Coaching in support of the Mandela Bay Development Agency

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Declaration

I, Saskia Haardt, declare that the entire body of work contained in this research assignment is my own, original work; that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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Abstract

The Mandela Bay Development Agency (MBDA) was founded in 2003 to regenerate the central business district of the Nelson Mandela Bay Metro. The agency's mandate has since been expanded to include urban renewal in township areas, the beachfront, the Nelson Mandela Bay Stadium precinct and Uitenhage, urban management in the upgraded areas, as well as the Helenvale Urban Renewal Programme (MBDA, 2014: 16). This has put pressure on the agency in terms of financial and human resources (MBDA, 2013: 13). The agency has had to juggle between complying with relevant legislation while at the same time responding to expectations to deliver innovative and creative urban development solutions that will stimulate economic growth in a multi-stakeholder environment. This requires leadership on managerial and operational levels in order to cope with all the complexities. At present, there is no tailor-made leadership support programme or tailor-made coaching intervention for development agencies in South Africa. In 2012, the agency facilitated a nine-month coaching intervention for all staff members, which evolved out of a change management intervention.

This research assignment evaluated the effectiveness of the coaching intervention, identified future coaching needs, and recommended an updated coaching approach. The aim was to identify a coaching intervention that enables the agency's staff members to deal with different levels of complexities and constant changes during the administration, planning and implementation of urban renewal interventions in the different settings. Findings showed that especially through the application of mindfulness practices, interviewees changed how they felt, thought and behaved. Where the coaching approach did not match clients' expectations or was perceived as irrelevant for the line of work, the coaching intervention was not effective. Benefits in terms of dealing with team conflicts and dynamics and an impact on overall organisational performance were reported to still be lacking. Recommendations are made on how to improve a future business coaching process, in particular through applying a stronger systems perspective. MBDA and its team lend themselves to benefitting from other forms of coaching such as peer coaching, manager as coach, and a combined coaching and mentorship approach.

Key words

Coaching

Effectiveness

Evaluation

Municipal agency

Needs

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List of acronyms and abbreviations

CBD	Central Business District
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CSR	corporate social responsibility
DA	Development Agency
GDP	Gross Domestic Product
GIZ	Gesellschaft für Internationale Zusammenarbeit
ICF	International Coaching Federation
IDC	Industrial Development Corporation
KPI	Key Performance Indicator
LEDA	Local Economic Development Agency
MOI	Memorandum of Incorporation
MBDA	Mandela Bay Development Agency
MFMA	Municipal Finance Management Act
MM	Municipal Manager
NDP	National Development Plan
NMBM	Nelson Mandela Bay Metro
NMBMM	Nelson Mandela Bay Metro Municipality
NSG	National School of Government
OD	organisational development
SA LED	South African Local Economic Development
USB	University of Stellenbosch Business School

CHAPTER 1
ORIENTATION

1   INTRODUCTION

In 2014, I approached the Mandela Bay Development Agency to inquire whether the entity would be interested in participating in coaching research. My personal research motivation stemmed from my professional background as a director of operations in a district municipal economic development agency. During my tenure, I observed different types of leadership styles in the agency.

The agency I worked for flourished when it had a "servant leader" (a term coined by Robert K Greenleaf in 1970 in his book *The Servant as Leader*) who strongly felt the need to service communities. The entity and its staff had a shared value of making things happen, which showed through project delivery even in complex environments. Staff members were trusted to make decisions autonomously. Internal and external bottom-up processes enabled consensus in decision-making. The agency's leadership went as far as accepting that mistakes can occur in the project delivery. The team took risks. It was an opportunity for the organisation and its personnel to grow and learn. The personal effect that this kind of leadership had on me was high work engagement, motivation, creativity and goal attainment. When the leadership style changed, the organisation reverted to centralised power and instilling fear. Many staff members, including myself, resigned. The agency's performance dropped. I then realised the need for leadership coaching in the sphere of municipal agencies and local government to support leadership on management level and also on the level of professionals and project managers who have to navigate various complexities to realise the actual implementation of service delivery. I chose the Mandela Bay Development Agency (MBDA) for my research assignment. It is a respected entity in terms of what and how it delivered on its mandate up to date.

When I met the CEO of MBDA to propose collaboration on developing a coaching model for the agency, I found to my surprise that the agency had received coaching in the past.

In 2003, the Nelson Mandela Bay Metropolitan Municipality (NMBM) and the Industrial Development Corporation (IDC) jointly founded the Mandela Bay Development Agency (MBDA). The mandate was to regenerate the central business district of Nelson Mandela Bay on behalf of NMBM to counteract the ongoing urban decay of Port Elizabeth and to stimulate private sector investment through public infrastructure upgrading. Up until today, MBDA has implemented various infrastructure developments in the city centre of Port Elizabeth (MBDA, 2014: 22). Since 2007, the agency's mandate expanded to include urban renewal in township areas, the beachfront, the Nelson Mandela Bay Stadium precinct and Uitenhage. Due to limited human and financial resources in its parent municipality, the agency has also added urban management to its portfolio.

In 2011, MBDA also took responsibility for the Helenvale Urban Renewal Programme on behalf of NMBM (MBDA, 2014: 16). The leadership welcomed the continuous expansion of MBDA's mandate, but simultaneously acknowledged that this was putting pressure on the agency, financially and in terms of human resources (MBDA, 2013: 13). Overall, the agency is a project management house that performs a versatile role of "promoter", "supporter" and "doer" (MBDA, 2013: 23).

The founders assumed that agencies, as separate companies, could achieve developmental objectives more flexibly than municipalities. However, municipal economic development agencies have to adhere to the same local government legislation such as the Municipal Systems Act (No. 32 of 2000) (Republic of South Africa, 2003a), the Municipal Financial Management Act (No. 56 of 2003) (Republic of South Africa, 2003b) and the new Companies Act (No. 71 of 2008) (Republic of South Africa, 2008). This has resulted in a situation in which the agencies' leadership and staff have to strike a balance between being compliant with relevant legislation while at the same time responding to the expectations to deliver innovative and creative economic development solutions in a multi-stakeholder environment (own experience).

In 2012, MBDA management decided to appoint a change management consultant to assist the agency's staff in dealing with the expanded mandate and office relocation. The service provider appointed was a qualified change agent and professional coach. During the engagement process, it was decided to add a coaching intervention to increase employees' engagement at work and prepare the agency's staff members to deal with changes and increasing complexities in the long term. This resulted in the seamless appointment of the change agent to become the coach for the coaching intervention. Due to the organic emergence of the coaching intervention, no clear outcomes were formulated other than to expect an overall benefit to the agency's operation. The only condition that the CEO expressed at the beginning was to determine that all 24 staff members of the agency, from the CEO to the tea lady, should be involved in coaching. Coaching sessions were mainly conducted on an individual basis. Over a period of eight months, 160 hours of coaching sessions were conducted. Coaching topics varied according to the individual staff members and included issues such as toxic relationships, communication and performance.

When I met with the CEO in August 2014, he expressed the need to evaluate the effectiveness of the coaching intervention that had taken place. He also expressed the need to recommend an updated coaching intervention to ensure that the agency provided a work environment for productive and happy people to stay responsive to the agency's given mandate. This led to the formulation of the problem statement.

1.2   PROBLEM STATEMENT

The Mandela Bay Development Agency's mission is to revitalise and promote designated, sustainable urban places in partnership with the Nelson Mandela Bay Metro to the benefit of the

whole community. In doing so, MBDA's staff members are encountering various levels of complexity during the administration, planning and implementation of urban renewal interventions.

The research questions are:

- To what extent did the agency's staff members perceive the coaching intervention to be effective in dealing with the level of complexities and constant changes faced when revitalising and promoting designated sustainable urban places?

- What complementary coaching interventions could be recommended to assist the agency's staff members with a continuously expanding mandate?

1.3   RESEARCH OBJECTIVES

The main aim of the research is to recommend a coaching intervention for the Mandela Bay Development Agency that is most suitable to assist the agency's staff members in dealing with the various levels of complexities and constant changes during the administration, planning and implementation of urban renewal interventions in different settings.

Based on the main aim of the research, the research objectives are the following:

- To assess the perceived effectiveness of the integral coaching intervention provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal;

- To identify the current coaching needs of MBDA's staff members; and

- To recommend an updated coaching intervention for MBDA's staff members.

1.4   CLARIFICATION OF KEY CONCEPTS

Key concepts underlying this assignment are clarified below.

1.4.1   Municipal development agency

A municipal development agency is a municipal entity that was established by its parent municipality to provide a specific service in the area of jurisdiction of that municipality. This relationship is governed by a service-level agreement between the municipality and the municipal entity. The municipal entity is a separate juristic person, which is governed by the Local Government Systems Act (No. 32 of 2000), the Local Government Municipal Financial Management Act (No. 56 of 2003) as well as the Companies Act (No. 71 of 2008).

1.4.2   Project-based organisation

A project-based organisation in terms of this study is an organisation that has multiple project implementations as a central point. This includes project planning and the implementation of

projects on time, on budget and serving multiple stakeholder needs. Projects align with strategy and organisational goals. The organisation applies standardised processes and procedures as well as monitoring and evaluation to improve on these in order to inform project delivery and overall strategy (Thiry & Deguire, 2007: 654).

1.4.3   Complexities

The complexities mentioned above refer to external and internal influences that affect the agency's approach, as will be described in detail in Chapter 4. The agency can only attain its strategic objectives and mandate through strategic linkages with external stakeholders such as the city, public funders and communities. The regulative framework governing its operations further complicates this. Obtaining buy-in from stakeholders with conflicting interests, expectation management as well as administration of individual projects complicate delivery.

Various factors in project management relate to complexity theory – such as leadership, risk analysis, teamwork, procurement, motivation, technology, customer orientation, communication, productivity, education and training, quality, project control, long-range planning, resources, management skills, culture and organisational structure (Thomas & Mengel, 2008: 307).

1.4.4   Requirements for successful project managers

Beyond technical expertise, project managers require personal and leadership competencies (Mueller & Turner, 2009: 437). This should include the ability to enable shared leadership; dynamic relationships; emotional intelligence such as client orientation, flexibility and self-control; competence in formal and informal communication; vision; shared beliefs; a sense of purpose; values in themselves; teamwork; and team leadership (Thomas & Mengel, 2008: 308).

1.4.5   Integral leadership and coaching

This research assignment discusses the importance of integral leadership, which is based on the integral theory and in particular the Integral Operating System developed by Ken Wilber (2010). Integral leaders perceive a complex situation through five lenses to gain a more complete, comprehensive and accurate perspective on the situation (Thomas, 2011a: 2). These five lenses are four quadrants, performance states, lines of development, levels of complexities and types. The task of a coach is to raise the client's awareness of these five perspectives. This may enable the client to develop the interior consciousness to deal with the exterior complexities (Stout-Rostron, 2012: 109). The change agent/coach employed by MBDA was trained as an Integral Coach based on the integral theory.

1.4.6   Leadership as a state of consciousness

In the context of this assignment, the perspective taken on consciousness leans on Ken Wilber's (2010) view to look at consciousness from an integral point of view. All five domains of the integral model are available in one's own awareness. Consciousness is considered in terms of its level or

stage of development and the way in which this relates to leadership (Reams, 2005) and organisational development (Laloux, 2014).

Chatterjee cited by Reams (2005: 123) said that "leadership is not a science or an art, it is a state of consciousness" and that "we can now begin to grasp the phenomenon of leadership as the field of awareness rather than a personality trait or mental attribute".

1.4.7 Coaching in organisations

Coaching occurs in a broad variety of contexts and approaches, which include face-to-face meetings, e-mail and telephone contact of varying frequency and duration, dependent on the need of the client (Fischer & Beimers, 209: 508). The most common form of coaching is one-to-one coaching between the coach and an individual. There are, however, other forms of coaching such as team, group and peer coaching as well as leaders and managers as coaches. The latter can result in an entire coaching culture developing throughout the organisation.

1.4.8 The dual focus of business coaching

Coaching in organisations is usually referred to as business, executive or leadership coaching. Business coaching in this assignment refers to the definition of business coaching as provided by Stout-Rostron (2012: 14f) citing the Worldwide Association of Business Coaches (2008): "Business coaching is the process of engaging in regular, structured conversation with a 'client': an individual or team who is within a business, profit or non-profit-organisation, institution or government and who is the recipient of business coaching. The goal is to enhance the client's awareness and behaviour so as to achieve business objectives for both the client and their organisation." Common to all forms of business coaching is the dual focus on the client and the client's organisation.

1.4.9 Coaching principles underlying the MBDA coaching intervention

The coaching principles and interpretations mentioned here are describing Flaherty's integral lens. The reason for this is that the coach was a certified integral coach who had trained with New Venture West, a coaching faculty co-founded by James Flaherty.

Coaching happens when two people enter into a professional relationship. Mutual trust and respect characterise the relationship. In partnership, coach and client work together towards a set of clear outcomes, "guided by presence and informed by broad models about what it means to be a human being" (Flaherty & Handelsman, 2013: 2). Coaching works with what lives in the client's thoughts and emotions and what connects the client to others through language and culture. Coaching regards the client as a whole (Flaherty & Handelsman, 2013: 2).

Coaching creates a moment where a client starts to feel connected to himself/herself and others. It is the coach's responsibility to understand the thinking of the client in order to open up new perspectives allowing him/her to alter behaviour towards the intended outcomes (Flaherty, 2012:

Location 202). The coach enables the client to take on new action to move forward, consciously and independently (Flaherty, 2010: Location 1460).

Five principles underlined the coaching relationships delivered to MBDA based on Flaherty (2010: Location 548):

- A mutual relationship built on trust, respect and freedom of expression;

- Pragmatism in terms of creating practical outcomes and continuously providing feedback for corrected action;

- A two-way track between the coach and the client where learning is experienced by both and where a breakdown in the relationship may occur because of the coach's or the client's lack of commitment or competence;

- Coaching interventions that always fit in with the client's (coachee's) structure of interpretation, current circumstances and abilities; and

- Coaching that is tailor-made to suit the client's needs and that is not manipulated.

1.4.10   Possible outcomes of coaching

Flaherty's coaching theory, which informed the approach of the MBDA coaching intervention, encompasses three intended outcomes of coaching. The first outcome is to enable the client to achieve long-term excellent performance according to the standards set in the discipline in which the coaching is occurring. These standards have to be objective and measurable (Flaherty, 2010: Location 433). The second objective is self-correction where the client independently observes discrepancies between planned and actual outcomes and is able to correct and adapt his/her behaviour and beliefs without the help of a coach. The third objective is self-generation when the client continually renews himself/herself through tapping into resources from within and without. The client is able to take a holistic perspective of himself/herself and understand his/her values and beliefs, bodily functioning, the context of relationships and culture, and the overall system in which the client finds himself/herself (Flaherty, 2010: 458).

Once the client has mastered the level of self-correction and self-generation, the next level of outcome is the acquisition of competence and fulfilment. Competence is a state in which one can achieve a particular goal, and beyond this is able to apply the learnt competence afresh in different contexts. A client has achieved fulfilment when he/she feels intensely about life, finding meaning and purpose in what he/she is doing. In an organisational context, people who are fulfilled remain with the organisation for longer and produce better outcomes (Flaherty & Handelsman, 2013: 2). Chapter 2 widens the perspective on coaching outcomes citing outcomes of coaching research

undertaken by Grant (2013), Pousa and Mathieu (2015), Tooth, Nielsen and Armstrong (2013), and Theeboom, Beersma and Van Vianen (2013).

1.4.11   Integrative enneagram

The MBDA coach was a certified integrative enneagram practitioner. The enneagram provides a map for promoting self-awareness and personal growth, as well as the development of more sustainable and productive relationships. It is "an ancient system of personality development, represented by nine character orientations composed of habitual patterns of perception, emotion, and behaviour. No orientation is better or worse than another is. By exploring their orientation, individuals can identify and transcend the strengths and limitations of their value systems and work toward an integrated worldview […]" (Bland, 2010: 16). The enneagram provides a descriptive account of possibilities all humans recognise, because these possibilities are inherently and intimately part of being human. Through this awareness, individuals or groups may better understand each other.

Each staff member received an assessment report that provided information on the way in which his/her personality type plays itself out in terms of the three centres of intelligence, its blind spots, strengths and positive qualities, weaknesses and challenges. It also refers to the wing subtype, instinct type and relation to others, and to the level of integration of a person (degree of self-mastering) on one's personal development journey. In addition, it contains a strain profile, which is an independent measurement of strain experienced in a person's life circumstances. There are seven areas of strain. Dependent on the intensity, the various strains are colour coded (green – low, orange – medium, red – high) (Integrative Enneagram Solutions, 2011).

1.4.12   Emotional intelligence at work

Goleman describes five characteristics of emotional intelligence that show up in successful leaders at work: Self-awareness, self-regulation, motivation, empathy and social skill (Goleman, 1998: 95).

Research shows that leaders with a variety of emotional intelligence abilities positively influence the organisational climate and performance (Cherniss & Goleman, 2001: Location 778). "Emotionally intelligent leadership is key to creating a working climate that nurtures employees and encourages them to give their best" (Cherniss & Goleman, 2001: Location 772).

1.4.13   Happiness, motivation and performance at work constructs

Happiness at work refers to positive feelings, moods, emotions and flow states on an individual or collective level at work. On a personal level, it includes constructs such as job satisfaction, job involvement, typical mood at work, engagement, thriving, vigour, flourishing and affective well-being. On a collective level, it encompasses morale/collective job satisfaction, group affective tone, group mood, collective engagement, group task and satisfaction (Fisher, 2010: 385). David Rock's SCARF model encompasses five domains that influence a person's happiness and well-being at work. SCARF stands for Status, Certainty, Autonomy, Relatedness and Fairness (Rock, 2008: 1).

1.4.14   Effectiveness of coaching

Effectiveness of coaching is the retrospectively perceived effectiveness of a coaching intervention by the client on an individual and organisational level in areas related to the coaching objectives (De Meuse, Guangrong & Lee, 2009: 120f.). Where the effectiveness of an organisation is usually considered it terms of its impacts, this research assignment focuses on the perception of coaching clients introspectively and with a view to the overall organisational context.

1.4.15   Coaching evaluation

Coaching evaluation refers to the process of evaluating the perceived effectiveness of the coaching intervention conducted at MBDA. The coaching evaluation process undertaken as part of this research assignment applied an integrative evaluation approach. It included elements of summative and formative evaluation. The summative evaluation process focused on three aspects. Firstly, it focused on assessing the reactions (subjective experiences) that the participants had about the coaching intervention, such as:

- The clients and coach's perception of the coaching intervention;

- The clients' perception of the coach;

- The clients and coach's perception of coach-client relationships; and

- The clients and coach's satisfaction with the coaching process.

Secondly, the focus was on the clients' learning regarding the intended and expected coaching benefits and outcomes.

Thirdly, the self-reported and observed changes in behaviour of clients and their achievement of goals were evaluated (Ely, Boyce, Nelson, Zaccaro, Hernez-Broome & Whyman, 2010: 590f).

The formative aspect of the coaching evaluation collected information that assisted in evaluating the coaching process and identifying future coaching needs. It focused on four aspects. Firstly, it focused on MBDA's readiness to receive coaching, its expectations about coaching, its coaching needs, and organisational support, goals and climate. Secondly, it considered the coaching competencies of the coach and the coach's expertise in coaching certain skills and industries. Thirdly, it evaluated the client-coach relationship, rapport created, collaboration in formulating development goals, as well trust and confidentiality. Lastly, the formative evaluation assessed the coaching process in terms of clients' receptivity, learning development plan and support by the coach (Ely *et. al.*, 2010: 591).

1.5   IMPORTANCE/BENEFITS OF THE STUDY

This research assignment intends to contribute towards an understanding of the effectiveness of the past coaching intervention. The findings may assist the development agency to understand the way in which to conduct a follow-up coaching intervention to nurture personal, management and leadership competencies. This case study may introduce a discussion on the way in which an integral business and leadership coaching approach could add value to South African municipal economic development agencies or project-focused local government interventions in general.

This assignment also adds to the body of knowledge on evaluating an integral coaching intervention retrospectively with particular emphasis on the use of the enneagram. Lessons may be learnt about a) the evaluation methodology, b) the integral coaching approach, c) the use of the enneagram, and d) coaching in the context of a municipal development agency.

Based on the above, the research assignment may primarily be of interest to the decision-makers in MBDA and the coach who delivered the coaching intervention. Secondly, the research assignment may be of interest to the wider coaching profession, on a practical and research level, as well as to the leadership of other municipal development agencies.

Evaluating the perceived effectiveness of the coaching intervention may result in an improved coaching framework and could generate valuable lessons for designing coaching approaches for other municipal development agencies and service delivery departments within local government in South Africa that face similar challenges.

1.6   CHAPTER OUTLINE

Chapter 1 provides an introduction and background to the topic, the problem statement, research aim and objectives as well as an overview of the main concepts applied. It also provides an argument on the importance and benefits of the study.

Chapter 2 provides a literature review. It provides the institutional background of municipal agencies and a perspective on the need for and absence of leadership development through coaching in local government. Short reference is made to the concept of leadership and organisational development informed by the integral theory as well as to concepts of happiness at work, emotional intelligence, motivation and performance and links to neuroscience. An overview of coaching, its forms, principles, process consideration and intended outcomes conclude the chapter.

Chapter 3 provides a detailed overview of MBDA, its strategy and organisational set-up.

Chapter 4 builds upon recent approaches on evaluating coaching interventions and outlines the research methodology applied in evaluating the perceived coaching effectiveness of the integral coaching intervention as well as ethical considerations.

Chapter 5 provides a discussion of the findings in relation to the effectiveness of the integral coaching intervention in the light of MBDA's organisational coaching needs as well as those of staff members with regard to the agency's mandate.

Chapter 6 provides a summary of the findings and conclusions about the perceived effectiveness of the coaching intervention as well as recommendations for an improved coaching intervention. It also offers some recommendations for future research.

CHAPTER 2
LITERATURE REVIEW

2.1   INTRODUCTION

For my literature review, I selected topics that I believe assisted me in evaluating the effectiveness of the coaching intervention and future perceived coaching needs at MBDA, while at the same time providing me with a solid basis for recommending a future coaching intervention.

The first section of the literature review provides a general context of municipal agencies in South Africa and the need for and absence of leadership development support. The second section unpacks the notion of leadership and the stages of organisational development informed by the integral theory. My rationale for this is two-fold: An integral coach conducted the coaching intervention delivered to MBDA; and, secondly, my personal experience of working in an agency environment taught me that integral leaders should be better equipped to lead in and deal with the complexities of such an environment. Lastly, I introduce the reader to the basics of coaching: Definition, forms, possible outcomes and what makes coaching successful.

2.2   THE CONTEXT OF MUNICIPAL AGENCIES IN SOUTH AFRICA

Since 2003, the Industrial Development Corporation (IDC) piloted the establishment of local economic development (municipal) agencies as vehicles to assist district and local municipalities in creating a conducive environment for businesses in remote areas of South Africa (Lawrence, 2013: 532) and to address the lack of skills at municipal level to facilitate the development of local economic development.

An impact assessment undertaken by Lawrie Shaw Consulting of ten IDC-supported economic development agencies stated that these agencies had various objectives, as shown in Figure 2.1 (Lawrie Shaw Consulting, 2012: 13).
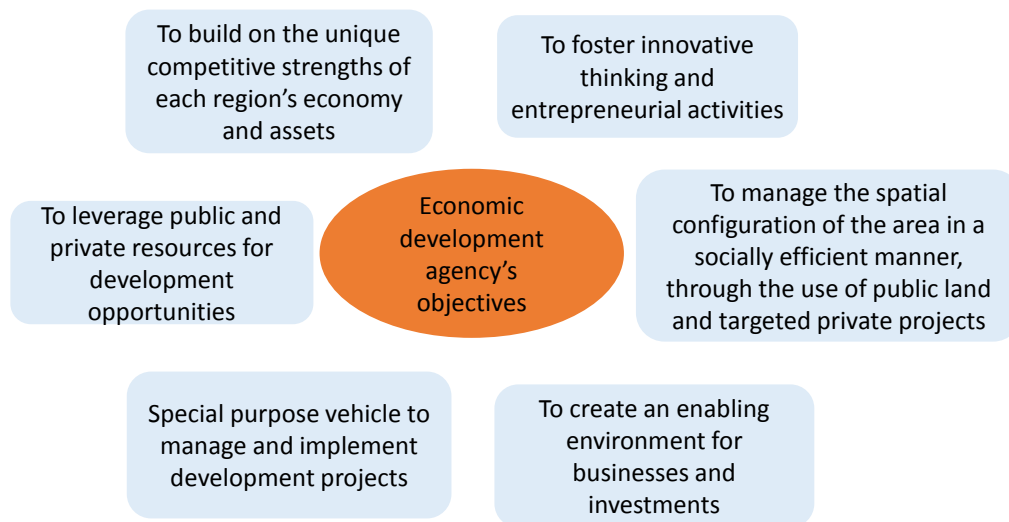
Figure 2.1: Objectives of economic development agencies
Source: Lawrie Shaw Consulting, 2012.

