe that people will exercise responsibility when empowered to do so.				→	12	I make links between my staff's motivational needs and their goals.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

13	I seek to establish what is at the heart of my employee's concerns.				→	14	I am alert to small non-verbal clues when interpreting communication.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

15	I pre-suppose that everybody has under-utilised strengths and talents.				→	16	I summarise and reflect on what is said in order to check mutual understanding.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

17	I assume that positive changes can be simple to achieve.				→	18	I prefer to ask open-ended questions rather than closed ones.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

19	I am not afraid to coach my superior and colleagues as well as my staff.				→	20	I believe good communication is based on seeing different views.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

21	When coaching, I assume that my staff can find their own solutions.				→	22	I believe that some of the best coaching results come from creative insight.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

23	When I give feedback on weak performance, I am constructive and specific.				→	24	I close coaching sessions by getting a specific commitment to a task.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

25	I control coaching sessions by linking what has been said to the goal.				➡	26	I follow up coaching by asking for briefings on progress.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

27	I introduce reporting safeguards, but let my staff take responsibility for decisions.				➡	28	I assume that coaching will succeed when staff are able to take responsibility.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

29	I deal with fears by exploring the needs that lie behind them.				➡	30	I consider it important to be a role model for the coaching approach.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

31	If asked for advice, I offer it in the form of suggestions, not directions.				➡	32	I keep telephone and e-coaching as direct and brief as possible.			
	1	**2**	**3**	**4**			**1**	**2**	**3**	**4**

Analysis

Now that you have completed the self-assessment, add up your total score and check your performance by reading the corresponding evaluation. Identify your weakest areas and develop and implement a plan to refine your coaching skills – this might include reading appropriate books, talking to coaches, attending specific training courses and/or being coached and mentored.

- **32 – 64:** There are many skills that you need to practise in order to be a successful coach. Work on your personal attitudes to coaching values, as well as specific skills.
- **65 - 95:** You have reasonable coaching skills, but certain areas require improvement. Focus on improvement in the areas of your test where you scored low marks.
- **95 - 128:** You are a successful coach, but do not become complacent. Keep striving to get the best from your team, and to develop coaching values in others.

(Assessing Your Coaching Skills - adapted from Eaton & Johnson, 2001:66 *et seq.*)

LETTER TO THE SUBJECT MATTER EXPERTS

Dear xxxxxxxxxxxx,

THESIS – SUBJECT EXPERT

I am currently writing of a Master of Arts' thesis entitled **"Developing a Coaching Model for Individual Performance in the Public Sector"** which is focused on the development of a coaching model which can be utilised within the public sector.

It is necessary, as part of the thesis process, for this model to be tested with subject experts and, as such an expert, I would like to request your assistance in this regard. I have attached a copy of the model that I have developed, together with the annexures and would appreciate it if you would peruse and study the document and then prepare a brief report for me which will cover the following aspects:

1. The clarity of the model:
    - Is the process as suggested in the model easy to understand?
    - If not, why?
    - Are there any areas of confusion in the model and where are these?
    - Can the model be perceived differently by different people?
    - If so, how?
    - Are there any ambiguous or difficult terms in the model?
    - If so, where are these to be found?

2. The degree of comprehensiveness of the model:
    - Does the model, in your opinion, encompass all the necessary requirements for the effective introduction of coaching as a management intervention to improve individual performance in the South African public sector, more especially in the sphere of government in which you find yourself or with which you are familiar?
    - If not, why, and how could it be improved?
    - Does the model provide sufficient detail?

- If not, which particular areas could be expanded upon?

3. The effectiveness of the model:
   - Do you think that by following this model, the South African public sector, more especially in the sphere of government in which you find yourself, would be able to successfully introduce coaching as a management intervention?
   - If not, why, and how could it be improved?
   - Does the model provide enough guidance for introducing coaching?
   - If not, why, and how could it be improved?

4. The practicality of the model:
   - Is this model "user-friendly"/understandable to the people that would have to implement it?
   - If not, why, and how could it be improved?
   - Is this model practical in the organisation i.e. the current organisational context in the South African public sector?
   - If not, why, and how could it be improved?

5. Any general comments about the model.

Any and all comments, as well as your participation in this process will be suitably acknowledged in the thesis. I will be happy to provide you with any further information or explanation should this be required – I can be contacted at (021) 918 4126 (o) or 083 444 5891 or at kvdm@sun.ac.za.

I really do appreciate your kind attention and assistance to me and await with interest your comments and advices in due course, if possible before xx Xxxxxxxx 2009.