The IDC assumed that agencies could operate more flexibly than municipalities if they were to be set up as companies. This resulted in the establishment of separate legal entities (companies), which were wholly owned by their parent municipalities and governed by a board of directors. However, just as the IDC introduced municipal economic development agencies, South Africa underwent a transformation of its local government system, introducing new legislation such as the Municipal Systems Act (No. 32 of 2000) (Republic of South Africa, 2003b), the Municipal Financial Management Act (No. 56 of 2003) (Republic of South Africa, 2003c) and the new Companies Act of 2008 (No. 71 of 2008) (Republic of South Africa, 2008) to which the agencies had to adhere. This resulted in a situation in which municipal agencies had to be innovative, proactive and flexible in a legislative environment, which was time-intensive, restrictive and retroactive. The agencies' leadership and staff had to balance being compliant with relevant legislation while at the same time responding to general expectations to deliver innovative and creative economic development solutions. In addition, agencies are part of a multi-institutional and multi-stakeholder landscape. This puts agencies in a dynamic set-up where they have to relate and respond to various stakeholders, as shown in Figure 2.2 (own graph), as based on own experience.
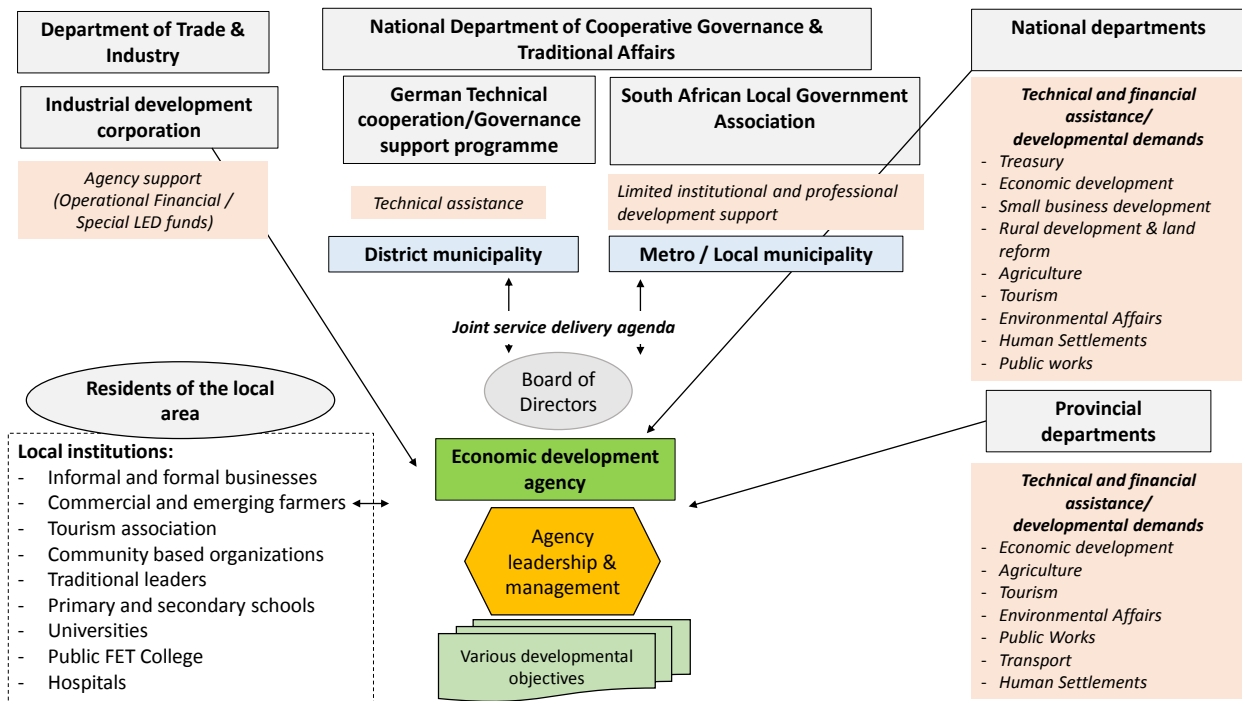
Figure 2.2: Institutional and stakeholder landscape of economic development agencies

Source: Author, 2015.

The IDC assessment identified various challenges that agencies are currently facing (refer to Appendix A). At present, there is no central support programme (Lawrence, 2013: 529) to assist the leadership and management of these agencies. Agency staff members suffer from enormous stress (own experience) and high staff turnover (Lawrie Shaw Consulting, 2012: 44). This results in agencies struggling to meet their mandate as envisaged by the IDC (SA LED Network, 2011a-c; 2013a-e).

A review of case studies on economic development agencies undertaken by the SA LED Network (2011a-c; 2013a-e) showed that the focus on developing agencies was on what agencies were able to deliver and the way in which their institutional framework (i.e. relationship with their local and/or district municipality) negatively or positively contributed to the delivery of economic development interventions. No mention was made of the type of leadership and management style that these agencies would require, what developmental support operational staff needed, and how this could be created.

This is in spite of the IDC recognising that the success of agencies depended on finding an appropriate leaders for this kind of "meso-level institution". Lawrence stated (citing Bartlett, 2012) that "according to the IDC, these agencies needed 'a special kind of person to head it' with a diverse range of skills including project management expertise, political astuteness, legislative appreciation, an understanding of town and regional planning, community development facilitation competencies and an understanding of economic development" (Lawrence, 2013: 534). The importance of good leadership in local economic development agencies (LEDAs) was also

expressed by McIntosh, Xaba and Associates, stating that besides other factors "successful LEDAs require committed leadership" (McIntosh, Xaba and Associates, 2009: 83). Clark, Huxley and Mountford (2010: 168) indicated that "the evidence shows that the leadership style of key individuals, both at the management and operational levels of DA (development agencies), has a significant impact on the effectiveness of the organisation".

2.2.1   Urban renewal

The Mandela Bay Development Agency's primary mandate is the urban renewal of the Nelson Mandela Bay Metropolitan Municipality. Roberts and Skyes (2000: 17) defined urban renewal as: "a comprehensive and integral vision and action that resolves urban problems and attempts to deliver lasting environment in economic, physical, social and environmental conditions of an area that has been subject to change. Urban renewal efforts should not be short-term, fragmented, ad hoc, or based upon a specific project. The emphasis is on a detailed strategic framework." Voges (2011: 43) summarised the primary characteristics of urban renewal as: "committed leadership, a dynamic vision, a long-term strategy, a common objective amongst all the stakeholders, sound financial backing and the full support of the relevant authority".

2.2.2   Requirements for successful project managers

On the operational level, municipal agencies such as the Mandela Bay Development Agency are often involved in the planning and implementation of projects. I have therefore decided to include a brief review of articles discussing the need for the development of leadership and personal competencies in project managers beyond the technical expertise of project management.

Cooke and Davies (2002) as cited by Lloyd-Walker and Walker (2011: 388) argued that project management research "has remained on the task performed rather than on the people who performed those tasks and the qualities they require for successful project management and leadership".

Thomas and Mengel (2008: 308) highlighted that the personal competencies of project managers such as leadership, social competence and emotional intelligence, communication, understanding of organisational politics, and the importance of vision, values and beliefs are required from project managers to enable them to deal with project complexities. Mueller and Turner (2009: 437) profiled leadership competencies of project managers of different projects, resulting in the recommendation that project managers should be trained in different leadership styles (Mueller & Turner, 2009: 447). Lloyd-Walker and Walker stressed the importance of authentic leadership for project management and delivery. They saw a close theoretical link between authentic leadership and Mayer's model (1995) of the antecedents of trust and commitment, both seen as important for the environment in which project managers find themselves. Trust is referred to as the ability to deliver on the "promises" made as well as shared values and integrity to hold true to what was said to be

done. Commitment increases the likelihood that dialogue and discussion lead to the realisation of mutual goals and aspirations in the project environment (Lloyd-Walker & Walker, 2011: 387).

Authentic leaders are self-aware and guided by a set of values, or high moral standards; are viewed as honest and as possessing integrity demonstrated through transparency in their actions, resulting in fair and balanced decisions; or do "what is right and fair" for both "the leader and their followers" (Avolio, Gardener, Walumba & May, 2004: 807).

By introducing the topic of authentic leadership to project management according to Avolio *et al.*'s (2004) model, Lloyd-Walker and Walker (2011: 386) brought in characteristics of project managers that might previously have been overlooked, such as confidence, optimism, hope, self-efficacy and resilience, as well as self-awareness and awareness.

Obradovic, Jovanovic, Petrovic, Mihic and Mitrovic (2012: 281) found that if project managers possessed a high level of emotional intelligence, classified by Goleman (1998) as self-awareness, self-regulation, social and self-consciousness and relationship management, their professional success was likely to be higher.

A review of these project management-related articles, however, revealed limited reference to coaching as a medium to develop project managers' personal and leadership or emotional intelligence competencies.

2.3   CURRENT COACHING PROGRAMMES FOR LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN LOCAL GOVERNMENT

Chapter 13 of the National Development Plan ("Building a capable and developmental state") highlights the importance of local government in service delivery and the need for good management (The Presidency, 2011: 420). The NDP offers a list of suggestions on ways in which to improve management capabilities in the local government sector (The Presidency, 2011: 416f.). At this level, coaching is not referred to as a medium to support good management.

In 2014, the Public Administration Management Act was adopted. It provides for the establishment of the National School of Government (NSG) (Republic of South Africa, 2015: 11). Its mandate is to promote "the progressive realisation of the values and principles governing public administration and enhancing the quality, extent and impact of the development of human resource capacity in institutions" (Republic of South Africa, 2015: 11). This refers to public administration inclusive of local government. The NSG has a leadership unit focusing on public sector organisational and staff development. The unit therefore focuses on the development of "public servants into leaders who care, serve and deliver" (Republic of South Africa, 2015: 11). Its intention is to build leadership capacity across all levels in the public service from beginning to ongoing professionalisation. The approach will focus on leadership at all levels and is aimed at including training programmes on

"effective leadership in the public service, mentoring and coaching, workshops and seminars" (Republic of South Africa, 2015: 31).

Jean Cooper (2005: 64) indicated ten years ago that coaching could assist in developing leadership in the South African local government. Coaching could address issues such as creating leadership in an environment with difficult targets and scarce resources, and turning around conflict between councillors and officials to generate positive impetus for service delivery. Coaching could also assist with expectation management from the community and the requirements from government. Coaching/mentoring relationships could create the space for leaders to deal with the many ambiguities that come with the territory.

An extensive search on coaching in local government in South Africa did not generate sufficient examples of ways in which coaching has been applied on this level as a medium for leadership development and professional development. Instead, some more recent publications were found that investigated the use of coaching in the South African public sector on provincial and national level. Carim and Shackleton (2006) critically reviewed coaching practice in the public sector; Van der Molen (2009) developed a coaching model for the public sector; Theron (2012) explored the need and use of management coaching for senior managers in the public sector; and Majiet (2012) presented a case study on coaching in the Provincial Department of Local Government and Housing in the Western Cape.

Carim and Shackleton's (2006) critical review highlighted the importance of having accredited and well-trained coaches in the public sector who could offer tailor-made coaching services to the South African public sector, including local government.

Carim and Shackleton (2006: 35) cautioned against the application of the American and European coaching models from a business sector background to the South African public sector. Instead, the authors advocated to the coaching industry that:

> The South African public sector is dealing with volatile configurations of issues that are unique in the world and for which no textbook, classroom lecture or training programme can prepare them. Conventional management coaching models will not add much value. What is needed is a locally contextualised coaching model, based on international best practices, delivered by coaches who are highly sensitive to, empathetic with and experienced in, the South African reality. In fact the public sector environment demands that any Executive Coaching model must operate on two levels – the 'technical' as well as the 'compassionate'.

This would mean a combination between mentoring clients in technical areas and coaching clients on aspects such as self-awareness, leadership, motivation, diversity and communication within the South African context (Carim & Shackleton, 2006: 35). The authors argued that in order for coaches to fulfil the dual role, there was a need for procurement decision-makers and service

providers to understand that a mentor-coach should fulfil four requirements: (1) Have a proven track record of accomplishment and experience in executive positions; (2) have trained as mentor under a relevant, specifically developed programme; (3) have trained as coach under a relevant, specifically developed programme; and (4) have an understanding of the South African legacy and reality based on personal experience (Carim & Shackleton, 2006: 36). These four criteria are based on Carim and Shackleton's argument (2006: 36) that a coach needed:

> *… to be mindful of the legacies of our country's divisive past, the complexities of its current reality and our collective aspirations for the future. They must have the capacity to build solid coach/client relationships based on empathy and sensitivity, trust and comparative advantage, as well as IQ, EQ, and SQ. This will require a solid understanding of the human and institutional development issues in the public sector. It also requires the expertise to add value to senior executives who are already highly knowledgeable and competent, and who are usually self-directed and autonomous learners.*

Lastly, Carim and Shackleton stressed that it was specifically important to recognise project-based coaching and mentoring. It is here where coach-mentors need to understand that they are operating in a regulated environment of performance targets and pre-determined outcomes linked to programme implementation and service delivery (Carim & Shackleton, 2006: 36).

No South African case study could be found on coaching provision in a municipal entity. Internationally, Oliviero, Bane and Koplman (1997) evaluated the way in which coaching could affect the productivity of a public sector municipal agency when it was used as a transfer tool after training provision. They found that the training plus coaching increased staff's productivity by almost four times more than what was achieved through training alone (Oliviero *et al*., 1997: 466).

2.4   LEADERSHIP

The importance of leadership is cutting across all aspects of this research assignment: leadership for project management, leadership for urban renewal and leadership for successful local government and municipal agencies. Hence, a brief understanding of the leadership envisioned as part of this research project will be looked at.

Stout-Rostron (2014: 13) provided a summarized view of who a leader is:

> *A leader is someone who influences others to follow a given direction, and someone whose direction and approach other people are willing to follow. Leaders get their authority and power from being able to influence and persuade others to follow them. (…) Therefore, leadership is about vision, direction, influence, communication and the aspirations of people.*

Dinh, Lord, Gardener, Meuser, Liden and Hu (2014: 37) undertook a review of current leadership theories and research. They found that scholars had developed different leadership theories, but

expressed the criticism that the various aspects of leadership analysis were fragmented and ignored the "cumulated effects of transitory processes, such as emotions, thoughts, reactions, and embodied cognitions, which can fundamentally alter leader development and behavioural outcomes".

Stout-Rostron (2014: 251-253) identified five critical leadership competencies: "living organisational values with integrity, intellectual curiosity, big picture orientation with attention to detail, strategic thinking, and self-awareness and adaptability". Values-based leaders are able to align purpose between the individual and organisation, to develop a shared vision with their teams and to lead with integrity and openness in thought, feeling and action (Stout-Rostron, 2014: 252). They understand the underlying core values, beliefs and feelings that motivate someone to do a good job or to do his or her best.

Creating the link between the individual and the organisation demands an integrated approach that focuses on what is the right thing to do. "Individuals who have a sophisticated understanding of human nature along with a nuanced view of interpersonal and organisational dynamics may indeed be among the most highly qualified leaders", according to Thomas (2011a: 1). Integral leadership claims to offer this holistic approach.

2.4.1   Integral leadership

Integral leadership is based on the integral theory. It is a supertheory or metatheory that attempts to explain "how known methodologies, and the experiences those methodologies bring forth, fit together in a coherent fashion" (Rentschler, 2006: 3). The coaching intervention delivered to MBDA was delivered by an integral coach trained in integral theory. Integral leaders are believed to perceive a more complete, comprehensive and accurate understanding of a given situation (Thomas, 2011a: 4).

The Integral Operating System enables integral leaders to take all currently recognised dimensions of the individual and organisation into account. Integral leaders are trained to consistently recognise and manage mental and emotional states such as focus, concentration, self-confidence, creativity, mindfulness, clarity, charisma, reflectiveness, intensity, relaxation and recovery (Thomas, 2011a: 3). They develop "specific capacities" necessary to perform successfully in different circumstances, including cognition (including strategic thinking), emotional intelligence (self-awareness, social awareness and interpersonal acumen) and moral development.

Increased awareness and consciousness enables leaders to apply mindfulness. Kabat-Zinn (2012: Location 119) describes mindfulness as:

> *…awareness, cultivated by paying attention in a sustained and particular way: on purpose, in the present moment, and non-judgmentally. It is one of many forms of meditation, if you think of mediation as any way in which we engage in (1) systematically regulating our attention and energy (2) thereby influencing and possibly transforming the*

> *quality of our experience (3) in the service of realizing the full range of our humanity and of (4) our relationships to others and the world.*

Leaders who are mindful can choose to change the agreements underlying a relationship experience of an individual or a group. Through being aware, an opportunity and choice exist to change these agreements. Mindfulness enables leaders to pay attention to different perspectives, taking in new information, which can help to see existing agreements from a different angle (James & Pruitt, 2014: Location 1362).

Leaders who are integrally aware, according to Thomas (2011a: 3), are able to select team members with complementary lines of development to achieve a balanced team. Thomas (2011b: 3) quoted Ken Wilber as stating that "Creating an integral person is hard but creating an integral team is easy". Put another way, a single individual is extremely unlikely to be highly capacitated in all the key intelligences or lines, but a team can certainly be assembled that collectively has all the needed capacities.

2.4.2   Leadership as a state of consciousness

Chatterjee cited by Reams (2005: 123) and said that "leadership is not a science or an art, it is a state of consciousness" and that "we can now begin to grasp the phenomenon of leadership as the field of awareness rather than a personality trait or mental attribute". Findings showed that, compared to people in a normal population, a significantly higher percentage of world-class performers had frequent experiences of higher states of consciousness (Reams, 2005: 123). Citing Harung, Heaton, Graff and Alexander (1995), Reams referred to Kegan's (1994) five levels of consciousness sharing how Putz and Raynor (2004) put these against a leader's self-understanding and how this was expressed in leadership strengths and weaknesses ranging from impulsive, to egocentric, to interpersonal, to autonomous and then to integral (Reams, 2005: 129). Appendix B provides a more details in this regard.

2.4.3   The link between the level of consciousness and organisational development

Similar to Reams' understanding of the different consciousness of leadership, Laloux (2014) identified a link between the level of consciousness (complexity) and the development of organisations.

Laloux looked into the question of how organisations could be changed to be more "productive and fulfilling" (Laloux, 2014: Location 468). He pointed out that "the types of organisations we have invented were tied to the prevailing worldview and consciousness" (Laloux, 2014: 480) and to stages of human development.

Laloux (2014), using Ken Wilber and Jenny Wade's comparison of all the different stage models of human development, created an overview of the way in which the stages corresponded to organisational models. He considered different elements of each stage (namely worldview, needs, cognitive and moral development) and said: "Later stages are not better than earlier stages; a

more helpful interpretation is that they are more complex ways of dealing with the world" (Laloux, 2014: Location 994).

According to Laloux (2014: Location 1247), citing Rooke and Torbert (2005), leaders who can operate at an advanced level of development are effective in a complex, volatile, unpredictable and diverse environment like that of MBDA. Such leaders define goals in line with their purpose. They act from compassion and appreciation and shift from a deficit to a strength-based perspective (Laloux, 2014: 1159). They undertake a holistic approach to understanding the world, from analytical approaches and emotions up to intuition (Laloux, 2014: Location 1199). Life is seen as a journey and setbacks as lessons along the way (Laloux, 2014: Location 1165). They often use regular practices to experience states of flow and peak experiences (Laloux, 2014: Location 1199), "bringing together the ego and the deeper parts of the self; integrating mind, body, and soul" (Laloux, 2014: 1213). This, according to Laloux (2014: Location 1213), was contrary to most workplaces where the ego was central with an emphasis on the rational, while negating the spiritual and emotional side of people. People are separated based on the departments in which they work, their rank, background or level of performance.

Organisations with this quality of leadership are characterised by three elements: a) self-management and peer relationships without the need for hierarchy (Laloux, 2014: Location 1308); b) people revealing the whole person they are, with feelings and spirit and not just the professional side; c) organisations evolving organically around their purpose without predicting the future (Laloux, 2014: Location 1313).

Laloux (2014: Location 5226) said that "CEOs that role-model virtues such as humility, trust, courage, candor, vulnerability, and authenticity invite colleagues to take the same risks". He emphasised that, "In self-managing organisations, people don't abuse their freedom because of the intrinsic motivation that their work and the organisation's purpose inspire in them" (Laloux, 2014: Location 5714). The owners of an organisation, such as board members, must also believe in the principles of such an organisation.

It is not easy to transform an organisation to this level. Laloux (2014: Location 6058), therefore, suggested principles such as creating space to be involved in target setting, allowing room for independent management, doing what feels right, and creating a work environment where the purpose pursued feels right. He said: "When we are pursuing a purpose that we find deeply meaningful, we want to be effective!" (Laloux, 2014: 6064).

2.4.4   Leading with the brain in mind

Rock (2007: Location 277) argued that for leaders today it was important to recognise that employees are better educated and demand higher independence, and that current leadership styles do not take cognisance of these changes. New generations demand a different leadership style to respond to their needs of having more freedom, being independent and enjoying change

and diversity (Rock, 2007: Location 285). Instead of only looking at the performance level (results) of staff and habitual behaviour, leaders need to look below the surface to understand what drives performance: Behaviours, thoughts and feelings. Rock (2007: Location 301) emphasised the importance of knowing which emotions and thoughts were the actual drivers of behaviour and would improve the thinking of employees. Rock (2007) expressed the link between emotion, feelings and the workings of the brain in his SCARF model, which is based on the findings of social neuroscience.

SCARF stands for: Status, Certainty, Autonomy, Relatedness and Fairness. Rock (2008: 1) explained this model as follows:

- **S**tatus is about relative importance to others.

- **C**ertainty concerns being able to predict the future

- **A**utonomy provides a sense of control over events.

- **R**elatedness is a sense of safety with others – of friend rather than foe.

- **F**airness is a perception of fair exchanges between people.

These, according to Rock (2008:1), were the "five domains of human social experience". Appendix C contains more detail on the five elements of the SCARF model.

The goal of this model is to help managers and leaders to minimise easily activated threat responses, and to maximise positive states of mind when collaborating with and influencing people (Rocks, 2008: 4).

If a leader is aware of the SCARF principles in an organisational context, this can assist the leader to make use of cognitive tools such as labelling and reappraisal. Brain studies have found that these techniques reduce the threat response (Rock, 2008: 7). This will require a higher degree of emotional intelligence from a leader and/or manager.

Goleman (1998) argued that for leaders to be effective, they needed to have a high degree of emotional intelligence. He defined five components of emotional intelligence and the way in which these show up in leaders: self-awareness, self-regulation, motivation, empathy and social skills. The first three components refer to the individual leader's personal management skills while the latter two deal with the leader's capability to manage relations. Goleman (1998) did not neglect the importance of the technical skills of a leader, but other research found that leaders with higher emotional intelligence performed better. He also explained that emotional intelligence could be learnt through effort and commitment, for example through working with a coach. "Emotions are contagious, particularly when exhibited by those at the top, and extremely successful leaders

display a high level of positive energy that spreads throughout the organisation" (Cherniss & Goleman, 2001: Location 737).

2.4.5   Happiness, general well-being at work and performance

The CEO of MBDA indicated that he wanted to continue with coaching to increase people's happiness as well as performance at work. I have, therefore, included a synopsis of literature that I found relevant to the concept of happiness and performance at work.

Various pieces of scientific research and evidence provide insights on the way in which an environment conducive for happiness and performance can be created. Positive psychology provides insights into various constructs related to individual well-being and happiness as well as (organisational) performance on group level (Seligman & Csikszentmihalyi, 2000: 5). Fredrickson (cited by Hefferon & Boniwell, 2011: 24) developed the broaden-and-built theory of positive emotions demonstrating through laboratory-controlled experiments that positive emotions broadened our thought-action repertoires, undid negative emotions and built resilience.

According to Seligman and Csikszentmihalyi (2000), there are three routes to happiness: The pleasant life, the good life and the meaningful life. Csikszentmihalyi (2002: Location 92) developed the flow theory. Flow is a state of joy, creativity and total involvement. Flow occurs when a person has a task that he/she is able to complete, is able to concentrate, has clear goals and obtains immediate feedback, and is able to indulge in the tasks without any worries and with a sense of control (Csikszentmihalyi, 2002: Location 1042).

People who are intrinsically motivated "have more interest, excitement and confidence", which manifests itself in enhanced performance, persistence and creativity, increased vitality, self-esteem and general well-being (Ryan & Deci, 2000: 70). Conditions facilitating intrinsic motivation are opportunities for choice and self-direction, autonomy, acknowledgement of feelings and some degree of relatedness (Ryan & Deci, 2000: 70). Ryan and Deci (2000: 69) expressed this in the self-determination theory, which emphasised the importance of creating an environment for the fulfilment of competence, autonomy and relatedness. Based on laboratory experiments and field research, Gagné and Deci (2005: 337) found that if this environment was in place, it "enhances employee's intrinsic motivation and promotes full internalization of extrinsic motivation and that this will in turn yield important work outcomes: (1) persistence and maintained behaviour change; (2) effective performance, particularly on tasks requiring creativity, cognitive flexibility, and conceptual understanding; (3) job satisfaction; (4) positive work-related attitudes; (5) organisational citizenship behaviours; and (6) psychological adjustment and well-being".

Autonomy-supportive behaviours from managers, such as "acknowledging their subordinates' perspectives, providing relevant information in a non-controlling way, offer[ing] choice, and encouraging self-initiation" (Gagné & Deci, 2005: 345), can satisfy employees' psychological

needs, in turn leading to higher levels of job satisfaction, performance, persistence and psychological adjustment.

2.4.6   Servant leadership

The previous sections touched on prerequisites for the development of individual characteristics such as self-determination, cognitive development and cognitive complexity, which form the basis of servant leadership. In Chapter 1, I explained that my motivation for this research assignment stemmed from my personal experience of having been led by a servant leader. Robert Greenleaf (1904-1990) first described the term servant leader in his seminal work *The Servant as Leader*, published in 1970 (Greenleaf, 1977: 7):

> *"The servant-leader is servant first…It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead (…). The best test, and difficult to administer (…) is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit, or at least not further be harmed?"*

Based on a comparison of 44 characteristics from different servant leadership models, Van Dierendonck established six key characteristics of servant leader behaviour. Servant-leaders "empower and develop people; they show humility, are authentic, accept people for who they are, provide direction, and are stewards who work for the good of the whole" (Van Dierendonck, 2011: 1231). The servant leadership theory emphasises the importance of the personal growth of followers (Van Dierendonck, 2011: 1229). "A servant-leader works toward building a learning organization where each individual can be of unique value" (Van Dierendonck, 2011: 1231). Van Dierendonck's (2011: 1233) conceptual model of servant leadership, as portrayed in Figure 2.3, shows what influences a leader to become a servant leader and how a servant leader impacts his/her followers and the organisation at large.
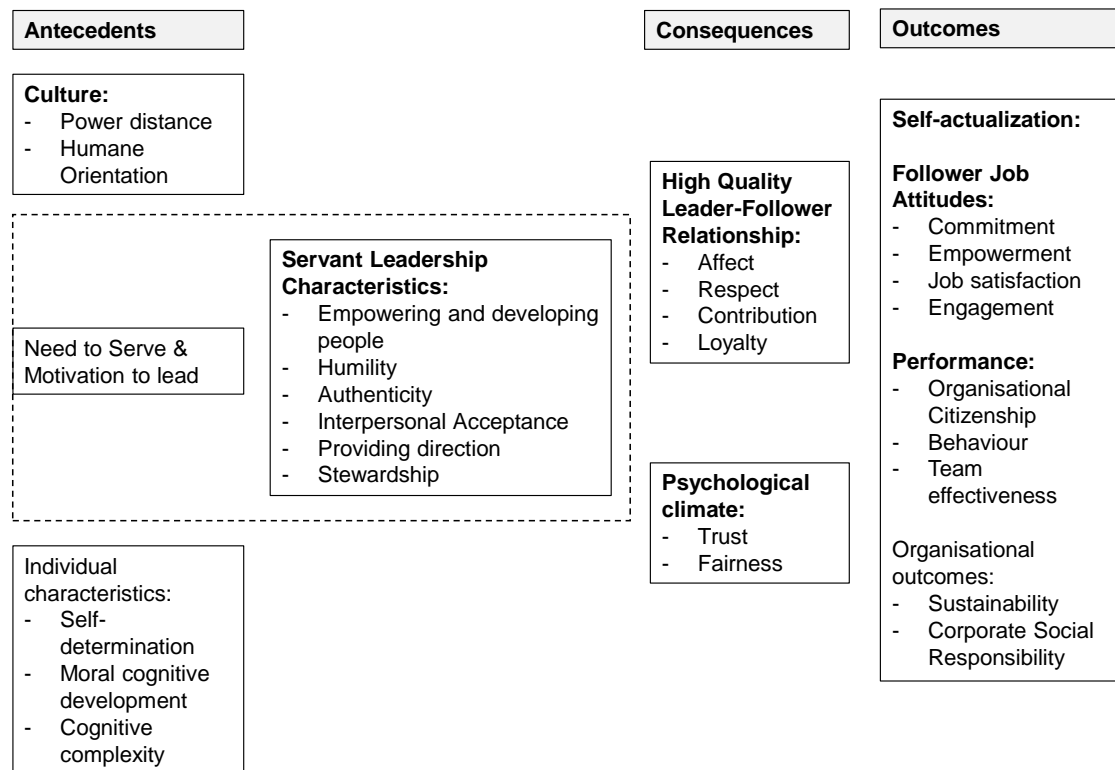
Figure 2.3: A conceptual model of servant leadership
Source: Van Dierendonck, 2011.

Van Dierendonck drafted the model by combining findings from existing literature with new theoretical perspectives. According to this model, the foundation of servant leadership is the motivation to lead with a need to serve. It recognises that a person's characteristics and cultural aspects form part of this motivation. The subsequent servant leadership characteristics, as experienced by followers, influence the individual leader-follower relationship as well as the psychological environment in a team or organisation. This in return impacts followers on three levels: 1) on the individual level (self-actualisation, positive job attitudes and increased performance); 2) on the team level (increased team effectiveness); and 3) on the organisational level (a stronger focus on sustainability and corporate social responsibility). Van Dierendonck (2011: 1243) said that, "the model incorporates a feedback loop from the follower back to the leader behaviour to acknowledge the reciprocal nature between leader and follower".

Individual characteristics shaping a servant leader have also been discussed in terms of self-determination, moral cognitive development and cognitive complexity. Van Dierendonck (citing Van Dierendonck *et al.*, 2009) said that self-determination is an essential condition to be able to act as a servant-leader (2011: 1245):

> "A self-determined person will be better in the use of personal resources, in building strong and positive relationships, and in helping others develop their self-determination. Therefore,

instead of exerting power by controlling and directing people in an authoritarian way, self-determined leaders are able to work from an integrated perspective where power is not sought for its own sake. As such, it is expected that the power that comes with a leadership position is used to provide others with the opportunity to become self-determined as well."

Van Dierendonck stated that once a person moves to higher levels of cognitive development, it will become more probable that this person acts as a servant leader (Van Dierendonck, 2011: 1245). A higher level of cognitive complexity, which according to Van Dierendonck (citing Bieri, 1955) is the ability to see social behaviour in a different manner, enables a person to "see dimensions that are missed by people with low cognitive complexity" (Van Dierendonck, 2011: 1245).

According to Van Dierendonck, servant leaders are able to develop a work environment in which followers feel safe and trusted. They do this by acknowledging that they do not know everything themselves and by believing in the value each individual brings to the table (Van Dierendonck, 2011: 1246). Over and above the positive influence on followers, Van Dierendonck (2011: 1247). stated that servant leadership is overall beneficial to the organisational climate:

"People are well informed about the organisational strategy. An atmosphere is created where there is room to learn yet also to make mistakes. Leadership behaviour characterized by humility, authenticity, and interpersonal acceptance is hereby essential. Additionally, a servant-leader's focus on empowerment will create a climate where decisions are made in a process of information gathering and where time is taken for reflections. Thus, employees feel safe to use their knowledge and are focused on continuous development and learning". (…) Feelings of trust and fairness are seen as essential elements of safe psychological climate to handle challenging times. Interpersonal trust is a must for long-term effective relationships."

The characteristics of motivational leadership as described in the previous sections are relevant in respect of the intentions of the CEO at MBDA. The evaluation of coaching at MBDA can be considered in terms of the way in which this was achieved and what could be improved going forward.

2.5   COACHING

The last part of the literature review provides details regarding what defines coaching; what forms of coaching exist; what benefits coaching generally brings; and what makes coaching successful. This overview will form the basis of evaluating the coaching effectiveness and is to be read in conjunction with Chapter 3 (see paragraph 3.1: Evaluating coaching effectiveness). It will inform the structure of the analysis, conclusion and recommendations of this research assignment.

2.5.1   Definitions of coaching

There are various types of coaching interventions. Coaching within organisations is usually referred to as business, executive or leadership coaching. Stout-Rostron (2012: 14f), citing the Worldwide Association of Business Coaches (2008), explained this as follows:

> *Business coaching is the process of engaging in regular, structured conversation with a 'client': an individual or team who is within a business, profit or non-profit-organisation, institution or government and who is the recipient of business coaching. The goal is to enhance the client's awareness and behaviour so as to achieve business objectives for both the client and their organisation. Business coaching enables the client to understand their role in achieving business success, and to enhance that role in ways that are measurable and sustainable. This dual focus is what distinguishes business coaching from other types of coaching. The business coach helps the client discover how changing or accommodating personal characteristics and perspectives can affect both personal and business processes. Successful coaching helps the client achieve agreed-upon business outcomes as an individual or team within the context of an organisation (…).*

Executive coaching is a subset of business coaching, focusing on individuals in an organisation who have leadership, managerial or supervisory authority and responsibility in the organisation. The intention for coaches is to assist these executives to achieve a mutually defined set of goals with the aim of improving their leadership skills, professional performance and wellbeing, and the effectiveness of the organisation (adapted from Kilburg, 1996; Grant, 2013: 259). Theeboom *et al.* (2013: 2) cited Grant (2003) who simplified the definition of coaching as a "result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal-attainment in the personal and/or professional life of normal, non-clinical clients".

Regardless of terminology, a "coaching intervention provides a formal and acceptable way of taking executives out of their daily rush, and giving them time and space for discussion and thought" (Stout-Rostron, 2014: 46). The overall aim is to provide the client with a space for reflecting on experiences, which can be transformed into new learning and action (Stout-Rostron, 2014: 46).

Maltiba, Marsick and Ghosh (2014: 169) showed the following in their tree metaphor for coaching theories and models: adult learning and development, neuroscience, management education, sports psychology, organisational behaviour and behavioural science, and psychotherapy, counselling and psychology leading to various types of coaching. See Figure 2.4 in this regard:
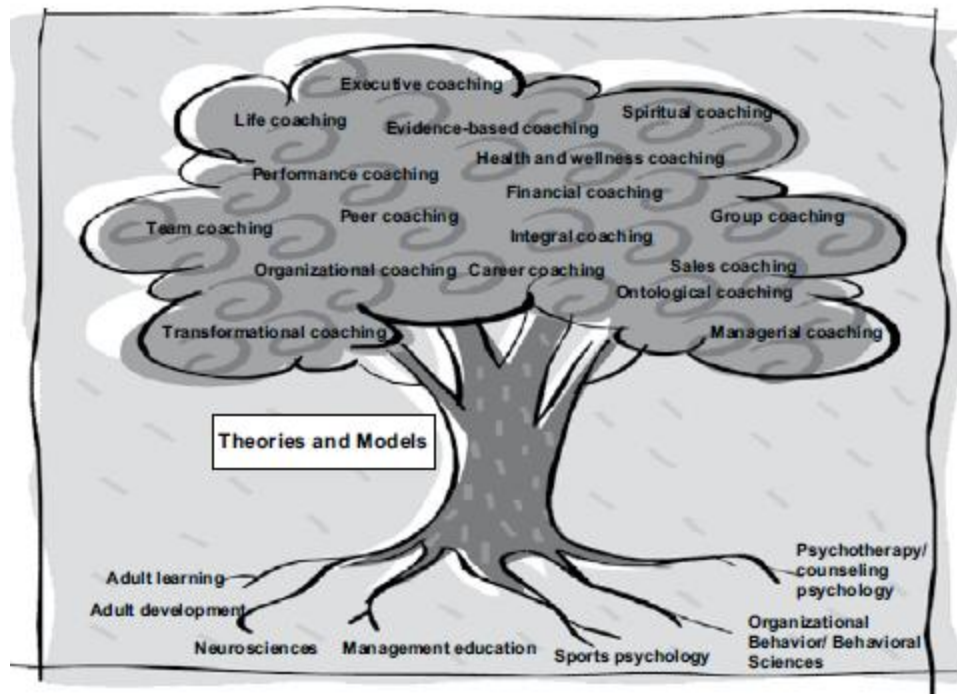
Figure 2.4: The roots of coaching

Source: Maltiba, Marsick and Ghosh, 2014: 169.

2.5.2   Forms of coaching

Coaching occurs in a broad variety of contexts and approaches, including face-to-face meetings, e-mail, telephone conversations of varying frequency and duration, dependent on the need of the client (Fischer & Beimers, 209: 508). The most common form of coaching is one-on-one coaching between the coach and an individual. There are, however, other forms of coaching such as team, group and peer coaching, as well as leaders and managers as coaches. The latter can result in an entire coaching culture throughout the organisation.

2.5.2.1 Business coaching

Kahn (2014) coined the term "coaching on the axis" to describe the terrain in which a business coach operates. He emphasised that a coach needs to apply a systems perspective in a business coaching approach, where the coach is familiar with both realities, the organisational environment as well as with the characteristics of the individual. "Coaching on the axis" then refers to applying the business coaching relationship to the role of a client, taking into consideration the way in which the role is shaped by the two dimensions (2014: 7). This requires of the coach to know the obvious and subconscious parameters of the organisation and the individual, as well as the underlying theories for both dimensions. Kahn (2014: 55) visualised his approach in the "Coaching on the Axis tree" (Figure 2.5) as follows: "The environment is reflected in the branches and leaves, the individual is reflected in the root system, and the coaching relationship is represented in the trunk which acts as the centre of the axis."
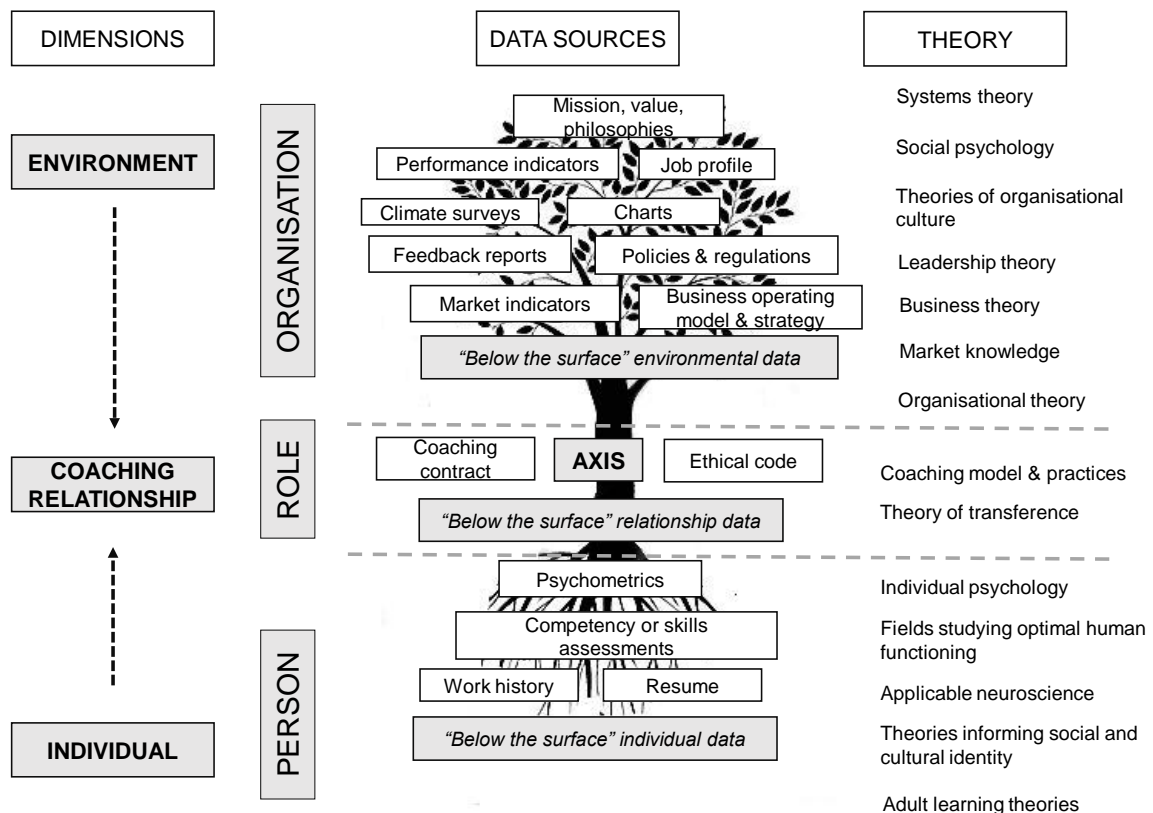
Figure 2.5: Coaching on the Axis tree, adapted from Kahn (2014)

Source: Kahn, 2014: 56.

2.5.2.2   Team coaching

Clutterbuck (2010: 271) defined team coaching as "a learning intervention designed to increase collective capability and performance of a group or team, through application of the coaching principles of assisted reflection, analysis and motivation for change". Hackman and Wageman (2005) developed a theory of team coaching expressed through a model of team coaching. The model is built on three distinct aspects. Firstly, team coaching should focus on supporting the function the team needs to fulfil instead of working with a specific leader or leadership style. Functions are understood to be the effort the team members put in, the appropriateness of the task, and the amount of skill and knowledge team members bring into the team (Hackman & Wageman, 2005: 273). According to Hackman and Wageman, different coaching processes can be used to address these three functions, such as motivational, consultative and educational coaching. Hackman and Wageman (2005: 273) suggested that: "Coaching interventions that focus specifically on team effort, strategy, and knowledge and skill facilitate team effectiveness more than do interventions that focus on members' interpersonal relationships."

Secondly, the timing of the coaching depends on the readiness and life cycle of the team: "(a) Motivational coaching is most helpful when provided at the beginning of a performance period; (b) consultative coaching is most helpful when provided at the midpoint of a performance period; and

(c) educational coaching is most helpful when provided after performance activities have been completed (Hackman & Wageman, 2005: 273). However, with teams that perform multiple tasks and the same task multiple times, or when team members are required to manage multiple task cycles simultaneously in the service of larger performance goals, various coaching interventions can be applied, because they experience multiple beginnings, midpoints and ends (Hackman & Wageman, 2005: 279). Lastly, team coaching is likely to succeed if it focuses on prominent issues and if the team is well designed and supported by the organisational context (Hackman & Wageman, 2005: 283).

2.5.2.3 Peer coaching

Berg and Karlsen (2012: 180) cited Ladyshewsky (2010) who said the following about peer coaching:

> *… peer coaching as a management development process involving a coach and a coachee, with relatively equal status, focusing on expanding, refining and building new skills, leadership tools and knowledge in training and workplace situations. Peer coaching is a cost-effective approach in which individuals seek support from those they see as equals to resolve daily issues and integrate new forms of behaviour. The purpose is to enhance professional practice at the workplace.*

One person performs the role of a coach and another person is the coachee (Berg & Karlsen, 2012: 179). Central to the success of peer coaching is maintaining a relationship between peers that maintains equality in status, and uses communication that is non-evaluative and feedback that is non-threatening. This is a prerequisite to uphold a good relationship between the coach and coachee that is characterised by trust, confidentiality and reciprocity.

Thus, peer coaching provides an opportunity to tap into relational resources, which can equip oneself to deal with complexities and challenges (Parker, Kram & Hall, 2014: 122). Parker *et al.* argued that peer coaching provided the opportunity to tap into "qualified, effective and motivated learning resource" when resources were needed at short notice and budget were tight (Parker *et al.*, 2014: 122). However, Parker *et al.* warned that peer coaching was not just about putting two people together to help each other; the necessary conditions also had to be created. To do so, Parker *et al.* (2014: 123) expanded on their work in a three-step process that could help to create better peer coaching: (1) Building the relationship based on a goal-directed purpose and compatible selection; (2) creating success; and (3) internalising the skills within the organisational context.

2.5.2.4 External versus internal coaching

The use of internal coaches is usually applied at management level and has been found to improve working culture, morale, motivation as well as team work and strategy execution (McDermott, Levenson & Newton, 2007: 30). External coaching tends to achieve better results when focused on

CEOs and top management, looking into the alignment of leadership teams and strategy execution, and working on leaders' behaviour (McDermott, Levenson & Newton, 2007: 35). Berg and Karlsen (2012: 189) pointed out the benefit of internal coaches citing Hall, Otazo and Hollenbeck (1999) who stated that "internal coaches are often cheaper, are familiar with the organisation's culture and strategy, and may have better qualifications to achieve an integration of the coach's development in the organisational context".

Rock and Donde (2008b: 80) claimed that internal coaching works, but that it was important that it should have a clear vision and buy-in from senior leadership and key stakeholders. It may involve an internal coaching expert. It requires clear definitions of what coaching is and how the coaching is designed, packaged, implemented and measured.

2.5.2.5 *Manager as a coach*

Pousa and Matthieu (2014: 77) discussed the manager-as-coach model where managerial coaching was understood as a tool to help subordinates to achieve a series of externally set organisational goals and increase their job-related performance.

They found that there was a positive link between managerial coaching and self-efficacy as well as results and behavioural performance (Pousa & Mathieu, 2014: 28). According to Pousa and Mathieu (2014), managerial coaching worked when the manager as coach underwent a three-step process, which included (1) an analysis of task requirements; (2) an attributional analysis of past experience; and (3) the assessment of personal and situational resources and constraints.

Gormley and Van Nieuwerburgh (2014: 94) pointed out that internal coaching was found to have a number of benefits, such as increased leadership competencies of managers, citing Mukherjee (2012) who said that "internal coaching is one of the most effective tools in building leadership capacity within the organisation". Internal coaching is considered a sustainable model to improve performance for individuals and the organisation. Internal coaching can focus on skills, performance or development depending on the issue at hand. Ideally the coaching approach matches the issue (Grant & Hartley, 2013: 105).

Grant and Hartley (2013: 109), citing Hawkins (2012), stressed that the "HR (human resource) team needs to be appropriately trained in coaching methodologies so that they can truly understand the value and importance of good-quality coaching programs and have a personal passion for coaching and leadership development". Grant and Hartley (2013: 110) presented seven tips regarded as helpful for leaders to develop and embed their coaching skills: Act as role models in coaching skills; pay attention to the way they listen; recognise the personal strengths of others at work; enhance social capital to increase trust; pause and create time for interactions with others; use goals effectively and flexibly; and be able to reflect upon themselves to recognise self-improvement.

2.5.2.6 Coaching culture

Gormley and Van Nieuwerburgh (2014: 91) undertook a literature review on coaching culture citing Hawkins (2012) who said that "a coaching culture exists in an organisation when a coaching approach is a key aspect of how leaders, managers, and staff engage and develop all their people and engage their stakeholders, in ways that create increased individual, team and organisational performance and shared value for all stakeholders".

2.6   BENEFITS AND OUTCOMES OF COACHING

Grant (2013: 259), citing Gilley, McMillan and Gilley (2009), said that coaching had proved to help leaders in various aspects. Coaching can assist executives to become more effective in building teams that are able to deliver on organisational goals, especially during times of change and turbulences. Coaching enables clients to take time out to think and react and to act constructively in terms of the emergent issues (Grant, 2013: 261). Grant (2013: 261), citing Gill (2002), said that effective leaders need to have a good personal insight referred to as "an awareness of one's own personal thoughts, feelings, and behaviour" and that coaching has shown to increase such insight. In addition, coaching facilitates leaders' shift from thinking diagnostically about problems to solution-focused thinking. Coaching has also shown to increase self-efficacy and management skills needed by clients to deal with new situations that are unpredictable or stressful (Grant, 2013: 261).

According to Pousa and Mathieu (2015: 21), citing Wood and Bandura (1989), "perceived self-efficacy concerns people's belief in their capabilities to mobilize motivation, cognitive resources and courses of action needed to exercise control over events".

Clients also rated self-perception as one of the biggest benefits, especially the way in which it applied to the work context with regard to behaving oneself in relationships with colleagues and superiors (Tooth *et al.*, 2013: 146).

Tooth *et al.* (2013: 147) argued that "the impact of coaching conversations and the change they produce is less in the domain of management techniques and tools and more in the domain of intrapersonal and interpersonal relationships. Less important appear to be general management tasks such as measuring team effectiveness, delegating or monitoring tasks, or strategic context issues".

Theeboom *et al.* (2013: 3) conducted a quantitative literature review on the intentions of coaching with regard to well-being, coping, work and career related attitudes, and goal-directed self-regulation. The review showed that coaching has significant positive effects on several personal aspects: performance and skills, resilience, decrease in stress and depression, increase in well-being, coping, work attitudes, and goal-directed self-regulation and goal attainment. Theeboom *et*

al. (2013:12) concluded that "coaching is an effective tool for improving the functioning of individuals in organizations".

Grant, Curtayne and Burton (2009: 406) found that coaching is an appropriate tool to help clients to overcome times of uncertainty and challenges during organisational change. Coaching can assist in building resilience and well-being at an organisational as well as individual level.

Bozer, Sarros and Santora (2013) assessed coaching through self-reported job performance, finding that the direct link to work-based performance is weak, but that coaching had a positive association with stress management, job satisfaction, self-regard and leader development and performance.

2.7   FACTORS THAT MAKE EXECUTIVE COACHING EFFECTIVE

To be able to judge the effectiveness of the MBDA coaching intervention it is required to understand which factors are commonly regarded as making coaching effective.

Schmidt and Keil (2004) undertook a quantitative analysis of what makes one-to-one coaching successful from the perspectives of coachees (Schmidt & Keil, 2004: 240). Appendix D1 provides an overview of their findings. Some of these aspects have been described in the sections below.