Kind regards,

KAREL VAN DER MOLEN

(In the interests of brevity, the annexures to this letter have not been included)

THE SUBJECT MATTER EXPERTS – THE RESPONSES

The subject experts that were approached are (in alphabetical order):

A.   Mr. Mario Denton – Life Coach and Facilitator: Strong Message.

B.   Mrs. Barbara George – Chief Human Resources Officer (together with the senior staff): St Helena Government.

C.   Ms. Herma Gous – Executive Officer (Corporate Affairs): South African Heritage Resources Agency.

D.   Dr. Michael le Cordeur – Circuit Manager: Western Cape Education Department (Faculty of Education, Stellenbosch University: Lecturer w.e.f. 01 July 2009).

E.   Prof. Dorothy Olshfski – Associate Professor, School of Public Affairs and Public Administration, Rutgers University (USA).

F.   Prof. Bob Schuhmann – Associate Professor: Department of Political Science, University of Wyoming (USA).

G.   Ms. Liezel Stephan – General Manager (Operations) and Insights Discovery Practitioner and Coach: Strong Foundation.

H.   Mr. Gary Taylor – Vice President (Human Resources): King Abdullah University of Science & Technology (Saudi Arabia)(former Executive Director [Human Resources]: University of Witwatersrand).

I.   Director Wynand Viljoen – Provincial Head (Training): South African Police Service (Western Cape).

A. Mr. Mario Denton – Life Coach and Facilitator: Strong Message

- Ek dink die model is maklik om te volg en heel duidelik. Sekere terminologie moet egter meer duidelik omskryf word.

- As ek kyk na Stage 1 veral is dit nie duidelik nie en die begrippe tegniese en werk moet seker omskryf word

- Ook begrippe soos life coach en corporate en Business coaching kan verwarend voorkom

- Mens moet kyk na Begrippe van Appreciative inquiry waar hulle praat van Discovery, Dream, Design and Deliver

- Coaching vir my is soos die Capie model: Contracting, assessment, Planning, Implimentation and evalauation

- Stage 2: bring in levels of thinking together wirth Competencies. Bring in EQ skills also

- Talk about a process versus coaching program

- Annexure a: I prefer a 5 point scale

- Relook again at words like assume in q1 and q21, negative in q4, links in q12, pre-suppose q15

- Q28: What lie behind them: Fuzzy statement

- Why are max 126 and not 128

- Dont like the scoring or analysis: That looks like rooi rose style of doing things

- Rest of documents very practical

- Post coaching assementt: what is little knowledge? Vague or good knowledge

B. <u>**Mrs. Barbara George – Chief Human Resources Officer (together with the senior staff): St Helena Government**</u>

- The clarity of the model

Generally speaking the model when viewed as a whole is relatively easy to understand. There are areas of confusion; particularly with reference to stages 1 and 2. Who makes the initial diagnosis? (Stage 1) When does the coach take responsibility for the process? (Stage 2) As it stands (given that this assessment is based only on the model without reference to the relevant literature) the model appears to be based on assumptions; it assumes that;

> the organisation has an established coaching function in operation
> coachers have prior experience

- The degree of comprehensiveness of the model
- The effectiveness of the model

As both these areas refer to the model in the context of the South African Public Sector I am unable to comment on the model's potential for introducing coaching as a management intervention against this background. From a more general perspective the model could work provided there is institutional commitment to the concept and appropriate resources (particularly human resources) allocated and developed to facilitate its implementation.

- The practicality of the model

The model as it stands could be developed to become more user-friendly. As referred to earlier, it is relatively clear provided the users of it have prior experience of and commitment to using coaching as a management intervention/tool to enhance individual performance. It could be improved with the provision of guidance notes to assist usage at each stage.

1. Clarity of model

The process in the model is fairly easy to understand with no difficult terms. However, the following may be reconsidered to improve clarity:

Stage 1:

a) The definition of "work" seems to encompass "technical" and "process".

b) One would expect the need analysis to inform decisions taken in terms of the coaching required. However, there seems to be no link between the analysis of the need for coaching and the choice of best methodology.

c) Some explanation may be required to define the meaning of the different coaching methodologies suggested.

Stage 2 (Annexure D):

a) It is not clear what should follow from a) Your …….. Difference between techniques and methods probably also requires explanation.

b) The difference between skills and competencies needs to be clarified. Usually "competency" encompasses knowledge, hard and soft skills and behavioral attributes.

a) The difference between "How do I shape the session?" and "How do I outline the issues?" is not clear. What is required under one question that is different from the other?

2. Comprehensiveness of model

The model is sufficiently comprehensive, although certain terms may require clarification as discussed above.

3. Effectiveness of model

The model provides sufficient guidance to introduce coaching within the public sector.

4. Practicality of model

Certain areas need to be clarified, as discussed above, to make the model more user-friendly.

5. General Comments

The public sector consists of various types of organizations with different needs and challenges. Therefore, the coaching model will have to be generic enough to allow for application in different settings.