2.7.1   Common set of principles

Coaching distinguishes itself from mentoring through the particular approach that the coach uses to facilitate the conversation, such as the use of open questions, active listening, reflections and summarising of observations, paraphrasing, interpreting, providing feedback and discovering links (De Haan, Culpin & Curd, 2011: 25; Passmore & Fillery-Travis, 2011: 74). By doing so the coach fosters the self-awareness and personal responsibility of the client (Passmore & Fillery-Travis, 2011: 74). The coaching principles underlying the coaching intervention delivered to MBDA have been highlighted in Chapter 1. The International Coaching Federation (ICF) stipulates eleven core coaching competencies (ICF, 2015a) that guide the coaching professions and standards (see Appendix D2) and a code of ethics (ICF, 2015b) that provides guiding, accounting and enforceable standards of conduct for coaches (see Appendix D3).

2.7.2   The characteristics of the coach

According to De Haan *et al.* (2009: 39), clients appreciated three qualities of coaches the most: their ability to listen, to understand and to encourage.

Theeboom *et al.* (2013) cited De Haan *et al.* (2009) who stated that coaching research had shown that the ability of a coach to understand and encourage clients and to display listening behaviour could have a bigger impact on the effectiveness of coaching than the coaching methodology. De Haan *et al.* 2009: 40) found that it was not a specific technique that made a difference for clients, but rather the coach's ability "[…] to employ many techniques, to use them well and at the right

moment". This finding, however, was in contrast to coaches' attempts to perfect their coaching model whilst for clients the coaching model was less important (De Haan *et al.*, 2009: 40).

The coach does not have to have direct experience of the same industry or organisation, as the main goal of coaching is learning and development (Wycherley & Cox, 2008: 47). Wycherley and Cox pointed out that: "A danger may also be that coaches with a business background may end up giving consultancy to stuck executives (Gray & Goregaokar, 2007), and are especially vulnerable to the 'trap of influence' in which they exploit their ability to persuade executives to make certain decisions" (Berglas, 2002).

Fundamental to coaching is the belief that clients have the capability to find their own solutions while the coach acts as a facilitator who assists clients in the learning process. In doing so the coach encourages the independence of the coachee with the intention to stimulate new areas of thinking, learning and self-beliefs (De Haan, 2009: 25). This is done by focusing on the positives and potentials rather than looking at the negatives and deficits (Moen & Federici, 2012: 114f) or addressing issues related to psychological problems (Grant, 2013: 23).

2.7.3   Coach-client relationship

If the coaching relationship provides the space for reflecting on personal and professional issues, it can lead to a decrease in stress and anxiety and provide an opportunity to consider issues from various perspectives.

The quality of the relationship between the coach and the client was also highlighted by Passmore and Fillery-Travis (2011: 78). De Haan *et al.* (2011) undertook a study and found that coachees valued the coach-coachee relationship far more than any specific coaching technique or technical know-how (Grant, 2013: 19). A good coaching relationship was characterised by coachees as a relationship that was positive, where one was respected, where positive interpersonal communications took place, and where the coachee received help and encouragement from the coach (Grant, 2013: 22).

2.7.4   Client involvement

The extent of involvement of the client is critical for the success of the coaching relationship. Smith and Brummel (2013: 60), citing McKenna and Davis (2009), named three components critical for client involvement: (1) the client is willing to invest time and energy in the process; (2) the client works on his or her development even when it becomes difficult; and (3) the client takes personal responsibility for transferring what is learned into action for change on the job.

MacKie (2015: 4) found that there was "partial support for the use of coaching readiness and core self-evaluation as a method to pre-screen potential coaching candidates and identify who will benefit most from a leadership coaching intervention". Bozer *et al.* (2013: 290) recommended that it was important to understand coachee characteristics before selecting participants for a coaching intervention.

2.7.5   Coach-client match

Wycherley and Cox (2008: 39) cited Joo (2005) who argued that it was critical for effective coaching to select executive coaches who matched individuals, and Atkinson (2005) who suggested that a "match was essential in forming a strong psychological bond". Citing Hall *et al.* (1999), it is acknowledged that "it is an art to match temperament and learning styles for coaches and clients" (Wycherley & Cox, 2008: 41).

Wycherley and Cox (2008: 42) also touched on the consideration of cultural diversity between coach and coachee by drawing upon findings from the analysis of mentor-mentee relationships. They pointed out that it was important to consider cross-cultural "mentoring" situations. There may be benefits in selecting coaches who are similar to the executives in terms of race, gender or age as this can speed up the rapport building and lead to a greater understanding of the societal contexts. However, cultural diversity should not overlook other factors for matching, such as professional or life experiences.

Wycherley and Cox (2008: 41f) cited Jarvis (2004) who argued that it was important that the individual selects the coach who is the most appropriate and not just the one where the chemistry fits. While similarities in personality and experience may be sought after, this could lead to fewer personal development opportunities.

2.7.6   Goal focus of the coaching relationship

Grant (2014: 18) found that the goal focus in the coaching relationship was the strongest predictor of coaching success. He found the use of goals in a coaching process to be an active ingredient for an effective coaching relationship. However, this does not mean that a supportive relationship is not important (Grant, 2014: 32). It rather suggests that measuring the coachee's satisfaction with the coach-coachee relationship may not be useful in predicting the actual outcomes of coaching (Grant, 2014: 32). According to Grant (2013: 261), citing Sheldon and Houser-Marko (2001), "personally valued goals and then purposefully working towards achieving them can enhance well-being, build self-efficacy, and help develop solution-focused thinking".

Grant *et al.* (2009: 404) cited Locke (1996) who stated that "on one hand, it is important that goals align with the organisation's imperatives so as to create the required change. On the other hand it is important that the coachee has a choice in defining the goals. This is because commitment to self-set goals tends to be higher than commitment to goals set by other people." Grant *et al.* (2009: 404) also cited Sheldon (2001) who believed that "goals reflecting personal values are more satisfying when attained".

Smith and Brummel recommended that coaches make use of individual development and action plans as a technique to engage clients. They specifically referred to the claims of the goal setting theory developed by Locke and Latham (2002), stating that the setting of goals can already affect behaviour: "Goals help direct an individual's attention towards a specific task. Goals also allow

individuals to focus their efforts appropriately to reach their goals. Goals improve an individual's persistence as he or she strives towards attainment" (Smith & Brummel, 2013: 62).

2.7.7   Systematic coaching process

A systematic coaching process that supports the client in dealing with setbacks can assist the client in building resilience and self-regulation. This may lead to the coachee experiencing "greater self-efficacy, change readiness, job satisfaction, and well-being as well as being better equipped to deal with change and workplace stressors" (Grant, 2013: 261).

Passmore and Fillery-Travis (2011: 76) cited Dingman (2004) who undertook a literature review comparing a series of different coaching processes. Six generic stages were identified:

(1)   Formal contracting;

(2)   Relationship building;

(3)   Assessment;

(4)   Getting feedback and reflecting;

(5)   Goal setting; and

(6)   Implementation and evaluation.

2.7.8   Duration of the coaching intervention

There seems to be contrasting findings about the appropriate length of a coaching intervention. Theeboom *et al.* (2013: 13) suggested that the coaching effects were more robust when the number of sessions increased. This would be in line with adult learning processes where more opportunities for reflection and active experimentation lead to more intense levels of learning.

McDermott, Levenson and Newton (2007: 30) on the contrary found that coaching was beneficial when it was used "in a targeted, limited ways, throughout the organisation, with the primary intention to improve performance and coordination across managers and executives, rather than merely correct problems with individual executives". Thus, to get the most out of their investment, companies will need to take a much more thoughtful approach to deploying coaching as one element in a broader portfolio of leadership and organisation development tools (McDermott, Levenson & Newton, 2007: 35). Grant *et al.* (2009: 405) said that short coaching interventions, as little as four sessions, could be effective, having found that four coaching sessions could lead to goal attainment. Grant *et al.* (2009) herewith claimed to extend Burke and Linley's (2007) work, who, according to them, found that only one coaching session could improve goal self-concordance.

2.7.9   Assessment interviews

Barner (2006: 96) argued that a carefully planned assessment interview of the client's circumstances could generate relevant data for a coaching intervention and assist the coach in planning and implementing a coaching intervention. He developed a set of guiding questions for a

structured interview process at the beginning of a coaching intervention. It included the client's context, gap assessment, history, goals and priorities, organisational alignment, roles and responsibilities, expectations from the coach and managers, and the client's commitment to change (Barner, 2006: 98).

2.7.10   Organisational support

McDermott, Levenson and Newton (2007: 36) identified four aspects that made a coaching intervention more effective: "1) Visible leadership from the top; 2) Discipline to define behavioural objectives and measure success; 3) Integrating coaching and other leadership development programmes; and 4) Centralised management of external and internal coaches."

McDermott, Levenson and Newton (2007: 37) said a company should take various considerations into account to ensure the effectiveness of the coaching intervention. The first aspect is the importance of coaches having received appropriate training. Secondly, coaching should not only focus on the needs of one individual leader, but on the entire company. Thirdly, organisations need to ensure that coaching interventions are evaluated to see whether they are yielding positive results. Fourthly, coaching should be treated as an integral part of an organisation's leadership development programme.

McDermott, Levenson and Newton (2007: 36) stressed that for companies to determine what value they received from coaching and what they could expect from a coaching assignment, they needed to manage the coaching process rigorously. Included in this process is the articulation of clear behavioural objectives. This is meant to assist in measuring whether behavioural change took place beyond just feeling good about coaching.

Chidiac (2006: 14) recommended that a coaching intervention should be in line with the overall HR processes and performance management and should consider management at all levels. He provided various aspects for consideration. When introducing coaching it needs to be made clear from where the need for coaching arose. The scene needs to be set up in advance, since simply imposing a coach on someone can result in reluctance by the client, especially when the coaching is perceived to address conflicting behaviour or a problem, or requires people to change.

It is necessary for an organisation to be clear about the process, set the boundaries and ensure confidentiality. He cautioned against using only one coach, as one successful match between a coach and a client might not result in the same success between the coach and another client. A preliminary assessment meeting should be arranged before coach and coachee decide to work together. Guarding the confidentiality of the client is of the utmost importance. However, as the sponsoring organisation may have an interest in monitoring the success of the coaching relationship, it needs to be agreed upfront what information between coach and coachee can be released to a third party. The coachee will have to give permission on what information is shared.

Any assessment of the session needs to be completed by the coachee and not the coach. It is not required to disclose the content to assess the benefit of the coaching process.

Lastly, it is important that coaching is aligned with the overall cultures, values and processes within an organisation (Chidiac, 2006: 14).

2.8   SUMMARY

The first section of the literature review described the complex environment in which municipal agencies operate in South Africa. This forms the basis of Chapter 3, which describes the current organisational context of MBDA, providing more detail about the way in which these complexities affect MBDA. The need for leadership development on management and operational level to enable staff to deal with the variety of complexities, especially in the context of MBDA for urban renewal and project management, was also highlighted. I emphasised, however, that there is no national government programme that uses coaching as a medium for leadership development in the local government sphere, although this was identified as a valid tool for leadership development more than a decade ago. I shared recommendations made for coaching in the public sector in South Africa that I find appropriate to consider for the introduction of coaching in the local sphere.

Having highlighted the importance for leadership development, I then referred to the notion of leadership and stages of organisational development informed by the integral theory. My rationale for this was two-fold: Firstly, an integral coach conducted the coaching intervention delivered to MBDA and, secondly, my personal experience of working in an agency environment taught me that integral leaders would be better equipped to lead and deal with the complexities of such an environment. This may assist me in narrowing down the focus of a future coaching intervention.

Lastly, I introduced the reader to the basics of coaching, explaining its definitions, forms, possible outcomes and what makes coaching successful. I will complement the input on coaching in Chapter 4 by providing an overview of research trends in the evaluation of coaching effectiveness and critical success factors.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   INTRODUCTION

This study evaluated the perceived effectiveness of the coaching intervention as experienced by the members of the Mandela Bay Development Agency and the coach who delivered the coaching. This placed the study in the qualitative research paradigm (Babbie & Mouton, 2012: 53). Semi-structured interviews were used to undertake an extensive investigation and give an in-depth description of the perceptions, beliefs and needs of staff members with regard to coaching. The findings of the interviews were triangulated with the contextual detail of MBDA. The research design applied was informed by current coaching evaluation approaches. This chapter, therefore, commences with a summary of important considerations of coaching evaluation research, as this informed the choice of the research design.

3.2   BACKGROUND TO COACHING EVALUATION RESEARCH

Organisations purchasing coaching want to understand the benefits that managers and staff members will receive. Coaches want to evaluate their coaching interventions to use the results to further their professional development (Tooth *et al.*, 2013: 137). Several studies and research methods have been applied to measure and evaluate the effectiveness of coaching and to determine critical factors for coaching success (Baron & Morin, 2009; De Haan *et al.*, 2009; Fischer & Beimers, 2009; Grant *et al.*, 2009; Grant, 2012; Grant, 2013; Grant, 2014; Lawrence & Whyte, 2013; Gabriel *et al.*, 2014; Paigne, 2002).

3.2.1   Research trend within the coaching industry

Various scholars have reviewed and applied meta-analysis to studies focused on coaching evaluation and effectiveness in order to obtain insights on how to undertake coaching evaluation:

- Kilburg (2004) examined the current knowledge base with emphasis on the use of case studies;

- Grant and Cavanagh (2007) reviewed psychological coaching outcome literature;

- De Meuse *et al.* (2009) undertook a meta-analysis of empirical coaching research as well as a review of retrospective studies on coaching effectiveness;

- Ely *et al.* (2010) developed an integrated framework on coaching evaluation based on a review of academic and practitioner literature on leadership coaching;

- Passmore (2011) undertook a "critical" review of executive coaching research in the last 100 years; and

- Tooth *et al.* (2013) investigated coaching survey instruments and their reliability.

Passmore and Fillery-Travis (2011: 70) stated that coaching-related research evolved in phases, borrowing from the scientific emergence of counselling. The first phase of the coaching research focuses on defining the practice and its boundaries with other professions. The second phase uses case studies and surveys to explore the phenomenon of coaching, especially in respect of the process and individuals. Later in the second phase, quantitative evaluation techniques are more commonly used to show the impact that coaching has on a larger scale. Usually, the next phase is built upon, for example, Grounded Theory to help research build the theoretical framework for the domain.

Passmore and Fillery-Travis (2011) argued that coaching research was in the later stages of Phase 2, where most of the research was driven by a case study-led methodology focusing on the process as well as impact on individuals. The analysis approach used for case studies is content analysis. In many of the studies a retrospective methodology was applied, which did not collect data before and after the assessment. The focus of the studies was to ask coachees and coaches to share their perceptions of the effectiveness of coaching once it was completed (De Meuse *et al.*, 2009: 118).

However, as research progresses the process that underlies coaching becomes clearer. According to Passmore and Fillery-Travis (2011: 77) citing Jarvis, Lane and Fillery-Travis (2006), factors that are considered to contribute to an effective coaching intervention are coach attributes, client attributes and the organisational context for coaching and the coaching process.

De Meuse *et al.* (2009: 123) recommended that coaching evaluation should carefully consider and apply six factors: (a) the purpose of evaluation; (b) the evaluation criteria used; (c) the rigor of the evaluation employed, (d) the type of coaching provided; (e) the content of the coaching engagement itself; and (f) the coaching methodology applied by the coach.

It is also important to measure process elements such as the relationship between coach and coachee, which have been found to impact the success of a coaching intervention (De Meuse *et al.*, 2009: 123). Ely *et al.* (2010) concretised this recommendation through proposing an integrated evaluation framework, including summative and formative evaluation approaches.

De Meuse *et al.* (2009: 125), citing McDermott, Levenson and Newton (2007), also argued that coaching was found to have a greater positive effect on micro-level outcomes (e.g. improving leadership behaviours and individual employees' performance) than on macro-level outcomes (e.g. strategy execution and change management). Based on this, De Meuse *et al.* (2009) recommended that instead of focusing on various individual and organisational criteria, such as

return on investment, a coaching evaluation should be evaluated against the coaching objective. However, this recommendation needs to be weighed up against the reality in coaching practice. Coutu and Kauffman (2009) (cited by De Meuse *et al.*, 2009: 126) surveyed 140 coaches and found that "coaches overwhelmingly agreed the focus of coaching sessions typically shifts during the course of an engagement".

3.2.2   The application of case studies for coaching evaluation

The application of case studies and the use of semi-structured interviews are common for outcome studies to evaluate the effectiveness of coaching. Grant and Cavanagh (2007: 243), however, criticised the fact that many case studies were descriptive, mainly looking into issues related to practice instead of evaluating theory or developing the outcomes of coaching.

De Meuse *et al.* (2009) identified the need for well-reported case studies on an individual level. This should include successful and not-so-successful coaching assignments.

The researchers acknowledged that this might not be seen as "research in a pure sense", but argued that "instructive cases" might be the best way to find out what happened in executive coaching behind "closed doors", citing Hall *et al.* (1999) saying: "The most important learnings about coaching can be lost in research designs that examine only correlation coefficients, statistical averages, and curvilinear trends" (De Meuse *et al.*, 2009: 130).

Berg and Karlsen (2011: 183) found the case study approach most suitable to "understand subjective experiences and meanings among managers", citing Yin (2009) who found that an in-depth understanding of a phenomenon in its context was desired. "It is a method that emphasises sense making by both the participants (managers) and the researcher. This is a particularly suitable approach when the research is seeking to throw light on how individual managers perceive a specific situation they are facing and what leadership behaviour and tools they choose to apply" (Berg & Karlsen, 2011: 183). Berg and Karlsen (2011: 185) chose semi-structured interviews using Seidmann's (1998) three-stage interview process. Semi-structured interviews are the only way to get close to the truth by collecting personal experiences, opinions and meanings. Lastly, Berg and Karlsen (2011: 185), citing Drever (1995), stated that semi-structured interviews allowed for flexibility, but, also citing Gilham (2000), offered room for standardisation.

3.2.3   Leedham's coaching benefit pyramid

Leedham (2005) proposed a holistic approach to evaluating executive coaching. Figure 3.1 shows Leedham's (2005: 38) coaching benefits pyramid model (adapted from Cross and Lynch, 1988).
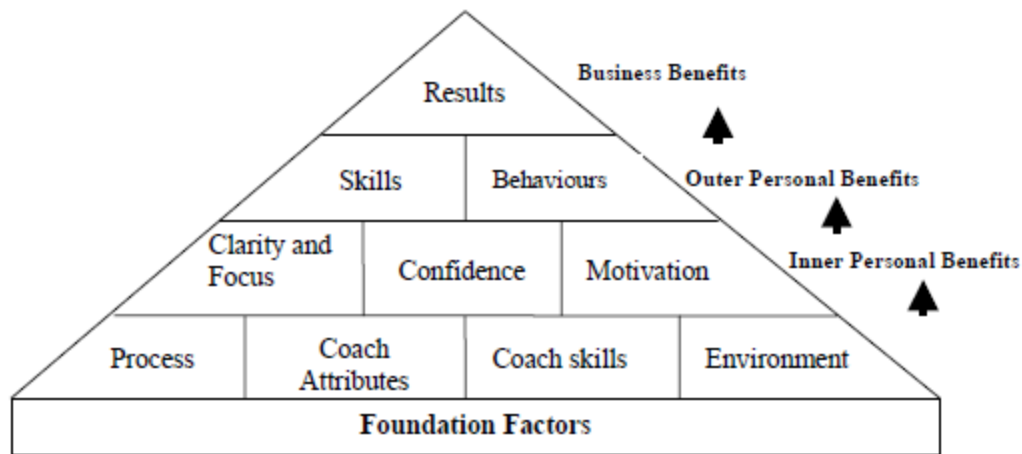
Figure 3.1: Leedham's coaching benefit pyramid

Source: Leedham, 2005: 38

The model is based on four key factors that influence the success of a coaching engagement: a) the process, b) coach attributes, c) coach skills, and d) coaching environment. Leedham (2005) argued that the impact of coaching happened progressively. The first level of outcomes touch on the inner personal benefits of the client. Once these inner benefits have been realised, coaching can impact on the second level, namely outer personal benefits such as enhanced skills, knowledge and understanding as well as improved behaviours. Leedham (2005: 39) drew on Jarvis (2004) who stated that clients who were able to achieve internal benefits were more likely to achieve external output benefits such as "[…] enhanced skills, knowledge and understanding and improved behaviours associated with relationships with their boss, team, peers or customers". Lastly, the combination of inner and outer benefits may equip the coachee to contribute to business results such as "[…] improvements in performance, being more productive, enhanced career progression, resolution of specific problems or issues" (Leedham, 2005: 40).

3.2.4   An integrated coaching evaluation framework

Ely *et al.* proposed an integrated evaluation framework, which includes summative and formative criteria. The need for a coaching specific evaluation framework is based on the argument that coaching takes place through a one-on-one relationship. Hence, the coaching process is substantially different for each client. It is designed and implemented on an individual level. This makes the application of traditional training evaluation methods inappropriate (Ely *et al.*, 2009: 585). Ely *et al.* also explained (2010: 587):

> *Whereas typical training programs are based on the acquisition of certain learning objectives for a group of individuals, a coaching intervention is guided by the needs, characteristics, and experiences of an individual (the client), the needs of the organisation, and the knowledge, skills, abilities and perspective of the coach.*

In addition, leadership coaching opens up four perspectives that have to be considered: a) the client (personal and part of an organisation); b) the coach and his/her capabilities; c) the client-coach relationship; and d) the coaching process. To address the many perspectives and uniqueness of a coaching intervention, Ely *et al.* (2010: 588) proposed to have a dual focus when evaluating leadership coaching: a) on outcomes to assess the effectiveness of coaching via a summative evaluation; and b) on processes to consider the dynamic and individualised nature of the coaching intervention through formative evaluation.

The summative evaluation framework includes four outcome criteria taken from Kirkpatrick's (1977: 9) four stages of evaluating training programmes: reactions, learning, behaviour and results. Reactions, for example, would consider the client's perception of coaching effectiveness, the coach, the coach-client relationship and satisfaction with the process, among others, through client self-report. Learning criteria would look at changes in self-awareness, cognitive flexibility, self-efficacy, job attitudes through pre- and post-assessment and the client's self-report. Appendix E1 contains a complete overview of the proposed summative evaluation framework.

The summative evaluation process may provide insight into whether the coaching intervention had worked, but it does not consider aspects that would improve the coaching intervention. This is the role of formative evaluation, which considers process criteria along the four perspectives: a) client (readiness, expectations, organisational goal, support and climate); b) coach (coaching competencies and expertise in certain industry); c) client-coach relationship (rapport, collaboration, commitment, trust); and d) coaching process (assessment, challenge, support) (Ely *et al.* 2010: 591). Appendix E2 provides a more detailed overview of the formative evaluation framework. Ely *et al.* emphasised that the integrated evaluation process should be based on multiple data sources over and above the leaders' self-reports. These data sources can include 360 degree feedback or organisational performance data to ensure a level of objectivity.

3.3   RESEARCH DESIGN

This research assignment leans on qualitative evaluation aspects, criteria and approaches as discussed and recommended by De Meuse *et al.* (2009), Leedham (2005) and Ely *et al.* (2010), and as described in the previous section.

The research is presented as a case study. The unit of analysis is the previous coaching intervention within the organisational context of MBDA (Babbie & Mouton, 2012: 90). This places the study and its research design in the qualitative research paradigm (Babbie & Mouton, 2012: 53). To evaluate the perceived effectiveness of and recommend a coaching intervention to the Mandela Bay Development Agency required from the researcher to describe and understand the insider perspective of MBDA staff members towards coaching (Babbie & Mouton, 2012: 270), as well as the organisational context. According to Yin (2009), "the more that your questions seek to explain some present circumstances (e.g., 'how' or 'why' some social phenomenon works), the

more that case study research will be relevant" (Location 677). Figure 3.2 provides an overview of the research design and data collection methods.
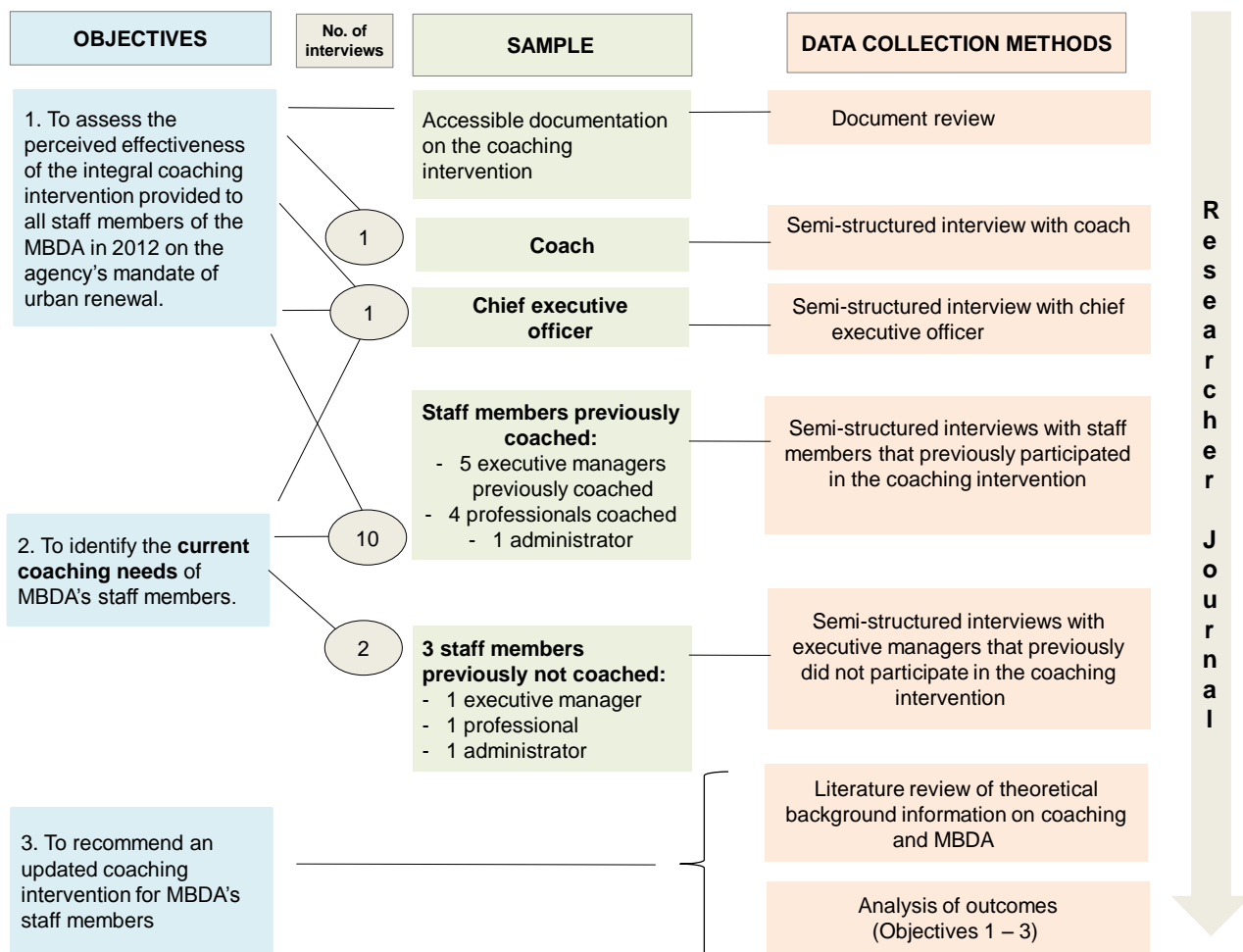
Figure 3.2: Summary of research design and data collection method

Source: Author, 2015.

Primary data was collected through semi-structured interviews as well as through reviewing existing organisational documents and relevant coaching literature. The research design used was empirical research (Babbie & Mouton, 2012: 76). The use of semi-structured interviews provided the researcher with a means to ensure a level of consistency across all interviews conducted (Corbin & Strauss, 2015: Location 1406), together with a level of flexibility, which is required due to the uniqueness of the coaching relationships. Provision was made in the interviews to allow participants to speak freely on issues concerning them.

The actual data collection method chosen was influenced by the integrative evaluation framework proposed by Ely *et al.* (2010). It included the elements of the summative and formative evaluations as described in paragraph 3.2.4.

The study, therefore, considered three elements of evaluation research as described by Emil Povasac and Raymond Carey (1992), cited by Babbie and Mouton (2012: 340): the evaluation of outcome, process and need.

To ensure validity and reliability in this research design, the researcher included the use of multiple methods: semi-structured interviews, a review of documents related to the coaching intervention at MBDA, a review of theoretical background literature on coaching outcomes and evaluation approaches, as well as a researcher journal with observations made during the research process (Babbie & Mouton, 2013: 36; Diefenbach, 2009: 882).

Various ethical considerations were made as set out in Appendix F1. The University of Stellenbosch Business School (USB) provided ethical clearance for this study (see Appendix F2).

3.4   THE POPULATION AND SAMPLE

Based on the principles of purposive sampling (Babbie & Mouton, 2012: 166), the initial research design purposefully planned for eleven interviews with MBDA staff and the coach. However, when contacting MBDA the general positive attitude towards the research and the securing of the appointments resulted in two more confirmations than initially planned for. To allow for fair participation in the study and to avoid being selective, I did not reject the additional interviews that were confirmed. In total, fourteen people were selected for interviews. These included the coach, the CEO of MBDA, nine staff members who previously received coaching, and three staff members who had not previously been coached. The sampling was guided by the CEO's request to include all executive managers of MBDA in the interview process. This was achieved through securing appointments with all executive managers. Additional interviews were scheduled randomly with staff members who had been coached. I also purposefully included professionals and administrators who had been coached. This was done to ensure perspectives from non-executive managers on the coaching as the coaching intervention was provided to all staff members at the time. It also allowed for some institutional feedback on the results of the coaching intervention as seven of the interviewees reported directly to executive managers. This allowed me to cross-check a to some extent and compare different perspectives (Diefenbach, 2009: 883). As MBDA is a growing organisation and new staff members were employed after completion of the coaching evaluation, I felt it was important to include the new staff members' perspectives on coaching needs. Three interviews were confirmed, including one new executive manager.

Lastly, the initial research design included an interview with a previous strategic advisor to MBDA. This was also included on request of the CEO. Unfortunately, an appointment could not be secured and was omitted from the sample. This was not seen as a limitation because the study design focuses on the coaching experiences of MBDA staff members and the coach.

3.5   THE QUESTIONNAIRE DESIGN

I made use of four different sets of semi-structured interview guidelines. Appendix G1 provides the interview guidelines used for a) the coach; b) the CEO and CFO of MBDA; c) MBDA staff who had been coached previously; and d) MBDA staff who had not received coaching (newly employed). Each questionnaire started by giving the interviewee space to elaborate about himself/herself as a person in terms of professional and personal background (Galletta, 2013: Location 814). The intention was to create a comfortable place for reflection and for obtaining truthful answers from the participants (Babbie & Mouton, 2012: 273).

The open questions of the interview guideline were all focused on evaluating the effectiveness of the coaching intervention by looking at the coaching intervention holistically. For the formulation of the questions, I drew upon Ely *et al.'s* (2010) integrated evaluation framework in terms of focusing on the four perspectives, Ken Wilber's (2010) four-quadrant perspective with regard to the interviewee's perceived changes to his/her interior and exterior world, as well as organisational changes and performance issues. For the evaluation of perceived needs, I added a sheet listing items of possible coaching topics on personal development and leadership and management skills (see Appendix G2). These topics were informed by a sample report on the integrative enneagram for professionals (Integrative Enneagram Solutions, 2011) that had been applied as a feedback report by the coach after the enneagram type assessment. I chose to align with the issues addressed during the previous coaching intervention. This approach provided me with the means to ensure a level of consistency across all the interviews that were conducted (Corbin & Strauss, 2015: Location 1406).

3.6   DATA COLLECTION

Primary data was collected through semi-structured interviews as described in the previous sections. The interviews took place at the premises of MBDA during the first week of June 2015. Each interview was scheduled to last up to one and a half hours. The personal assistant to the CEO and the human resource manager assisted with providing the e-mail addresses of executive managers, professionals and selected administrators. I contacted each person individually, sharing the purpose of the study, USB's ethical clearance letter, the institutional permission letter (Appendix H1) from MBDA as well as an individual letter of consent (coach, CEO, staff members coached, staff members not coached) (Appendix H2).

I commenced each interview explaining the purpose and the use of data, also expressing my appreciation for their willingness to participate in the interviews (Galletta, 2013: 814). Only after the participants agreed, did I make use of the audio-recorder to record the interviews. After each interview, I made field notes in my journal and transcribed the interview word for word. One interview was conducted via telephone and could not be audio-recorded.

3.7   DATA ANALYSIS

In terms of the qualitative research paradigm, the data analysis required from me as the researcher to capture in detail the occurrence of the coaching intervention and the way in which it was perceived by the coach and MBDA staff members in their meaning-making (Babbie & Mouton, 2012: 272). This needed to be done in the language of the participants, using categories and codes rather than abstract and theoretical constructs (Babbie & Mouton, 2012: 272). The aim of the study was to understand and describe the meaning which respondents attributed to the coaching intervention, and not to generalise, as explained by Babbie and Mouton (2012: 274).

However, I was aware that the analysis of the data referred to the level of perceptions of clients and may not represent the "real world" (Diefenbach, 2009: 884). As the researcher, I acted as an instrument in the research process. I had to be unbiased in my descriptions and interpretations. In analysing the data I did not only draw links to the theoretical background and organisational context of the study, but also drew upon my experiences within the organisational context of economic development agencies. I was aware of potential bias, but also felt encouraged to use my experience as a source to tap into (Galletta, 2013: 258) because "a researcher can, and even should feel free to come up with any interpretation he or she thinks is the best one. There is neither the possibility of nor the need for any pseudo-objective standards" (Diefenbach, 2009: 886). However, I had to take cognisance of "ethical, moral, legal, philosophical, social, technical, practical and professional standards" (Diefenbach, 2009: 886) and had to be clear about the lens that I was using to interpret the data (Saldaña, 2013: 7). Hence, I followed a systematic data analysis approach applying a combination of first-level and second-level coding instruments as follows:

- I divided the transcripts into "natural breaks" (Corbin & Strauss, 2013: Location 2593).

- I reflected on pieces of the data to identify concepts.

- I verified these concepts through detailed line-by-line analysis followed by coding along these concepts (Corbin & Strauss, 2013: Location 2593; Saldaña, 2013: 24).

- At this stage I accepted that the concepts were tentative.

- I applied reflective journaling (Saldaña, 2013: 41) and added second-cycle coding to narrow down the number of in vivo coding and to reanalyse my initial work (Saldaña, 2013: 11).

- By applying content analysis I identified families and categories.

- I then identified emerging themes ("clans").

- I concluded the data analysis by establishing patterns (Saldaña, 2013: 6; 9), relations and trends to present my findings and conclusions.

I made use of Atlas.ti to structure my coding process. This supported me in the data analysis and allowed me to be creative with the qualitative data (Babbie & Mouton, 2012: 510).

Appendix H3 provides a list of the codes used in the data analysis. A list of the themes that emerged from the data analysis is provided in Appendix H4. This was the very first draft and I have amended the individual theme list during the analysis phase.

3.8   LIMITATIONS OF THE STUDY

In my research approach, I did not apply a pre-post control group design. De Meuse *et al.* (2009: 125) stated by citing Campbell and Stanley (1963) that this was a research design with the highest methodological rigour. However, it was impractical for this research, since each coaching relationship between the coach and staff member had its own coaching objectives, which made the use of a control group impossible. The individual aspect of each coaching relationship put limitations on my analysis of the overall findings in terms of changes in the effectiveness of the organisational improvement, as per Leedham's (2005) and Ely *et al.*'s (2010) results level. Some interviewees preferred to share their personal experiences and were unable to comment on overall organisational changes. In that, I was also dependent on the interviewees' willingness to share their personal experiences and issues with me and to do so truthfully. For confidentiality reasons I was not able to obtain any control data from an independent source on the individual cases.

CHAPTER 4

MANDELA BAY DEVELOPMENT AGENCY

4.1   INTRODUCTION

This chapter sets out a more detailed background to the Mandela Bay Development Agency (MBDA) than the overview provided in Chapter 1. The aim is to provide the reader with insight into the constant changes and complexities experienced in the administration, planning and implementation of urban renewal interventions of MBDA. The intention is to provide a contextual background of MBDA that enables the evaluation of the coaching intervention and coaching needs assessment to put the perceptions of MBDA staff members in the contextual perspective of the agency.

Due to the uniqueness of the industry and climate in which the agency operates as well as the specialised legislation and regulations governing its activities, I felt that I should provide a more detailed report and analysis of the agency. It is only by understanding the climate in which the staff operate that the reader will appreciate the causes leading to performance challenges and the necessity for regular or continued professional coaching. It is my assertion that many of the challenges as detailed in Chapter 5 are inherent to MBDA's industry and can partly find their origin in the background to the agency.

4.2   CONTEXTUAL BACKGROUND

The Mandela Bay Development Agency is a municipal development agency founded in 2003 through a joint initiative of the Nelson Mandela Bay Metropolitan Municipality (NMBM) and the Industrial Development Corporation (IDC). The intention was to use MBDA to regenerate the central business district of the Nelson Mandela Bay on behalf of NMBM to counteract the ongoing urban decay of Port Elizabeth and to stimulate private sector investments through public infrastructure upgrades. The Nelson Mandela Bay Metro is the largest metro in the Eastern Cape Province. The fact sheet below illustrates the NMBM's socio-economic profile (ECSECC, 2014).

It is evident from Table 4.1 that socio-economic pressures are experienced in the metropolitan area, forcing the agency to focus more strongly on economic development than on aesthetic infrastructure development. This was also expressed by the CEO who indicated during the interview that the agency needed to be a change agent and deliver on socio-economic growth through contributing to the GDP, job creation and municipal income.

Table 4.1: Socio-economic background of the Nelson Mandela Bay Metro

Facts	Data (2013)	
Population	1,111,767	16.1% of the Eastern Cape
Households (formal)	324 916	
Area covered	1 950 km²	
Population density	569/km²	41/km²
Demographic information	Black African: 60.13% Coloured: 23.56% Indian or Asian: 1.11 % White: 14.36% Other: 0,84%	Female : Male ratio 52% 48% Age 35% of the population is between the ages 10 – 29.
		Eastern Cape
Unemployment rate	27%	27%
Poverty rate	44,2% (491 000 people living in poverty)	54,8%
Income distribution	no income = 12.3% R1 – R 9 600 = 12.45%	no income = 11.99% R1 – R 9 600 = 19.96%
GDP growth rate	0.6%	1.6%
Economic sector contribution	Manufacturing = 24.2% Finance, insurance, real estate and business services = 23.67% General government = 15.37% Wholesale, retail, trade, catering, accommodation = 12.17% Transport, storage, communication = 11.7% Community, social and personal services = 8.56% Construction = 2.69% Electricity, gas, water = 0.99% Agriculture, forestry, fishing = 0.53% Mining and quarrying = 0.11%	
Education	No schooling	2.4%
Crime	681 reported cases of murders 2 698 sexual offenses 1 891 robberies	
Infrastructure and services	Water (% households with water inside dwelling) = 59.7% Sanitation (% households with a flush or chemical toilet as a percentage of all households) = 87% Refuse (% households with no refuse collection) = 5.8% Energy (electricity as a % of all light sources per household) = 92.3% Dwelling (number of informal dwellings as % of all dwellings) = 15.1% Telephone (% households with a phone in the dwelling and/or cellular phone) = 55.9%	

4.3 INSTITUTIONAL BACKGROUND

The following information highlights important aspects of the institutional background of MBDA.

4.3.1 Expanding mandate

The initial objectives of MBDA, as outlined in the mandate document (2003) and cited by Voges (2013: 162), were:

> *To generate sustainable economic and tourism growth and social transformation to the benefit of the Nelson Mandela Bay community as a whole. The agency must therefore initiate, promote and manage private and public sector economic, social, cultural, environmental and infrastructure programmes, transforming the mandate area into a growth node.*

MBDA followed its mandate and implemented various infrastructure developments in the city centre of Port Elizabeth (MBDA, 2014a: 22). Due to perceived good performance and the ability to quickly deliver on allocated projects, from 2007 onwards, the agency's mandate was expanded to include urban renewal in township areas, the beachfront, the Nelson Mandela Bay Stadium precinct, Uitenhage and Despatch. Due to limited human and financial resources in its parent municipality, the agency also added urban management to its portfolio. In 2011, MBDA also took responsibility for the Helenvale Urban Renewal Programme on behalf of the city (MBDA, 2014a: 16). In 2014, the Council eventually expanded the mandate of MBDA to cover the entire Metropolitan Area.

The current mandate is outlined in the Memorandum of Incorporation (MOI) and was signed in 2014. The mandate has the following aims and intentions as stated in the MBDA Strategic Plan 2015-2020:

- Rejuvenating economic activity within the central business districts, townships, harbours, nature conservation areas, riverfronts, beach and seafront areas and any other emerging residential, business, commercial and industrial nodes within the Nelson Mandela Metropolitan Municipality comprising of Port Elizabeth, Uitenhage and Despatch.

- Leveraging public and private assets within the demarcated area to maximise economic potential.

- Assisting with provision and management services, amenities and security within the area designated for development.

- Developing an integrated master plan in line with Nelson Mandela Bay Metropolitan Municipality's development plan or plans and strategies.

- Integrating various development sites, central business districts, harbours, railway lines and beach areas within a single economic unit.

- Ensuring optimum use of land and infrastructure within the area or areas designated for development.

- Ensuring that development within the designated areas is driven with the municipality, by the company, on the municipality's terms and conditions.

The continuous expansion of MBDA's mandate is seen as important by its leadership who, at the same time, acknowledges that it adds pressure to the agency, financially and in terms of human resources (MBDA, 2013: 13). It is evident that the old adage of *good performance will be rewarded with more responsibilities* holds true.

It is my opinion that the above-mentioned mandate creep and relatively broad strategic aims as well as the recent introduction of more socio-economic imperatives may challenge a cohesive approach to development.

4.3.2   Vision, mission and goals

Regardless of the expanded mandate, the vision and mission of the agency have remained the same throughout the years:

> *The vision of the MBDA is the establishment of world-class, well-managed, sustainable and vibrant urban places in Nelson Mandela Bay.*

> *Its mission is to revitalise and promote designated, sustainable urban places in partnership with the NMBMM to the benefit of the whole community. Its goal is to sustainably increase socio-economic development and investment in the municipality.*

4.3.3   Strategic objectives and key activities

The vision, mission and goal are underpinned by eight strategic objectives:

- Engaging effectively with stakeholders and partners in order to foster understanding, buy-in and shared delivery or urban renewal.

- Promoting, facilitating and managing the basics of security, cleaning and regulatory compliance to strengthen public and investor confidence.

- Implementing catalytic capital projects in designated urban places as a stimulus for private sector investment.

- Enabling the conservation and management of heritage in order to forge a unique identity for the place and its people.

- Marketing the area as a first choice destination to live, work and play.

- Being an effective, accountable, learning, creative and caring organisation, respected by staff and stakeholders.

- Managing the area for environmental sustainability.

- Facilitating social and economic opportunities in all projects and activities in order to contribute to economic inclusion and growth (MBDA, 2014b: 8f.)

The strategic mandate talks to MBDA as being an organisation that cares about its staff members. However, in the interviews that I conducted with staff members, the absence of care was given as a reason for some people's unhappiness.

The above-mentioned strategic objectives and mandate can only be achieved through the availability of funding resources as well as through public buy-in. Buy-in from stakeholders with conflicting interests, expectation management as well as the administration of individual projects and the entity as a whole often complicate delivery. Funding remains a challenge due to strained fiscus and increasing demands for basic service delivery, as recent upheavals in Helenvale due to poor education services illustrated.

4.3.4   Customers and stakeholders

The customers benefitting from MBDA's work are the residents of the Nelson Mandela Bay Metropolitan Municipality. Depending on the issue and topic, individuals and/or groups change from being customers to becoming stakeholders. These can be grouped into four main categories: Municipality, Public Sector, Private Sector and Community (MBDA 2014b: 16). MBDA sits in the centre of the customer/stakeholder landscape, as portrayed in Figure 4.1.
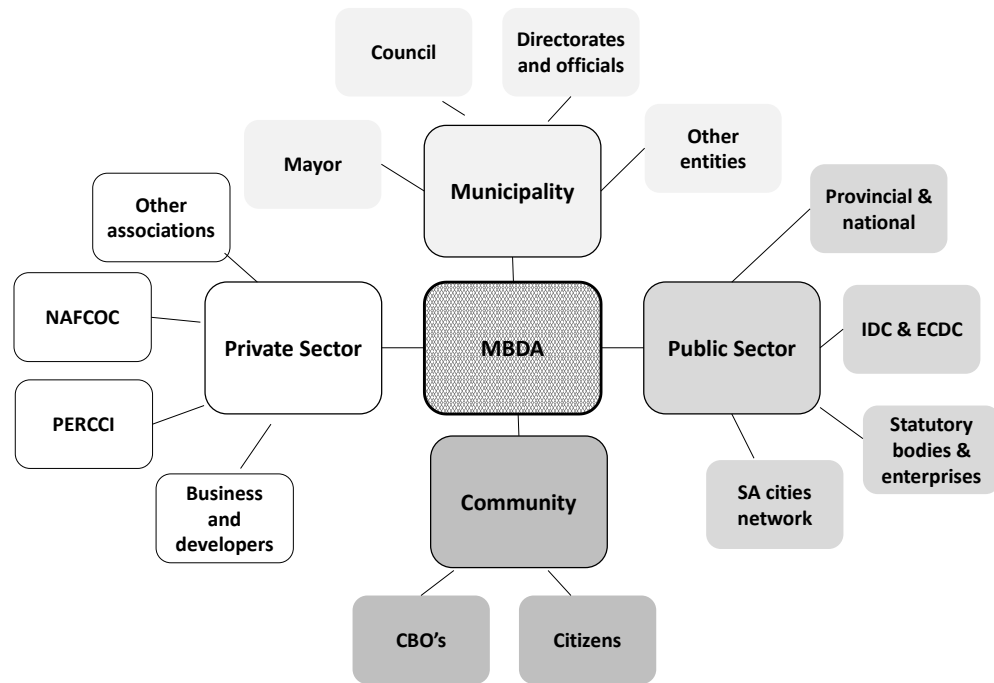
Figure 4.1: MBDA stakeholder landscape

Source: MBDA, 2014b: 16.

The above figure clearly illustrates the wide variety of stakeholders and clients, each with its own requirements and objectives, with which MBDA should interact, leading to further identity and service delivery challenges.

4.3.5   Financial matters and performance

In the last financial year reported (2013/14), the agency operated on an overall budget (operating cost, capital projects and normal time-based projects) of about R122.5 million. The MBDA annual report 2013/14 indicated an actual expenditure of about R71.8 million against this budget. This reflects that the agency only spent approximately 59% of its total budget. On the programme and project side the annual report shows that the agency only managed to spend 38.6% of its project capital budget (MBDA, 2014a: 75). This is a further decrease from the 2012/13 financial year during which the agency spent 45% of its project capital budget, which was already a decrease from the 46% for the 2011/12 and 60% for the 2010/11 financial years (MBDA, 2013: 71). These figures indicate a low expenditure and performance rate, which will result in increased pressure on staff and management to up the performance standards. As the funds are conditional grants received from National and Provincial government (which means the funds do not belong to the agency until expended and are only administrated by MBDA). It is the practice of these funders to require continuous unspent funds to be returned. The agency may run the risk of having projects cancelled as well as being branded as an underperforming entity. This will put additional pressure on staff as it may have an influence on the sustainability of the agency as well as the individual staff members' performance evaluation (note: staff are appointed on performance contracts).

Although the agency earns revenue through project management fees and interest generated, these operate on a cost recovery basis and is, therefore, always dependent on its financial grantors. This puts additional pressure on the agency as it needs to ensure that expenditure and the reporting thereof is in line with the requirements of the conditional grants obtained. Usually, each funder has different requirements, deliverables, reporting formats and even different financial year-end deadlines.

However, my own experience is that when compared to other development agencies, MBDA is still viewed as an excellent performer and is often used as a working example.

The financial year of the agency runs from 1 July to 30 June. As stipulated in the Municipal Finance Management Act (MFMA), the agency is subject to internal and external audit processes. Audit processes usually put tremendous pressure on agencies because an unqualified or clean audit is necessary to prove good governance and accountability, which is again required for further funding allocation. The role of the finance department is to ensure compliance to enable the project planning and development departments to secure grant funding for the planning and implementation of interventions. The interview findings in Chapter 5 show how the tension between these roles, although all working towards the common objective, increases pressure on managers and staff and adds to the perceived rift between the departments.

An additional financial matter that stands out when looking at the 2013/14 financial report is the difference in salaries and benefits between senior managers as a group and the chief executive officer (CEO). Senior managers earn between 79.8% and 223.6% less than the CEO. Furthermore, the senior manager: operations earns 82.7% less than his colleagues in senior management. This might be perceived as unfair. Chapter 5 further examines this issue.

4.3.6   Governance

MBDA receives its mandate from the NMBMM acting through the Executive Mayor, the City's Municipal Manager (MM) and the NMB Metropolitan Council. Since the agency's inception, the mayor has changed six times and the MM nine times. As controlling shareholder, the NMBMM provides corporate governance-related support such as sustainability and compliance reporting and review. As an independent entity, the agency is also managed by a board of directors that is appointed by the Council in line with the MFMA for a maximum of three years. The current board was appointed in September 2014. The board membership has been expanded from nine to fourteen members. Ongoing changes in the board often results in corresponding changes in priorities as well as the need to obtain buy-in on projects from new members.

Contractually, the agency is accountable to its grant funders, which include NMBMM, IDC and Provincial Government, to which it delivers compliance reporting on the achievement of its Key Performance Indicator (KPI) targets.

MBDA operates in a highly regulated environment. It is primarily governed by the Municipal Finance Management Act (No. 56 of 2003) (Republic of South Africa, 2003c), the Municipal Systems Act (No. 32 of 2000) (Republic of South Africa, 2003b), the Municipal Structures Amendment Act (No 1 of 2003) (Republic of South Africa 2003a) and the new Companies Act (No. 71 of 2008) (Republic of South Africa, 2008).