D. Dr. Michael le Cordeur – Circuit Manager: Western Cape Education Department (Faculty of Education, Stellenbosch University: Lecturer w.e.f. 01 July 2009)

1. The clarity of the model:

   a. Is the process as suggested in the model easy to understand?

      - Yes I understood the model quite easily.

      b. If not, why? - N/A

   c. Are there any areas of confusion in the model and where are these?

      - NONE

   d. Can the model be perceived differently by different people?

      - The possibility will always be there, because people are different, however it is unlikely.

   e. If so, how? - N/A

   f. Are there any ambiguous or difficult terms in the model?

      - Maybe

   g. If so, where are these to be found?

      - If everyone understands Protégé then there's nothing else.

2. The degree of comprehensiveness of the model:

   a. Does the model, in your opinion, encompass all the necessary requirements for the effective introduction of coaching as a management intervention to improve individual performance in the South African public sector, more especially in the sphere of government in which you find yourself or with which you are familiar?

      - YES, I could easily put myself in this situation as an education specialist and it really worked for me.

   b. If not, why, and how could it be improved? - N/A

   c. Does the model provide sufficient detail?

      - YES

   d. If not, which particular areas could be expanded upon? - N/A

3. The effectiveness of the model:

   a. Do you think that by following this model, the South African public sector, more especially in the sphere of government in which you find yourself, would be able to successfully introduce coaching as a management intervention?

      - Definitely

   b. If not, why, and how could it be improved? - N/A

   c. Does the model provide enough guidance for introducing coaching?

      - Yes that is my impression

   d. If not, why, and how could it be improved? - N/A

4. The practicality of the model:

   a. Is this model "user-friendly"/understandable to the people that would have to implement it?

      - YES

   b. If not, why, and how could it be improved? - N/A

   c. Is this model practical in the organisation i.e. the current organisational context in the South African public sector?

      - YES

   d. If not, why, and how could it be improved? - N/A

5. Any general comments about the model.

   - I would really recommend this model to all professional institutions.

   - Coaching has become a major part of Human Resource Management and therefore this study is much needed right now.

E. Prof. Dorothy Olshfski – Associate Professor, School of Public Affairs and Public Administration, Rutgers University (USA)

- some of the items in your model are unaddressed -- stage 1 life coaching exec coaching, corp coaching ... just eliminate it because you don't talk about it in the text and in fact it isn't necessary for your model
- same stage -- box initiate process to deal with problems -- eliminate 3. same stage --the consider box, new starters, current -- eliminate (overall if not mentioned in report - ditch it)
- you never got agreement with the protege that mentoring was needed -- based on the rest of the dynamic you are advocating -- this command thing seems out of place
- stage 2 -- select coach?? i thought this was for the coach
- the GROW thing -- you seem to be stretching to fit your acronym -- esp the G section – rethink
- I think it would be helpful to address the size of the burden you are placing on the mentor -- the protege has some responsibility here too

overall – good

F. Prof. Bob Schuhmann – Associate Professor: Department of Political Science, University of Wyoming (USA)

- Models tend to be process oriented rather than outcome oriented. Are you interested in processes? Outputs? Outcomes?

- How are you going to measure "success"? Is that even an issue?

- In your model, one of your boxes says: "Which is the best coaching methodology (style)?" I don't see how you know what that is or how it is determined or where this issue fits.

- In Stage 1: Identifying the Need – you note four (it seems) types of "need" they are technical, process, work, and personal. The variable of "work" here seems confusing to me. I don't see how it distinguishes itself from the others. Outside of the engineering definition, the general definition of work is: "to exert oneself physically or mentally in order to do, make, or accomplish something." I'm not really sure how it fits with the other four. Can you further distinguish these items?

- In Stage 4 your first box is "how successful was the coaching?" My question is: how are you measuring this? I see "annexure H" but I still struggle with how this annexure actually gets to "success."

Uit die 4 stages wat ek daar sien, is die coaching model (the actual coaching process) 'n klein deel van stage 3 (GROW).

Die Grow model is een van die mees bekendste en mees gebruikte coaching modelle wat daar is. ITV model, is daar dus nie fout nie. Dis eenvoudig, dis effektief en dit werk!

Wat die res van die stages aanbetref, is dit nie regtig 'n model nie. Dis eerder 'n raamwerk of proses-uitleg (work-flow) vir die hele coaching intervensie (van behoefte bepaling tot opvolg na die coaching sessie. Amper soos 'n operating manual...

In stage 2 sien ek dat hy selection proses vir coaches het. Dit is baie goed, toets egter net of die stap van Coach-matching deel is hiervan(tussen protégé needs en select coach). Dis belangrik om seker te maak dat wanneer jy 'n coach kies, dit nie net gebasseer is op coach sterkpunte en coachee behoeftes nie, maar ook op 'rapport' en 'fit'. Gewoonlik met 'n intro session om te kyk of die twee 'click'...