Other government instruments impacting on the agency are the King III Report on Governance in South Africa and the Department of Public Enterprises (DPE) Protocol on Corporate Governance in the Public Sector. According to MBDA's current strategic plan, the agency is governed by over 120 pieces of legislation to define its operations, actions and strategies (MBDA, 2015: 2). This results in the agency experiencing a dichotomy between financial/governance and service delivery imperatives. For example, the Finance and Administration units are required to adhere to legislative requirements while the Development unit emphasises speed of delivery.

Appendix I provides a visual snapshot of key projects and achievements of MBDA.

4.3.7   Management system

The management structure of the agency includes a chief executive officer (CEO), a chief financial officer (CFO) and four senior managers. MBDA is made up of different functional areas, which mostly operate in their own subunits, but which are dependent on each other to achieve overall performance. The functions of MBDA's management are summarised in Figure 4.2.

It shows that departments have very different work streams, which range from administration and finance to project implementation in city areas and dangerous areas such as Helenvale, and the maintenance and securing of upgraded city areas and facilities. The role of marketing and communication is to protect the brand identity and share achievements. Chapter 5 will show how the perceived lack of collaboration, knowledge and understanding among the departments creates tension and unhappiness, even though each department is required for the overall success of the agency and joint performance indicators are in place.

CEO's office	Agency's strategic, corporate and business planning, relationship management issues Board and NMBMM-MBDA relationship
CFO's office	Support services for the MBDA: Performance and audit, finance, supply chain management, human resources, knowledge management, ICT and programme budgetary monitoring
Planning and development Division (Central Business District and Townships)	Project management of agency's projects and programmes from conceptualisation to completion, and ensures that these are delivered on budget, on time and on quality in terms of agreed on outputs further described in the annual business plan (where after it is handed over to the Operations Division for maintenance
Operations division	Four key functions: Provision of private security services to supplement services provided by the municipality; provision of private cleaning services to supplement services provided by the municipality; support to the regulation of informal trading; and identification of maintenance problems in respect of municipal infrastructure, referring these to the relevant municipal departments
Marketing and Communications	Delivery and communication of the entity's vision, project, and achievements

Figure 4.2: MBDA management areas

Source: MBDA 2014b: 15.

In total, the agency currently has 27 filled positions according to the institutional structure in Figure 4.3.
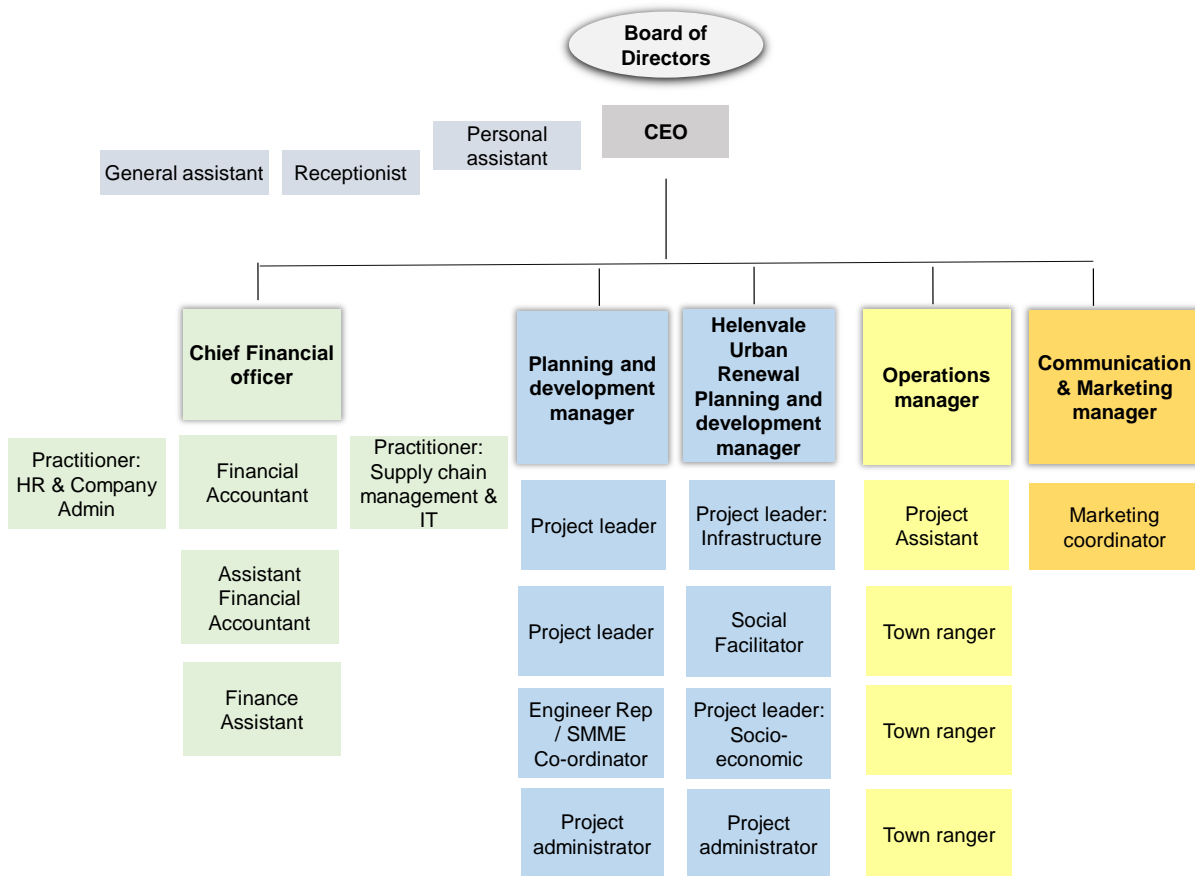
Figure 4.3: MBDA institutional structure

Source: MBDA, 2014a: 50f.

Besides the actual staff component, the agency makes substantial use of professional teams to gain access to expertise that is not necessarily available in-house.

MBDA's staff component as at June 2014 and in terms of employment equity principles is reflected below (see Table 4.2).

Table 4.2: MBDA racial staff composition

Level	Black	White	Coloured	Indian	Total
Management	2	2	1	1	6
Professional	3	1	4	1	9
Administration	5	1	6		12
TOTAL	**10**	**4**	**11**	**2**	**27**

Table 4.3: MBDA staff gender composition

Level	Male	Female	Total
Management	5	1	6
Professional	4	5	9
Administration	4	8	12
TOTAL			**27**

4.3.8   Staff development and training

An assessment of the previous annual reports shows that staff development and training was always included in MBDA's budget. In 2011/12, the notion of MBDA as being a "caring" organisation appeared for the first time. Since then it remained part of the agency's strategy to be an effective, accountable, learning, creative and caring organisation respected by staff and stakeholders.

In 2011, the annual report stated that MBDA has a "programme of training and development for its management and staff in order to advance with changing times and technology, and thus ensure professional delivery and a competitive edge". MBDA's vision "is to provide an integrated learning experience to our employees that will strengthen their commitment to MBDA's values, leadership capability and the capacity to meet current and future business requirements" (MBDA, 2011). The reviewed Strategic Plan 2015-2020 includes a high performance indicator on learning and growth: "Increase/decrease in percentage of staff who are satisfied with the level of training accessed through the MBDA" as well as "Increase/decrease in percentage of staff who are satisfied with opportunities for career development" (MBDA, 2014b: 17).

4.3.9   Overview of previous activities and outputs

Previously, the agency was described as a project management house that performed a versatile role of "promoter", "supporter" and "doer" (MBDA, 2013: 23). During the time of the coaching intervention the agency followed various service delivery areas in alignment with its previous strategic plan and changed the face of the central business district (CBD) and beachfront of the city centre. Notable developments have been achieved in the township areas. Appendix J provides an overview of the previous service delivery areas as summarised by Pierre Voges (2013: 221), the chief executive officer, as well as an overview of the agency's achievements.

4.4   CONCLUSION

MBDA could well be classified as a high-capacity institution compared to other municipal agencies in the Eastern Cape (own experience). The achievements of MBDA in terms of various infrastructure upgrades in the inner city centre, Uitenhage and surrounding townships can well be

attributed to the fact that MBDA is politically and administratively a stable institution. However, recent changes to the strategic aims and the board of directors may indicate future challenges. (Previous boards were smaller and more business orientated.)

Dr. Pierre Voges has been the CEO since the inception of the agency. According to the CEO, the agency had limited staff resignations and continuity within its executive management team. The management team that started MBDA, the CEO, the CFO and the development planning manager are still employed by the agency. At present, the agency has 27 staff members and considers growing its staff component.

Concerns extracted from a review of the entity as a whole can be summarised as follows:

1.   The strategic aims of the agency appear to be very wide and may ultimately result in a loss of identity and focus.

2.   The increase in mandate and responsibilities did not result in a corresponding increase in entity revenue.

3.   The extensive legislative and regulatory framework under which it operates.

4.   Continuous underperformance and underspending will negatively affect the agency's assessment, resulting in difficulty to secure future grants.

5.   As staff are employed on performance contracts, the above-mentioned underperformance may result in the introduction of consequence management and corrective action taken by the board (which may include disciplinary action).

6.   The disparity in employee remuneration and benefits is of concern.

7.   The agency's inability to secure revenue and future annuity income makes it dependent on a wide range of funders (local, provincial, national and in 2012 even international), each with its own unique requirements.

It is my opinion that the above challenges have resulted in an entity that is running the risk of losing its focus as well as the ability of its staff to cooperate and work together as a team because of conflicting priorities. This is complicated by the difference in approach, planning, facilitation and administration that each project requires because no two projects are the same.

CHAPTER 5
FINDINGS

5.1   INTRODUCTION

This chapter presents the findings of the interviews conducted with the coach and MBDA staff. Chapter 3 provided the institutional background and Chapter 4 gave insight into the research methodology and ethical considerations. The findings are presented in three categories in line with the objectives stated in Chapter 1:

- To assess the perceived effectiveness of the integral coaching intervention provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal;

- To identify the current coaching needs of MBDA's staff members; and

- To recommend an updated coaching intervention for MBDA's staff members.

The responses of the coach and MBDA staff members are presented in a blended form by making use of Ely *et al.*'s (2010) integrated evaluation framework and Leedham's coaching benefit pyramid. Figure 5.1 depicts the logic applied.
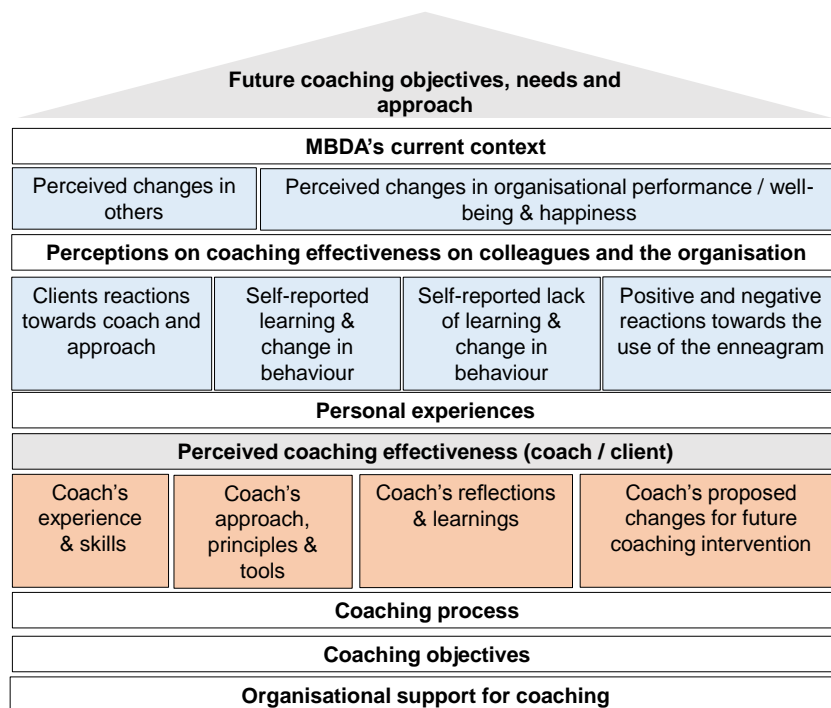
Figure 5.1: Approach to the presentation of findings

Source: Author, 2015.

5.2 THE INTEGRAL COACHING APPROACH DELIVERED TO MBDA

To be able to understand the respondents' point of view on the integral coaching intervention delivered to MBDA in 2012, the coaching process and approach as outlined by the integral coach is described below. I was dependent on his narrative to understand the way in which the coaching intervention was delivered. Due to confidentiality reasons, I could not access individual coaching files nor any reports on the coaching intervention itself. The process evolved organically.

5.2.1 The emergence of the coaching process

In the years 2011 and 2012, MBDA experienced various changes in its environment. To enable its staff members to better deal with these changes, the agency appointed a change agent who had also been trained as an integral coach.

According to the coach, no formal brief regarding the coaching intervention was provided. This is his self-reported understanding of what triggered the coaching intervention:

> "I think it was an OD – organisational development intervention around, if we are going to be successful as an organisation, what are the qualities we need? So we need first of all be able to adapt to change quickly. We need a level of self-awareness and from self-awareness flows self-regulation. We need to be motivated. We need to have a level of empathy. We need to have social skill. I don't think they were identified as qualities. It was implied."

The coach commenced the coaching intervention by applying the integrative enneagram system. He asked all staff members to complete a 156-page online questionnaire. This was followed by a four-hour workshop that interactively unpacked the enneagram system. Staff members received the evaluation report during the workshop, which helped them understand the way in which the enneagram worked. After the workshop, the coach did an individual debriefing session on the report findings with each staff member. The purpose of the debriefing was to see how people felt about their reports and which issues seemed to have emerged. This led to individual coaching sessions specifically working with areas of strain.

The coaching service was offered to everyone equally. The number of sessions in which each staff member participated varied from three up to eleven sessions. Some staff members attended the debriefing session only. The number of sessions also depended on the client's receptivity to the coaching concept and issues to be looked at. Generally, there was no coaching agreement with clients. However, the coach signed individual agreements with a few clients in cases where "more serious" issues affecting other people in the organisation emerged.

The overall coaching intervention lasted up to nine month. It was never formally evaluated.

5.2.2   Organisational support for coaching

The coach reported that initially the CEO was ambivalent and not sure about the coaching and that the CEO had challenged him in this regard in his coaching conversation with him. However, at the end of the coaching intervention some people expressed the desire to continue, asking the coach when he was returning. He submitted a proposal for continuation, but assumed that resource issues prevented this.

5.2.3   Coach experience and skills

The coach had more than two decades of experience as a business man in the franchisee and franchisor food industry while running his own family business. He completed his Master's degree in Business Administration (MBA) at the Nelson Mandela Metropolitan University (NMMU) Business School in 2009, from where his coaching training evolved. At the time of the MBDA coaching intervention, the coach had completed his professional training as a coach at the University of Cape Town (UCT) Graduate School of Business. He had also received his certification as an Integral Coach with New Venture West. New Venture West is a provider of professional coaching courses in Washington DC, underpinned by integral theory (see Chapter 2, paragraph 2.4.1, on integral leadership). The integral theory significantly influenced the coaching approach applied by the coach as well as his accreditation to use the Integrative Enneagram.

The coach explained that the MBDA change and coaching intervention was his first big company assignment after he had completed his training as a professional coach.

In summary, the coach had a wealth of experience in business administration and management, a reputable coaching education as well as additional accreditations in using the enneagram. However, he did not yet have experience in delivering coaching to a larger company or even public sector entity.

5.2.4   Coaching approach, principles and tools

This section outlines the coaching approach as self-reported by the coach, including the way in which it was used with MBDA staff members. It unpacks the coach's rationale for using the integrative enneagram in the coaching intervention. A summary of the coach's principles and tools as these emerged in the researcher's conversation with the coach is also supplied.

5.2.4.1   Coaching with the integral theory

The coach emphasised that his coaching approach was integral as expressed in the four quadrant perspectives (Wilber, 2010) and the interplay between cognitive, emotional, physical and body functions.

The coach used the integral approach to awaken the client's awareness of the way in which feeling, thinking and acting are interrelated and plays out in a particular issue of the client. The coach would work with the motivations, assumptions and beliefs of a client informed by his/her

background (i.e. enneagram type). Enhancing the client's awareness through targeted questioning between the I (interior) and I (exterior) domain of the integral theory challenged the client to take a new perspective on himself/herself, and then to work towards new behaviour and an ultimate change of habits. According to the coach, this coaching approach goes beyond the issue to enable the client to ultimately change the pattern of behaviour. During the interview the coach drew a little sketch to illustrate his way of coaching, giving an example of a coaching conversation applying the approach:

> If this is the person and that is the issue I coach them so that they can deal with the issue.
>
> Client: I'm overcommitted. I can't get to all my work.
>
> Coach: That is the issue. So how easy or difficult is it for you to say no?
>
> Client: I really struggle to say no.
>
> Coach: What do you think this is it about?
>
> Client: I'm not really sure.
>
> Coach: So if you say yes to people, would people like you more?
>
> Client: Yes.
>
> Coach: Ok. What do you think happens if you say no to people?
>
> Client: Maybe they don't like me.
>
> Coach. Ok, so it is important for you to be liked by others.
>
> Client: Yes.
>
> Coach: So why do you think that means?
>
> Client: It is really important because I really like helping people and it makes me feel good when I help people.
>
> Coach: So by saying no does it mean you are not helping them?
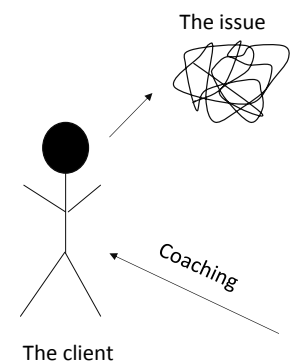
In his approach, the coach dug deeper to actually get past the issue or symptom and identify the actual cause, such as being "scared that people won't like me":

> "So for me, you cannot coach here (pointing to the issue) and get big shifts if you don't coach here (pointing to the person). You're not gonna get it. Because all that will happen is that the person will just fall back into that same pattern of behaviour. So that is how I operate. You gonna have to work with them so they can work with that."

The coach worked with three types of coaching: Spontaneous coaching to deal with an issue that just shows up, competency or skills coaching, and life coaching in terms of how the client shows up in the world.

5.2.4.2 Coaching with the Integrative Enneagram

As previously mentioned, the coach made use of the Integrative Enneagram system. After completing an online questionnaire, each staff member received an assessment report of approximately 40 pages. Each report contained a conclusion on where a person expresses himself/herself in the world in the three centres of intelligence (thinking, feeling, acting). This was one of the starting points for the coach.

> "Where do you lead from – your head, your heart or your hands?"

The coach took me through the content of the report as summarised in Chapter 1 (paragraph 1.4.11). The report provided detailed feedback on the identified enneagram type of each person. He said:

> "It is not for me to say what a person's type is, it is more for them to say if they feel it is accurate. The enneagram is a self-awareness tool. So, what I was able to do with the stress and strain profile was to work with them. They had some people that had a lot of red. I would just work with this, using the integral theory."

For the coach, the advantage of using the enneagram lay in identifying the client's issues more quickly and relating questions in a way that would speak to the type of a person.

5.2.4.3 Coaching principles

In my semi-structured interview with the coach, I was able to hear the coaching principles that underpinned his coaching approach. These correspond with Flaherty's coaching principles and the ICF's coaching competencies. These are set out in the table below (Table 5.1).

Table 5.1: Applied coaching principles

Coaching principles	Coach's comments
Building trust and rapport	Often when I work with teams, I start with my change programme and I make myself vulnerable and I tell my own stories and struggles, making me more accessible through my vulnerability. It allows people to open up to me.
Being authentic and honest	What you see is what you get. It really works well. I'm able to get a lot of breakthroughs because I already made myself vulnerable. It shows that I when I do workshops first it allows the coaching practice to be more effective and also the trust to evolve. Also to say I don't have an answer. Sometimes I get scared myself. I don't have an answer but maybe we can figure it out together, being part of a relationship and being authentic.
Holding a person's integrity	As a coach I need to hold a person in its integrity.
Meeting clients where they are	You have to go deeper. In one hour you can do a lot about meeting the clients where they are. The enneagram helps with this. Getting to a person's issues where they are.

Challenging the client	I would not push it, but as a coach I need to hold a person in its integrity, but I also need to challenge them. It should not just be a conversation.
Contracting and confidentiality	With some of them I had a coaching agreement, especially where there were real issues with people in the system. In order to honour you, here is an agreement that outlines our roles.
Client determines the agenda	It is not a linear thing. In some sessions you would go around. You would develop a coaching purpose and outcomes. You may know when you are there. It depended on the client, I met them where they were.
Conversation for action	I would have a conversation for action.

According to the self-report of the coach, the principles underpinning his coaching approach and his skills as a coach allowed him to be one coach for all staff members. He made use of coaching supervision. The coach did not formally ask for feedback, but according to him received unsolicited feedback. No one contracted with the coach outside MBDA.

5.2.4.4 *Structure of a coaching conversation and tools*

The coach explained that a coaching conversation with a client would include three types of conversations emergent from the training he underwent:

- Conversation for relationship, which is building rapport, including contracting and articulating issues of confidentiality
- Conversation for looking at the possibilities that one could have
- Conversation for actions.

The coach explained that this was not a linear process. A coaching session could include all three elements or one would work with these over a period of time. With some clients he had also developed a coaching purpose and outcome. The coach emphasised, however, that the actual structure and approach depended on the client.

Listening to the coach, I could hear that his coaching approach was underpinned by many practices, informed by the integral theory, his coaching training and his experience as a businessman. His practices would touch on creating awareness of own behaviour, and creating awareness to think, act and feel differently. He explained that he used the concept of mindfulness with many clients.

The coach reported that he had a toolbox with a wide range of practices to give to his clients. He would draw these practices from outside or develop them according to the clients' needs. Appendix K1 provides a sample of practices applied by the coach.

5.2.5   Perceived coaching effectiveness

The coach could not directly comment on whether the company had benefitted with an increased level of well-being and performance at work. As a formal evaluation was not part of the brief of the coach, no data was available as evidence. Instead he said:

> "What I tried to do with the people I coached is to say to them, at the end of the day between stimulus and response we have the freedom to choose. That is a piece about our independent world. So if we feel like we are a master at work or a victim that is a story we tell ourselves about how we are. So if we feel victimised, we can through how we engage with it, defend ourselves in a way that we don't feel like victims, but survivors."

5.2.6   Coach's learning and reflections on the coaching intervention

My intention in asking about the coach's learning was to be able to draw from his learning and lessons for any future coaching intervention at MBDA.

The learning and reflections of the coach focused on the complexity of MBDA. It referred to the diversity of its staff composition and how this affected the coaching issues and the coaching relationship. Table 5.2 provides an overview of the main areas of learning and reflections of the coach.

Table 5.2: Learning reflections of the coach

Area of learning	Reflections of the coach
There will always be various levels of engagement	Some people were very receptive and engaged with the coaching process, others were more sceptical. Others just attended the workshop, the nature of any system organisation. Various levels of engagement.
MBDA as a complex system	There are complexities, different people dynamics and politics within the system. It highlighted the complexities of the system and how people engage with them and how they form alliances.
Background and diversity of people determined complexities and relationships	This speaks to a level of diversity, depending on where you are in terms of where you come from, your background, your culture would form some of the relationships. It was a system that reflected the broad demographics generally of SA, and within that the complexities within these relationships.
Meeting clients where they are through understanding their circumstances and specific background in the context of South Africa	Somebody living in a township area with multiple dependants and no private transport has many other things to worry about than a person getting into his own car, leaving at his own time. I was reminded how you have to look at people and meet them where they are. My struggles are not like his struggles. For some it is just easier to get into their cars and drive wherever, while other people don't have their own cars. They have to requisition a vehicle, coming back, going home and using public transport. That is another complexity that was a factor which I observed here.

	I would say it is socio-economic but it would always come back to race. It is part of the country's stories, but in South Africa it will always refer back to the story of the country.
Accepting as a coach that not everyone will be engaged, and living with the level of frustration as a coach	There are one or two people that I felt the level of frustrations, because I was not achieving what I was hoping to achieve and I needed to check in with myself what was this about. Why was I feeling I wasn't getting anywhere with this person, what assumptions are you making … that was also useful. I had to sit with a level of discomfort and how well I was doing with this person.

In reflecting on the issue of diversity, the coach questioned whether being a white, male, middle-aged coach would have had an impact on the trust between himself and a client.

5.2.7   Coach's perspectives on a future coaching intervention

Being asked what he would do differently next time, the coach concluded that he would put more structure to the process. He would do this by having a three-way approach including the line manager of the client so that a feedback loop could be included to determine what went well and what did not.

He would also focus more on specific competencies that would be required to do a particular job well. The competencies the coach referred to would relate to the ability to communicate well, and being able as a leader to influence others and deal with the feeling of being overwhelmed. He would start with an assessment of required competencies, choose five, and then focus on the development of these competencies through working with the client and applying the toolbox practices that he had available.

5.3   PERCEIVED EFFECTIVENESS OF THE COACHING INTERVENTION

The following section describes the way in which MBDA staff members perceived the effectiveness of the coaching intervention referred to above.

5.3.1   The perceived coaching objective of the previous coaching intervention

The self-reported need for the MBDA coaching intervention varied between leadership and staff members. For the CEO the intention of the coaching intervention was to find a common understanding and bond between all managers and their staff members:

"The management coaching for me was to try to find a common nucleus amongst all the managers and the staff. I think if you get the managers right you are half way there because in a way they deal with their staff, but if you have managers seeing things very, very differently and there is not a common bond, you will not see this filtering through to the rest of staff."

This was particularly important to the CEO because of the multicultural environment and organisational diversity in which the agency operates. The coaching intervention was therefore aimed at finding "a common purpose amongst the different cultures". In order to find the common purpose the CEO believed that the objective of the coaching was to help people find out who they were and how they fitted in. The understanding was that one could not change anymore beyond fifty years of age, but one had to find one's place as part of the collective working for the company as a whole.

One respondent explained that the coaching was offered to MBDA management and staff to deal with work-related things:

> "Dealing with the different stuff in the workplace, as a manager, dealing with relationships, dealing with workflow, managing your time, dealing with your mind and I mean, you know, you can't split your body and mind.
>
> I think it was personal issues, personal issues causing management to clash."

One interviewee shared that:

> "(…) the process came in and staff did not know what it is about. They heard about this X and X set up appointments with people and then he explained what he is here to do."

One interviewee felt that the coaching process was to deal with internal differences between staff:

> "The aim was for staff to look at themselves critically, their function and their role in the institution and how they relate in terms of the work aspect to other staff members as well. So right. The aim of it was to capacitate them to understand themselves better, one. Two, to understand the organisational culture, and fit into that culture, and three, to potentially reduce conflicts that may arise between individuals within the workplace."

Seeing that management and staff may not have been equally aware of the intention and objective of the management coaching, the evaluation of the perceived effectiveness would then only focus on the personal benefits that the clients experienced. One respondent said:

> "So a lot of people come through the door with a lot of personal problems: marriage, money, social, whatever. I don't think the primary purpose of management coaching is to solve that. It is to solve how the person can contribute to the company. But if you ask Guy, he in a way got involved in many, many manager's and staff personal problems. That is where one should make a very strong distinction between management coaching and psychology, trying to solve personal problems."

5.3.2 Perceptions regarding the coaching process

Internally, the coaching process was driven and managed by the chief financial officer (CFO) with the support of the human resources administrator. The CFO's motivation to drive the process was

that he personally found great value in it. Initially, the coaching was only meant for management, but it somehow evolved to include all staff. The CFO said:

> "... and it was amazing that we were able to spread it out quite far, quite wide. On not a great budget but a decent budget, I guess. I mean he was able to give value I thought. It is just that you cannot always measure that value."

One respondent, appreciating the coaching intervention, questioned whether everyone found value in it. The respondent was of the opinion that not everyone might have liked the approach of the coach.

One respondent shared that some people felt that the coaching intervention was not effective and that the coach "did annoy them". He/she felt that staff members resisted the process because it was not voluntary. Those who wanted the coaching intervention to continue felt that the CEO was still not behind it. One interviewee's perception was that the coaching intervention might have been too vague for the CEO who was described as being a doer who possibly had other priorities. However, the CEO expressed the following in my interview with him:

> "We should continue with the management coaching, but we haven't decided how and when. I think we left it a bit early. We should continue more."

One respondent said it was not easy for the agency to just continue, because continuing the coaching required a budget as well as a tender process.

The overall perception of the effectiveness of the intervention was that coaching was not cheap, but that the company had received value from it. However, concerns were raised that the coaching should have been sustained:

> "Like all things, you need to sustain it. And if you don't sustain it, you tend to lose the impact. That is my view and then I suppose I mean you have to weigh up if you are spending money on that versus prioritisation of funding."

Another respondent shared that the intention was for the coach to come back. Since this never happened it, he/she also felt that the value and momentum of the coaching intervention was lost.

Appreciation was expressed for the company having made the coaching investment in staff. The feeling was that the coaching not only touched on work life, but had benefits for one's personal life as well.

However, it was also shared that it was not always easy to find time for the coaching sessions. However, once the session started, one would start to relax.

The coaching sessions took place in the open meeting rooms, which meant that when coaching was in process it was visible for everyone:

"It was interesting. People walking past. I mean they know there is coaching going on, you know. I don't know if everyone felt comfortable necessarily. Sometimes maybe here, but as far as I remember it was mainly this one as you walk out of that glass door."

The self-reported levels of engagement varied between staff members. One person described that he/she initially resisted the process:

"It was such an enlightening experience. I was resisting it all the time. The moment I opened up to it and I saw, I feel better, look at life better. So it was like a weight was lifted off my shoulders. The coach even used to say, I used to sit like this all the time. Sometimes I still do that, I feel it and I just relax. I have learnt to breathe, to do my breathing exercises when I become overwhelmed with things and life."

According to one respondent, only a limited number of participants engaged thoroughly with the process, but by doing so received great value from it. Others only realised too late the benefits it could have for them. Some people thought they were obligated to participate. The mixed reactions could partially be attributed to the fact that the objectives of the coaching intervention were not known. One respondent described the atmosphere in the office at the time as follows:

"So there were mixed emotions. Some people that realised the benefits out of it became closer because they started sharing the experiences about what the coaching was doing for them. Those people that felt they didn't want to do it, I think, maybe they felt a bit as an outcast during that process because they could see there is a clique forming here. These people are unhappy and they felt like they were like left behind. My perception was that they felt they were left behind. So they tried to catch up. The coach was here for a certain period only. And I think there was about surely five to six of us at the time, maybe five, that got real benefit out of it, and the rest of them realised too late that there was a benefit out of this."

5.3.3   Perceived effectiveness of the coaching intervention (personal perspective)

This section deals with the perceived effectiveness of the MBDA coaching intervention. As per Ely *et al.*'s summative evaluation framework, it documents the clients' self-reported reactions, learning and change of behaviour on a personal and organisational level.

"I found it was a good feeling to say I have got a coach in the moment. He is coaching me through. It was a nice thing."

5.3.3.1 *Clients' reactions towards the coach and his approach*

This section summarises the respondents' perceptions of the coach and, in particular, how this impacted the coaching process.

The majority of respondents reacted positively towards the coach. They could relate to the coach's outlook on life, and could relate to him as a person and the coaching approach used. Clients in

particular expressed satisfaction with the variety of tools and exercises the coach used to facilitate reflections, awareness and behavioural change. This corresponded with the self-reported approach by the coach. Where a client-coach match happened, the relationship was one of trust and friendship, which allowed people to share their issues, gain awareness and effect behavioural changes.

In the instances where the coach and his approach did not match the clients' needs, resistance towards the coaching intervention prevailed. In one reported case, however, the coach managed to "influence" the client to test the journey, which resulted in a change of attitude towards coaching. In the cases where the coaching approach was perceived as too general and irrelevant for the work context, clients did not experience a personality match with the coach and struggled to relate the coaching approach back to themselves and their areas of work. This could also stem from a lack of clarity on the approach and perceived irrelevance to the area of work. In these cases, the coach and coaching relationship was regarded as a "nuisance" and did not result in any positive outcomes for the client.

No interviewees had an issue with the coach being a white, middle-aged male. One respondent said it could have been an issue that younger staff could not relate to the experiences the coach had shared when he introduced himself. Appendix L1 provides an overview of clients' reactions towards the coach and his approach.

5.3.3.2   *Personal coaching experiences resulting in learning and behavioural change*

This section deals with the self-reported learning and change in behaviour that emerged from the coaching experience.

My intention is to show the way in which personal issues evolved into learning and behaviour changes, and what the actual coaching experience was. The experience of the clients matched the self-reported approach of the coach. The coaching issues ranged from very personal issues to dealing with the personal feeling of unhappiness and not being valued, to being better equipped to deal with conflicts in the team, the daily stress load in a "volatile" environment, and realising one's purpose in life and as a company. This equipped some clients to look beyond the issue and be centred in themselves, being better equipped to deal with situations of stress and conflict.

From a leadership point of view, managers had to learn to care for their staff. Two-thirds of the respondents reported that the coaching intervention was effective. It dealt with their personal issues and empowered clients to apply mindfulness to their situation and feelings experienced. In these cases, a self-reported higher level of happiness and (job) satisfaction was mentioned.

According to feedback from the clients, many issues that were dealt with in individual coaching sessions were still perceived to be pending and needed to be addressed, such as staff members' feeling of not being valued, unfair treatment, and not being fully utilised to one's potential.

I have opted to provide detailed quotations in Appendix L2 to allow the interviewees' voices to be heard in the research assignment. To safeguard the confidentiality of the interviewees no differentiation is made between management and staff, and personal details have been omitted from the quotations where it was required. The table below (Table 5.3) provides a summary of the coaching issues, learning and behavioural changes in terms of the MBDA coaching intervention:

Table 5.3: Coaching issues, learning and behavioural change

Issues that clients raised with the coach	Self-reported learning	Self-reported change in behaviour
Being unsympathetic to people's personal problems	It is important to be sympathetic towards staff members in order to achieve a common purpose.	
No common purpose and direction	Have a common purpose	
Feeling frustrated about superior's treatment	Changing the way you think and feel about yourself and your circumstances	Change from being frustrated to taking action against the treatment experienced. Change in feeling: Feeling of strength experienced. Staying calm and reducing the intake of stress medication
Feeling of not being valued and being undermined in the company	To stay strong and don't let external factors affect oneself and work. Address issues that make one unhappy.	Feeling of happiness and job satisfaction Feelings of strength
Being caught in between personal issues of colleagues and having to perform simultaneously **How to become a bit more steady in your approach and how to deal with yourself** **How to deal with different volatile scenarios that come up every now and then** **Addressing of spontaneous issues**	Take care of myself Realising the importance of coaching to deal with the stress load experienced. Mindfulness for meditation and self-reflection	Withdrawal from getting too involved in other colleagues' interpersonal issues Think and then respond .

Being a perfectionist	Self-awareness based on enneagram of being a perfectionist and what it meant in one's life	Letting go of strict perfectionism and enjoying life
Being reluctant to participate in the coaching process, feeling that the coach is invading privacy	Seeing the benefits of the coaching process through trying it out	Participating in the coaching process
Feeling unhappy and feeling that one is not realising one's potential	To stop blaming the company for perceived unhappiness but to look at life positively Better emotional intelligence Understanding of what is important in one's life goes beyond personal issues towards making a change in somebody's life.	Change to looking at life more positively Stop blaming the company for feeling of unhappiness
	Self-awareness to separate issues at work from oneself as a person Self-awareness that people's perspectives and values may differ	
	More self-esteem, believing in oneself	Enrolled for further studies
Being patient with other people and how to talk to the next person	It is not just about oneself in a situation, be patient with others You need to work with others to resolve a situation Time management – not to leave things to the last minute	Acting with patience in private and professional life Being in a control of a situation through mindfulness Improved time management
Wanting to achieve a personal goal	Goal-setting helps to achieve	Goal-setting led to action and achieving an interim step towards achieving the bigger goal
Personal issues of concern	The benefits of talking to someone about personal concerns	
Wanting to register for studies		Registration for studies

5.3.3.3 *Personal coaching experience not resulting in learning and behavioural change*

Three out of ten people interviewed shared that they did not experience any benefits from the coaching intervention. The responses and reasons for this are documented in this section.

Two interviewees could hardly remember the coaching intervention. This was mainly attributed to the fact that it may not have been perceived as relevant to their work portfolio. This was the case for staff members who were dealing with more technical issues when working with communities:

> "I'm a person that is very much involved in technical things and community things. For me, coaching would have been better if we would have said, let's talk about challenges in the community."

For the one respondent it was just something that needed to be done, another training session.

The perceived irrelevance of their work portfolio led them to disengagement with the process. Another respondent felt that the coaching approach could not develop him/her further as a high-level of self-awareness was already in place. He/she also expressed the criticism that the coaching intervention was not effective as it did not lead to staff members doing sufficient introspection and progressing to such an extent that they could step away from their self-awareness towards knowing what this meant in terms of dealing with other people in the organisation.

Appendix L3 provides a summary of the self-reported experiences on why the coaching intervention did not have an impact on them.

5.3.4   Positive and negative reactions towards the use of the enneagram

The reaction towards the use of the enneagram varied among the respondents. Some felt that "it is a very, very good tool'", "it worked for me" and "told me the type of person I am". It was seen as a beneficial awareness tool to know one's traits and weaknesses. However, one respondent highlighted that it was not an easy tool to remember. Some said it helped them to better understand other people. For one person the enneagram simply confirmed what he/she knew about himself/herself.

One respondent felt strongly that at the time of the coaching intervention, there was a lack of staff engagement and that it was not sufficient to just know your type. The interviewee reported that he/she proposed that the coach should have a combined workshop:

> "I then personally requested him can't we have this enneagram made big, and then have a workshop? Then during this workshop place everyone where they are supposed to be on the different colour schemes with this little description. So then I can relate to you, because I'm red (…). Then it is easier for me to understand where I fit in in the broader scheme of things in relation to others."

In conclusion, the enneagram worked for the majority as a confirmation and awareness tool of who they were, and why other people reacted the way they did. I could not, however, document changes in behaviour linked to the enneagram.

5.3.5 Perceived changes in others

This section deals with what interviewees observed in terms of changes in other people. One person responded that on an individual level they could see that the managers felt more acknowledged and recognised, and knew their strengths. The intervention had increased emotional maturity, self-control and professionalism. It was felt that the coaching had achieved the objective of moving closer to a common purpose, but that there was still not a strong link within the team.

> "(…) the relations between the staff might be a little bit better, but it is far from my opinion from where it should have been having given that coaching."

One respondent felt that the coaching intervention might have resulted in dealing with personal issues, but that it did not have an impact on the way in which people were leading their staff members. It was felt that management did not sufficiently take the time to reflect as they got caught up in "their busyness".

It was not easy for respondents to make a judgement on how the coaching intervention had positively affected other people in the organisation and the performance of the company. Appendix L4 summarises the perceptions of observed changes in staff.

5.3.6 Perceived changes in organisational performance

None of the respondents was able to share a significant improvement regarding the company's performance. One respondent reported that the coaching had a positive impact on the department's ability to deal with stressful situations and to collaborate as a team. There was, however, a shared perception that on an individual level they still lacked the ability to integrate better as a team, which was one of the goals they originally aimed for. It was felt that one's awareness of a particular type resulted more in a defence mechanism than in team integration:

> "But it becomes a defence mechanism. Ach, guys, you know I'm like this. You know I stood on red, it is almost a way of stepping back."

Overall, I observed that it was difficult for respondents to comment on the perceived effectiveness and the performance of the organisation. This may have to do with the fact that the coaching intervention mainly dealt with personal issues and interrelationships and that the link to the overall company performance was not an objective at the time. Appendix L5 provides a summary of the perceptions regarding organisational performance.

5.3.7 Conclusion on perceived effectiveness

For two-thirds of the interviewees the coaching intervention was effective in addressing personal issues of concern and issues experienced at the workplace. A change in feeling and thinking and self-reported behaviour could be documented. There is still a question around sustainability, which is difficult to gage, as I had to rely on self-reports. However, based on the staff's observations of

each other, it seems that the coaching intervention did not result in a change in overall team cohesion. Where the coaching approach did not match clients' expectations, the coaching intervention was not effective. While the coaching did have benefits on individual level, benefits in dealing with team conflicts and dynamics and impact on overall organisational performance were reported still to be lacking.

5.4 IDENTIFICATION OF CURRENT COACHING NEEDS

This section deals with the identification of current coaching needs to inform possible future coaching interventions. The respondents were asked what they perceived as a need for a possible future coaching intervention and how they felt this should be done. Before presenting the findings on the coaching intervention, I feel it is important to highlight the current context of MBDA as perceived by the interviewees.

5.4.1 The current context of MBDA

As reported in Chapter 4, MBDA is a municipal entity which operates as a separate company in the local government sphere. This created a unique space in which the respondents have to operate, while also creating possible tension between delivery and political requirements. One person described the circumstances of MBDA as follows:

> "We are kind of stuck in the middle. In our position, specifically talking about the management team, we get pulled and pushed into weird spaces that are sometimes political and sometimes purely professional."

Generally, the perceptions of MBDA are positive and the staff members are proud of being associated with MBDA. The standards of the company are perceived to be high. One person said:

> "We can always turn around and look at what we have done."

The majority of the respondents subscribed to the purpose of the agency. Ensuring high-quality standards, and delivering and maintaining visible results is important to MBDA staff members. This motivates them to do their best. The staff members, however, have to navigate between service delivery and compliance, which creates an area of conflict within the organisation. The agency has performed well on compliance so far:

> "People would tell you that this company has had eight unqualified audits and two clean audits."

5.4.2 Profile and style of management

An important factor in terms of the way in which the agency operates emerged in the interviews. The management style of senior management seemed to be influenced by two factors. The first one was the older age of senior managers. Six senior managers were between 38 and 60 years of age, with an average age of 52 years. According to some interviewees, this may have an impact

on the current management style, which was partially more authoritarian. The second important factor was the difference in the organisational background of management. Some managers had a private sector background, some a public sector background, while one person had a civil society background. It appeared that this also had an impact on how managers led their different sections, which generally resulted in clashes between management styles and differences in leading staff.

Clashes in roles were perceived between the finance and administration section and development planning, because the first needs to ensure compliance while the second aims to deliver creative and innovative infrastructure to stimulate economic growth. This put the CFO in a position where he had to ensure compliance to get a clean audit, which in turn was required to acquire more funds for development interventions. The role was to protect the delivery arm of the agency so that delivery can occur within the legislative requirements.

5.4.3   Notable characteristics of MBDA people

What stood out for me as the researcher was the characteristics of the people working at MBDA. In my previous engagements, I had only met with a few senior managers but did not have an opportunity to engage with project leaders, professionals and administrators. As input for a future coaching intervention, I think it is important to highlight the present characteristics of the interviewees I engaged with. Throughout my interviews, I have observed that people were highly motivated and wanted to work for MBDA. They showed dedication and concern for their work in terms of standards and qualities and had a passion for making things happen, ultimately making a difference in people's lives. This was regardless of their job portfolio, level of education or professional experience.

Beyond motivation and dedication in their area of work, members of MBDA possessed a variety of skills, which included special technical skills, social facilitation, counselling, public participation, architecture, planning, project management and implementation, construction, maintenance, security and policing, accounting, finance, human resources and communication. In some instances, life experiences enabled staff members to deal with their work portfolio.

Staff members described each other as strong-minded, creative, innovative, intelligent, demanding and people who made things happen. In general, people had a high regard for the traits of the different team members. The managers dealing with project management and implementation were seen as the heartbeat of the organisation.

Almost all staff members are currently studying towards an additional degree in their line of work, challenging themselves and eager to learn.

The agency itself has started to profile departments and the work delivered to highlight stories of success and to acknowledge work being done:

> "If you pick up a community newspaper today, *PE Express*, the front page story is about the
> most underrated, the town rangers. They made the front page. They were so excited. I took

them outside to take a picture. For them that just elevates their happiness and job satisfaction. It is not about money, it is about recognition. We tried to find those things. Again, it is about going away from an agency which has always been associated with one person."

Before proceeding with the identified coaching needs, which are based on issues that concern staff presently, I would like to conclude this section with positive comments made by staff. Some people reported that they were happy with their work and their team and that provision has been made to address the silo mentality experienced due to the difference in functions within the agency. The company has also started to show more recognition for different areas of work. Recently, a workshop was held to align personal values with company values. Appendix M1 provides an overview of positive comments made, while Appendix M2 provides in detail perceived future coaching objectives and needs around the identified themes. Summaries are provided per theme in the sections to follow.

5.4.4   Coaching need to handle change in the agency's leadership

On an organisational level, coaching needs were expressed to better equip the agency's managers to do their jobs in the "very dicey space" in which the agency operates. In particular, reference was made to the new change in the board composition, which demanded from the agency to adapt to a new leadership style and objectives. This relates to the third concern raised in Chapter 4 (paragraph 4.4). One interviewee indicated his/her frustration of not being part of the board meetings but having to be available at all time in case he/she may be called upon.

The agency would be required to adapt to the new perspective of its leadership, changing from a more technical perspective to emphasis on socio-economic development:

Two interviewees suggested improving the strategic thinking of management to be able to balance these "push and pull forces". Strategic thinking would especially be important for MBDA to keep on differentiating itself from the city.

5.4.5   Coaching need to deal with team dynamics by aligning vision

Every respondent touched on the need to improve the effectiveness of the organisation through ensuring better team cohesion. This related to concepts such as improvement of communication, trust and dealing with perceptions of unequal treatment.

Respondents mentioned the need for coaching to assist in uniting the team to achieve the same goals. Time should be set aside for management to reflect. Three respondents felt that the different backgrounds of the managers would lead to differences in approaches to reach the same goal. However, uniting the thinking would achieve a better outcome for the agency.

Two respondents felt that team cohesion should start on senior management level, which would result in better team cohesion throughout the organisation. Three respondents saw better team

cohesion as a process that would start by creating awareness of oneself and by uniting as a team around a common purpose within a department and then in the organisation as a whole. The importance of having a vision and purpose came out strongly in the interviews. This was, however, not limited to the overall organisational vision and purpose but also referred to the alignment of vision between the individuals, the departments and the organisation.

Half of the respondents felt strongly about the need for people to know about each other's work portfolio and the inter-linkages, and the link to the agency's results. It was highlighted as a problem that departments in the agency had their own goals, which often clashed due to the different functionalities of the departments. This was especially experienced between the finance and administration department and the planning and development departments. For one respondent the solution to this would be to show team members what impact internal workflows could have in a community project.

Again, it emerged that knowing one's purpose within the organisation and aligning this purpose with the vision of the agency leads to better internal and external performance.

5.4.6   Coaching need to address unhappiness in the company

All the respondents mentioned a degree of unhappiness in terms of their work. Some respondents expressed their unhappiness directly while others described the changes they would like to see in order to achieve happiness. The issues mentioned were interrelated. One respondent said that MBDA's leadership needed to care about their staff members' well-being, emotional state of mind and physical well-being. Three respondents perceived it as unfair that departments treated their staff members differently. Some departments would grant more freedom and flexibility than others would. Two respondents felt that some staff received more work and responsibilities than others did. This led to some staff members being over-burdened and unable to focus on the actual work portfolio while others felt underutilised. One respondent sensed that if staff members would be more positively engaged this could increase their sense of belonging. This also related to the perceived lack of knowledge of and respect for each other's work portfolio. Three respondents voiced a concern that managers did not invest the time to develop their staff members, did not trust their staff and did not create room for decision-making power.

5.4.7   Coaching need to address issues of communication

One respondent proposed that informal space should be created for people to speak about issues experienced. Another person suggested that existing platforms such as the operations meeting could be used for this. This could be more effective than logging a formal complaint. One respondent felt uncomfortable about this because staff members would not show emotions and articulate their feelings, causing issues to be left hanging in the air.

One respondent proposed that communication could be used to share the company's success stories while also improving team dynamics. The experience was that people were hesitant to share their achievements while there were many stories to be told.

I observed that the majority of respondents appreciated the interviews as an opportunity to share their thoughts with me.

5.4.8   Project planning, implementation and maintenance related coaching needs

One respondent articulated a series of coaching needs that would be more relevant to the line of work in project management. These included goal setting, conflict resolution, decision-making and daily problem solving. Another respondent highlighted the importance of debriefing from experiences in the field when working with communities. For one respondent, future coaching needed to spill over to the consultant base used by the agency to ensure better public participation processes and outcomes.

5.4.9   Enable managers to adapt their management style to the growth of the organisation and its staff members

MBDA has grown from only a handful of managers to an organisation that now employs more than 30 people. The growth of the organisation has been described by senior managers as a necessity but also as an additional complexity to deal with. Two respondents felt that the growth of the organisation had changed the role of senior managers from being hands-on to letting go of tasks. It was felt that managers under pressure to deliver overlooked the need to reflect on what had to change in the leadership style to create an environment where new staff members could contribute to the organisation.

I realised that the growth of the organisation could be understood in two ways. There was growth of actual staff numbers, but also personal growth of people through experiences and through new qualifications obtained. Two-thirds of people interviewed were presently studying and obtaining additional qualifications and degrees in their line of work. Staff members shared how they have grown through these additional qualifications.

My opinion is that staff members will be expecting to use their newly acquired skills. However, the question is: How this will be made possible in an environment in which staff members currently perceive a lack of autonomy? I asked one respondent what he/she would expect from his/her manager once he/she had completed the degree. The answer was:

> "I have been using what I have learnt, making recommendations, but I don't have the power of authority to implement whatever I want to. I need to go through him. I need him to open up to that and allow me to use what I have learnt."

Lastly, four respondents felt that a new coaching intervention was definitely required because of the growth in the organisation and the new staff members who have not had the benefit of being

coached. These staff members would benefit from the creation of self-awareness and improved communication skills.

5.4.10 Perceived need to deal with the emergence of public sector mentality

Five staff members were worried about the implications of the agency developing towards a public sector entity and said that coaching needed to address issues emerging from this. Four interviewees mentioned that a staff committee had been formed to discuss, among others, higher salaries and increased benefits. Another respondent, referring to staff members requesting higher salary payments, felt that staff members would benefit from coaching as this night shift their thinking from the value of money to the value of one's purpose. Related to this was one respondent's concern that company assets were being used ineffectively.