Ek sou ook versigtig wees vir woord 'protégé' in stage 2 - eerder coachee.
Protégé is gekoppel aan mentoring, wat verwarring in die coaching proses kan inbring, want mentoring en coaching is heelwat verskillend en daarom het protégé die verwagting dat ek iets by iemand anders gaan kry terwyl coaching die verwagting skep dat ek die dinkwerk rondom my eie uitdagings gaan doen.

Ek dink ook in sy stage 1 waar hy die tipes coaching voorstel, moet hy dink of mentoring deel wees daarvan is. Coaching werk nie vir alle situasies nie... Indien dit iemand is wat nie genoeg praktiese kennis het nie en 'grondslag' informasie nodig het om hulle werk te verbeter, is dit eerder mentoring wat hier werk en nie coaching nie.

Thank you for the opportunity to comment on this work. I believe you have tackled something which is important and relevant in the public sector, and wish you well with the project. Given the necessity for skills development in RSA, this could be another valuable step in that direction.

I have been through the model and would like to give the following feedback. It is not as structured or detailed as you would like, but I trust there are some points which would be useful. I must qualify my experience in the public sector as having been limited to 3 years at Wits, which is a different kind of "public sector" to what I believe would be your target audience, so please factor this into my feedback:

1. Without any text, I had to understand the model simply from the diagramme provided of the 4 stages.

2. Although the model has 4 types of need identified in Stage 1, the rest of the documentation seems to have been developed to deal primarily with Performance Issues

3. In that regard, perhaps another look at the Mager & Pipe model for performance management, which is probably 20+ years old, but is a useful diagnostic tool, especially in determining whether coaching is even appropriate. This model does not clearly tell me as a manager how I know whether an under-performing person requires coaching. Frequently staff get sent on Training to fix problems when there is no skill deficiency, and the same problem might occur if Coaching is seen as the panacea.

4. Stage 1 (under Analyze) I am not sure that it is clear what constitutes "operational issues" which is reflected under Personal. Many new coaches might believe that "Personal" relates to domestic matters, which could perhaps be

resolved via EAP, rather than coaching. Perhaps this is a definition matter which could be clarified somewhere.

5. Stage 1 also refers to 6 methodologies, but with no explanation evident as to which is best suited to identified problems/outcomes and, once the choice is made, where the manager does the coaching him/herself or refers it on.

6. Stage 2, I would suggest that the term "consult protégé" would be preferable to "inform" for several reasons.

7. I am sure you have done so, but possibly rethink the term "protégé" which sounds very European (young Mozart) when I have heard the awful "coachee" being used in RSA. Anything in the literature which is better?

8. Selecting a coach is also a big issue, and there seems to be no guidance here, but more time spent on logistics, which is rather for a checklist than a decision map.

9. The "assessing your Coaching Skills" form is easy to understand, but possibly too long. Is there a reason why only the first 3 questions are shaded? The form also assumes a previous history/experience in coaching inferred in several of the questions.

10. Annexure B is just a checklist and in reality will probably never be completed. Be cautious of too many forms which add little substantive value which possibly dilute the importance of necessary forms. Consider "tips/checklist" stuff being printed on the back of forms which MUST be completed, which allows the Coach to have a reference point, without a plethora of forms.

11. Perhaps Annexure C could include something which has arisen from a Personal Development Plan which arises from the past Performance Review. This could be a nice way of integrating Coaching with existing HR systems. If the term "assessments" was meant to capture this, perhaps spell it out.

12. Annexure D reflects strategies/techniques/methods/models and I think the subtleties of the differences between these terms might cause confusion. Do you really want them all completed?

13. Annexure F has several Reality points (E.A.R.S.) which are also perhaps tips/checklist rather than steps which must be documented.

14. My biggest concern is too many forms possibly being a turn-off to new coaches. Forms should be a tool to the discussion, to assist in what is happen, rather than to be the end-point, and there is a thought that all these forms need to be condensed into the bare minimum for the Coaching process to be sellable in a public sector context.

I. Director Wynand Viljoen – Provincial Head (Training): South African Police Service (Western Cape)

- I am of the opinion that many coaches are often "scared" of the task at hand, because of their own lack of experience - your model is a very useable "tool" and will make life much easier for a coach (having a logically structured process to guide)

- Not only does this assist a coach in coaching, but also leads to identifying own shortcomings (Annexure A) and assess development (Annexure H)

- As discussed with you, I was at a stage a bit confused ito who exactly is referred to in annexure F - although I know that it should be the coach, I experienced that when reading it, I thought the questions are as or even more relevant for the protégé.

- Oor algemeen dink ek dat hierdie 'n baie waardevolle hulpmiddel vir "coaches" sal wees.