5.4.11 Perceived need to improve management skills to increase performance

One staff member found it problematic that the agency had only achieved 40% performance in the past two years. He/she felt that management skills needed to be improved to increase the level of performance as 40% was not a good achievement.

5.4.12 Organisational support to continue with coaching

All the respondents felt that coaching would benefit the company. Various recommendations were made in terms of how future coaching should be delivered. Contrary to the viewpoints of some respondents, the CEO expressed his support to continue with coaching. For him it was important that coaching helps to make staff feel better about themselves, the company and the work that they do. When I asked the CEO what should be done differently in a follow-up coaching intervention, he said that it need not differ but that it should take the company forward through:

> "… analysing the people more and their role. We have a very strong strategic plan, which came out of a breakaway session with the board and management. It is not just about bricks and water but many soft issues. There is not a lack of clarity what needs to be done but to channel the energy towards it."

The coaching focus for the CEO would be to continue helping people to gain self-awareness so that they could know themselves better and ultimately feel more secure. Future coaching would also need to address certain issues that were secondary in the past.

5.5 PROPOSED CHANGES TO A FUTURE COACHING PROCESS AND APPROACH

Eight respondents made recommendations on how coaching could be delivered differently in the future.

One respondent suggested that before the coaching commenced, the CEO should explain to staff what the coaching intervention was all about, what his vision for the company was, what he

expected from his staff members, and what life experiences he wanted them to have. The introduction to coaching should be done as such that:

> "… they must not view it as a company thing. That they can benefit from it, because it opens them up to so much more as an individual, as a person."

Two respondents recommended that a future coaching intervention should commence with an assessment of the challenges that the company was facing. One respondent felt strongly that a coach should unpack the systemic issues of the company beyond personal matters. The assessment should be used to challenge the current setup and to create an environment of introspection on the company while also facilitating critical introspection by people beyond defending themselves. A coach should be more challenging towards the current setup.

One respondent felt strongly that coaching should be more specific. He/she said:

> "You don't get a person to coach under general. Their personal needs are different. Our line of thinking is different. Our work is different. The person needs to do an assessment. For me personally it would be based on you as an individual, what type of a person you are, secondly your team and how your team fits into the bigger company."

Three respondents recommended that MBDA introduce peer coaching using staff members who possessed the qualities to do so, which meant that MBDA would use internal potential to do coaching. This would often be overlooked.

One respondent was specific and described the qualities of three staff members who could function as peer coaches:

The human resource administrator   *She is currently busy with her MBA. She has got the skill, and the personality to be able to be a coach.*
The socio-economic project leader   *She is more than willing to provide debriefing sessions for staff that are going through any traumatic experiences. She is more than willing to do that, and that willingness shows that she has got the potential to be a potential coach as well.*
The communications and marketing manager   *I think X is one of those very young and dynamic people that understands the world of work, the world of sport, the world of social activities very well. Yes, he is not yet into the systems of government because that is what we are, but there is so much that he has got to offer.*

The respondent described the advantage of using these three people as coaches:

> "Those three in my opinion come from three different work streams, and the potential of bringing them into a domain to become a peer coach I would say is massive and if you look at them they are in the ages between 25 and 40."

The respondent highlighted the opportunity to do peer coaching in three groups of peers in the same age group, and across functional units. This should be complemented by joint group sessions with all peer groups to create an environment of shared understanding and learning.

One respondent felt that there was not necessarily a need for more coaching as the team cohesion would work well, but also proposed:

> "We do have a lady that has got a social working capacity. She is a qualified social worker. Maybe within the structure of the company itself we should find a way on how she could then be utilised to debrief us on whatever situations we deal with in the work environment, but other than that, I think the organisation structure is quite good and in terms of personal development and leader management skills we sort of rub off each other within the company."

One respondent proposed that managers should develop as coaches:

> "Coaching can take place between them and their employees and across departments. One manager can coach someone else. Maybe it is not as necessary to have an external person in. That might have a bigger impact, because, if I feel that my manager cares for my growth and my wellbeing within the company as well as outside, I might relate to them better, to my superior."

The same respondent developed the thought further and said that managers should take the time to mentor their staff members to be freed up from doing everything themselves. He/she said:

> "But now they got the staff to it, but they are still holding on to that and they are not teaching their staff through mentoring, coaching them how to do it the right way, and if they give it to them and it comes the wrong way, they just fix it themselves. They don't go back and say but listen, let's try it this way. Or do you feel happy doing it this way? What do you suggest a different way? That is what is missing."

This would require from managers to develop trust in their staff and hand over responsibilities. This would ultimately result in people feeling more valued and having a purpose in the organisation:

> "Give people responsibility for their patch by making them realise how they fit within the bigger scheme of things because I mean ultimately people want to feel valued. They want to feel that they have a purpose here. They want to feel that they are making a difference in something. So I think that is what is lacking from management. Some of them will give it to you but then they will take it away, because you taking too long, but they don't take the time to understand why you didn't do it, the reason behind it."

The majority of respondents proposed that there should be more team and group coaching sessions.

The coaching process should be rounded off collectively and at the end, a survey should be done to assess the benefits of the coaching.

CHAPTER 6
SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter includes an introduction to the context of the study, its conclusions and recommendations. It ends with pointers on future research as well as some personal reflections.

6.1   INTRODUCTION

In 2003, the Nelson Mandela Bay Metropolitan Municipality (NMBM) and the Industrial Development Corporation (IDC) jointly founded the Mandela Bay Development Agency (MBDA). The mandate was to regenerate the central business district of the Nelson Mandela Bay on behalf of NMBM (MBDA, 2014: 22). Since 2007, the agency's mandate expanded to include urban renewal in township areas, the beachfront, the Nelson Mandela Bay Stadium precinct and Uitenhage, urban management in the upgraded areas as well as the Helenvale Urban Renewal Programme (MBDA, 2014: 16). Continuous expansion of MBDA's mandate has put pressure on the agency, financially and in terms of human resources (MBDA, 2013: 13). In addition, the agency has to balance legislative and regulatory compliance with delivering innovative and creative urban development solutions stimulating economic growth in a multi-stakeholder environment. This requires leadership on managerial and operational level to cope with these complexities.

At present, there is no tailor-made leadership support programme or tailor-made coaching intervention for development agencies in South Africa. Having experienced the complex environment of a development agency myself, my intention was to undertake research on the way in which coaching could assist leaders and managers to deal with these pressures. I chose to approach MBDA as it was a respected agency. Then I found that in 2012 the agency had appointed a change agent who was also trained as a professional coach to assist staff in dealing with the changes and to address team conflicts. The change intervention organically evolved into a nine-month coaching intervention that was offered equally to all managers and staff members.

In agreement with the CEO, this research assignment focused on evaluating the effectiveness of the previous coaching intervention. It also included the identification of future coaching needs to be able to recommend an updated coaching intervention to provide a work environment for productive and happy people who are able to deliver on the agency's mandate. This was expressed in the main aim of this research assignment, namely to recommend a coaching intervention for the Mandela Bay Development Agency that was most suitable to assist the agency's staff members to deal with the different levels of complexities and constant changes during the administration, planning and implementation of urban renewal interventions in various settings.

The research objectives were as follows:

- To assess the perceived effectiveness of the integral coaching intervention provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal;

- To identify the current coaching needs of MBDA's staff members; and

- To recommend an updated coaching intervention for MBDA's staff members.

The conclusions reached in respect of the coaching objectives are presented in this chapter.

6.2   SUMMARY OF MAIN FINDINGS

This study could only to a limited extent evaluate the overall organisational effectiveness of the previous coaching intervention. I was reliant on the self-reported perceptions in semi-structured interviews that involved MBDA staff members and the coach. I captured the way in which they perceived the coaching intervention, whether it was effective for them, and what changes they had observed within the team and the company at large, as well as what coaching needs they had going forward. I can conclude that the coaching intervention was perceived as effective by two-thirds of interviewees. A change in feeling, thinking and self-reported behaviour could be documented. Where the coaching approach did not match clients' expectations or was perceived as irrelevant for their line of work, the coaching intervention was not effective.

Using the observations staff members made about each other, it seemed that the coaching did not result in improving team cohesion. While the coaching did show benefits on an individual level, benefits in dealing with team conflicts and dynamics and impact on overall organisational performance were still lacking. The next sections will confirm this finding.

6.2.1   What characteristics did the coaching intervention have that made it effective/ineffective?

This section compares the coaching intervention to coaching success factors as described in section 2.7.

6.2.1.1   Business or life coaching?

The coaching process evolved organically out of a change intervention. There was no formal contracting between the coach and MBDA stating organisational coaching outcomes. There were no defined organisational outcomes that could have been used to assess whether the coaching intervention was indeed beneficial for MBDA. It could be argued that the coaching intervention was not business and executive coaching as per the definition, but rather a life coaching service offered to management and staff. The coach's interest was the individual, hoping that the company would also benefit.

6.2.1.2 Organisational support and objectives of the coaching intervention

The coaching intervention was internally managed by the chief financial officer (CFO) and his team. Respondents felt that there was no visible and continuous leadership support for the coaching intervention by the CEO. He was perceived to be ambivalent about the process. This may have added to the fact that no jointly defined coaching objectives had been formulated and contractually documented. The focus of the coach was on working with the individual's self-awareness to achieve a higher level of social skills that would assist in emotional self-regulation in times of change. However, the CEO and staff members also expected that the coaching would assist them in developing a common understanding and purpose among staff members, providing them with knowledge about how they fitted into the organisational culture, as well as with ways to deal with conflict among themselves. This was not achieved.

6.1.2.3 The quality of the coaching process

Although the coaching did not follow a structured process from contracting to evaluation on an organisational level, individual coaching agreements and sessions seemed to have followed good principles of coaching. The coaching process of MBDA was tailor-made to personal needs. The organisation did not interfere in the individual coaching engagements. Instead, clients were allowed to set their own personal goals, which resulted in perceived satisfaction with the coaching process. However, there were no individual development plans. Instead, some of the coaching sessions dealt with spontaneous issues that emerged on an *ad hoc* basis. This allowed for flexibility, but did not seem to identify and address underlying causes such as changing management style. This could have better equipped the agency to deal with complexities.

The service was offered to everyone and the number of sessions depended on the coaching issues and the personal level of engagement of the coaching clients. However, the process did not allow for a pre-screening of client characteristics to determine suitability for the coaching process. It also did not include a needs assessment to determine who would benefit the most.

6.2.1.4 One coach for all

It can be questioned whether the use of one coach for all 24 staff members was effective. Even though the coach was adequately trained to deal with various issues and personalities and to avoid being drawn into conflictive issues between clients, it did not allow for clients to select a coach of personal preference. MBDA has a very diverse staff composition in terms of cultural backgrounds, personal profiles and experiences. This is further complicated by the differences in their functional roles. Some of the interviewees indicated reservations regarding the suitability of the coach and, therefore, did not fully participate in the process.

6.2.1.5   Achieved outcomes on an individual level

Where the coaching intervention was effective, it included dealing with personal issues, feelings of unhappiness, not being valued, the need to resist being drawn into conflicts between team members, the daily stress load in a "volatile" environment and appreciating one's purpose and role in the company.

I deduced from the clients' self-reports that they were now able to tap into internal and external resources to regenerate themselves. Through applying mindfulness practices, they acquired the competency to look more positively at themselves, tap into themselves for happiness, value their strengths and be more content in the organisation and resilient to deal with stress and previously felt unhappiness. They obtained the skill to auto-correct their thinking and behaviour without the coach. From a leadership point of view, senior management learnt that the performance of staff members required caring for your staff and that coaching was indeed a valuable medium to assist managers and staff to deal with organisational complexities.

6.2.1.6   Coaching did not work for some staff members

For staff members who were more involved in technical project implementation and maintenance, the coaching appeared to be irrelevant in terms of their work context. It was communicated that coaching that was customised to deal with the experiences with communities "on the ground" would have been more beneficial.

6.2.1.7   The use of the enneagram

Using the integrative enneagram as an assessment tool for personality types in the agency assisted the coach to identify issues of strain and concern among staff members. The coach could easily identify where a person expressed himself/herself in the three centres of intelligence. Most coaching clients also perceived it as a good awareness tool to know where one stood in relation to others. It was, however, difficult to document changes in behaviour directly linked to the use of the enneagram. The generic use of the enneagram for all staff members may not have considered differences in demographics, culture, socio-economical background and organisational role, while this was one of the learning experiences mentioned by the coach. Some of the interviewees indicated reservations about the perceived general approach used by the coach.

6.2.1.8   Perceived changes in others and the organisation

When respondents were asked what changes they had observed in their colleagues, they mentioned increased self-control, maturity, professionalism and knowing one's strengths. One respondent said that the coaching helped to clarify the common purpose, which was to know what it meant to do urban renewal. Other respondents, however, highlighted that the coaching was good while it lasted, but that it was not sustained. The feeling was that although relations between staff members should have improved after the coaching, no visible changes could be seen. It was felt that management had not taken the time to adapt their leadership styles after the coaching.

On an organisational level, none of the respondents were able to share a significant improvement regarding the company's performance. Instead, one respondent voiced his/her concern about the actual low level of performance of MBDA. The figures in the MBDA annual report correspond with this statement as the performance rate is currently at 40% and has decreased since the coaching had taken place. Again, it confirms the conclusion that the coaching intervention at the time was not delivered to improve the performance of the company. Instead, the individual was put at the centre of attention. However, one respondent reported that the coaching had a positive impact on the department's ability to deal with stressful situations and to collaborate as a team.

This conclusion is supported by the fact that the coach did not apply an environmental scan of the organisation. This could have enabled the coach to link the individual's role to the organisational system.

6.3   PERCEIVED COACHING NEEDS

The following section concludes on the perceived future coaching needs.

6.3.1   To equip the agency to navigate through changes in leadership

There is a need to better equip managers to deal with the "dicey space" in which the agency operates. Managers had to adapt to the new perspectives of its leadership (board of directors), changing from a technical perspective to bigger emphasis on socio-economic development. This required more strategic thinking for management to be able to balance the "push and pull forces".

6.3.2   To improve the team dynamics for organisational effectiveness

The effectiveness of the organisation can be improved through better team cohesion. People voiced their concerns about the silo mentality in the organisation and how this affected the workflow. Issues to be addressed among individuals and departments are trust and perceived unequal treatment. Differences with regard to vision, approach and cooperation among senior management should first be addressed, and then filtered down to the entire staff. This should be done through a process that starts with knowing oneself, knowing oneself in relation to the team, and then in relation to the organisation as a whole. The importance of having a common purpose and vision in all this was emphasised. This is in line with Kahn's (2014) concept of coaching on the axis, as described in section 2.5.2.1.

6.3.3   To address currently perceived unhappiness

Respondents described that at present there was a high level of unhappiness in the organisation. Staff members felt that they were being treated unfairly, were not being valued and cared for, and were not being given sufficient autonomy in their areas of work. The issues raised by respondents are in line with the work of David Rock (2008), as mentioned in section 2.4.3. It was also highlighted that management needed to show appreciation for work done and to reward this. Respondents also mentioned the need for all staff members to know what the different sections of

the company were doing in order to work together and, more importantly, to be more respectful of each other's work.

6.3.4 To improve issues of communication

The respondents felt that communication could be used more effectively to address areas of concern and issues raised. Concerns did not always have to be addressed via formal channels of communication within MBDA. However, the company could start to communicate more openly and informally when an issue was experienced. Communication was also mentioned as a means to highlight areas of success and to profile the work of others, a concern raised in the previous section.

6.3.5 To improve project planning, implementation and maintenance

A range of coaching needs was identified in terms of project management teams. These included goal setting, conflict resolution, decision-making and daily problem solving. Debriefings from experiences acquired in the field when working with communities should be offered. This capability should be available in-house. Coaching should be expanded to include consultants, especially when dealing with public participation.

6.3.6 To adapt to the growth of the organisation and its staff members

MBDA has grown from only a handful of managers to an organisation that now employs more than 30 people. This has changed the role of senior managers from working hands-on to needing to delegate. It was felt that managers under the pressure to deliver did not reflect on what needed to change in their leadership style to create an environment where new staff members could contribute to the organisation. Managers should appreciate the continuing technical improvement of staff through studies and should recognise this by assigning greater responsibilities and functions to such staff members.

6.3.7 Increased clarity on coaching focus

All the respondents felt that coaching would benefit the company going forward. The CEO expressed his support to continue with the coaching. He saw coaching as a medium to assist leaders to better deal with a complex and multicultural environment. He emphasised that in particular coaching would be needed during the month of September when the agency relocated to new offices. He emphasised that there was not a lack of clarity about what needed to be done. Recently, a "strong" strategic plan was put in place. Now the energy should be channelled towards implementing the plan and focusing on things that may have been secondary in the past.

The CEO stressed that management coaching needed to achieve the objective of staff members feeling better about themselves, the company and the work they do.

6.3.8 The need to consider other forms of coaching

It was suggested that peer coaching should be used to create an environment of shared learning and learning among peers. Three staff members from different portfolios, with different experiences and from different age groups could lead this process. Lastly, it was emphasised that managers should be coached to adopt a management and leadership style that would be delivered in the form of coaching. This could reduce the need for external coaching. Lastly, suggestions were made for managers to take time to mentor their staff, which would eventually lead to freeing up time for management.

6.4 CONCLUSION

The coaching intervention provided to MBDA assisted individual staff members in being better prepared for issues experienced in their personal and work life. The intervention, however, did not assist the departments and divisions of MBDA in working together as a coherent team. The coaching intervention did not improve the agency's resilience to deal with external and internal complexities. A coaching intervention achieving team cohesion and increasing staff members' happiness would make the company much better equipped to navigate through the various complexities it is faced with. External coaching may not be sufficient. Therefore, managers need to be coached to lead their staff members in a way that they feel responsible, valued and appreciated and see their individual contributions in terms of the bigger whole. This will require an integrated perspective between the individuals, the agency's system as well as complementary forms of coaching and mentoring.

6.5 RECOMMENDATIONS

One of the study objectives was to recommend an updated coaching intervention for MBDA's staff members. The aim was to identify a future coaching intervention that would be suitable to assist the agency's staff in dealing with the different levels of complexities and constant changes experienced during administration, planning and implementation of urban renewal interventions in the town centres and township areas. MBDA can only deliver its interventions successfully if strong linkages and workflows exist between all the departments of the agency. The following recommendations will give MBDA options on how coaching could best be applied and what could be done to introduce a coaching culture in the organisation beyond appointing one single coach.

6.5.1 Recommendations for a business coaching intervention

The following recommendations refer to amendments to a future business coaching intervention.

6.5.1.1 Aspects to be considered for selecting a coaching service provider

A coaching service provider should have relevant professional training in coaching, and in particular team coaching sessions. The coach should understand the domain of a municipal

agency and what types of pressure it puts on the agency and its staff members. A coach should be familiar with the South African context as described by Carim and Shackelton (2006) in section 2.3.

6.5.1.2 Better understand the environmental dimension of MBDA and how it impacts on the various roles within the company

For any business coaching to be successful at MBDA, it is important to apply a systems perspective, as recommended by Kahn (2014) and expressed in the "Coaching on the Axis Tree". It is recommended that in preparation for a new coaching intervention, a coach or a team of coaches undertakes to understand the contextual detail of MBDA, being a private entity in a public domain. In doing so, it is equally important for a coach/team of coaches to understand what is going on below the surface of the company – such as departmental power relations, unwritten rules, job satisfaction, personalities and egos, trust, relationships, energy, motivation and inspiration (Kahn, 2014: 64).

6.5.1.3 Visible leadership support for coaching

Any future coaching engagement will require a formal introduction of the coaching process to all staff members. The agency's leadership needs to share personal and company-related expectations on what is intended to be achieved and why coaching was chosen as a medium for personal and professional growth. This can now include a sharing of personal experiences by MBDA leadership through taking part in the previous coaching intervention. Sharing the purpose and potential outcomes of coaching should also include why coaching would be suitable for project delivery as it touches on characteristics of project managers that have previously been overlooked (Lloyd-Walker & Walker, 2011: 386). The importance of self-awareness, self-regulation, social and self-consciousness and relationship management (Obradovic *et al.,* 2012: 281) to complement skills and qualifications, which are already taken care of by MBDA, should also be shared.

6.5.1.4 Clarification and common understanding of coaching objectives

Linked to the above is the need for MBDA leadership, in consultation with its staff members, to clearly express what overall coaching objectives it wants to achieve. The following should be formulated: the main issues that need to be addressed by when and whom in order to improve the company's performance towards achieving its goals, implementing its new strategic plan and being better equipped to navigate through external and internal complexities. Coaching goals may be stipulated per department, but need to work towards an overall organisational goal to overcome departmental divisions.

6.5.1.5 Better understanding the individual dimensions of MBDA staff members

A coach/team of coaches need to fully understand a client's personal context. Here, it may not be sufficient to apply a personality type assessment, but rather to really understand each client's individual story in terms of that client's background, roots, age, history, culture, gender, professional experience and current role within the agency.

6.5.1.6 Structured coaching process and coaching approach

In the case of individual coaching, an assessment of required competencies should be done together with the coaching client. Also, individual development plans should be formulated and tri-party contracting should be done to ensure that MBDA as an organisation benefits from the coaching intervention. Where applicable, feedback may be sought on progress on an individual, team cohesion and company level. It should be considered that goal setting is not static and that goals will need to be adapted as the coaching progresses. At the completion of a coaching intervention, MBDA should evaluate the effectiveness of the coaching intervention.

The inclusion of the agency's strategic leadership – such as the metropolitan municipality's management and board of directors – in the coaching process should be considered to ensure alignment in vision and purpose as well as an understanding of challenges.

6.5.1.7 Developing integral leaders

A priority for coaching should be to further develop MBDA's managers as integral leaders. The first round of coaching laid a foundation. Integral leaders could be sensitised to consistently recognise and manage mental and emotional states such as focus, concentration, self-confidence, creativity, mindfulness, clarity, charisma, reflectiveness, intensity, relaxation and recovery (Thomas, 2011a: 3). They develop "specific capacities" necessary to perform successfully in different circumstances, including cognition (including strategic thinking), emotional intelligence (self-awareness, social awareness and interpersonal acumen) and moral development. All of these are required to lead by example, especially when referring to team cohesion on management level.

This will also assist management in reflecting on what needs to change in MBDA's management style to increase happiness, motivation and work performance and to draw upon the findings of servant leadership as described in Chapter 2. Increasing leaders' mindfulness will assist MBDA's management and staff members to be more effective in a complex, volatile, unpredictable and diverse environment like that of MBDA. It will assist leaders in developing a higher level of consciousness about themselves, others and the circumstances experienced. This may lead to a different approach to management in the future, adopting a manager as a coach approach and an environment in which people can show up as a whole person, with feelings and spirit and not just the professional side, as described by Laloux (2014: Location 1313) and Van Dierendonck (2011: 1247).

6.5.2   Peer coaching for shared learning

The proposed staff members could be trained as peer coaches. They could work with MBDA staff members of relatively equal status on shared learning, complexities experienced and workplace situations. This could also facilitate learning among people in the same age groups. This could be a more cost-effective approach and simultaneously appreciate the use of existing in-house potential. This would also increase staff members' relatedness and recognition.

6.5.3   Mentoring to complement coaching

Coaching may not be sufficient in all work portfolios. However, a mixed approach of in-house and external mentoring can be considered to increase competencies that require more technical skills.

6.5.4   Life coaching as a personal assistance programme

Individual life coaching could be considered as an additional staff development tool or as part of a personal assistance programme. It could be offered to staff on the same level as other further professional training and qualifications.

6.6   FURTHER RESEARCH

Ideas for future research that will enhance the body of knowledge around coaching for MBDA include the following:

1. **Evaluating the coaching intervention**: A limitation of the study was my reliance on staff perceptions when evaluating the coaching intervention. Should a future coaching intervention be implemented, it is advisable to do pre-coaching and post-coaching assessments on areas where changes are to be made. This will allow a better application of the integrated coaching evaluation framework beyond working with personal perceptions.

2. **Peer coaching**: Work towards applying a peer coaching model in a small organisational context such as MBDA; even more so in view of the fact that the agency has in-house potential at its disposal.

3. **Team coaching**: Investigate a team coaching model for MBDA since the agency is reliant on the various departments to integrate in its workflow.

4. **Business and executive coaching**: Offer business and executive coaching to MBDA's direct employees, but also investigate how coaching could be applied to the board of directors and political leadership of the agency.

5. **Need-specific coaching**: It is recommended to develop an integrated coaching model for MBDA that is tailor-made to the South African context to see how various forms of coaching and mentoring could be packaged to provide leadership development support. This model should in particular draw upon the constructs of integral and servant leadership. For municipal agencies in particular a coaching approach that is cost-effective and specific to the circumstances is required.

6.7   SUMMARY

This chapter summarised the main findings of this research study. It concluded that the coaching intervention delivered to MBDA was to some extent effective for some individuals, but did not address the team dynamics that necessitated the coaching intervention at the time. The semi-structured interviews with staff members revealed various coaching needs on organisational and

individual level, which, if addressed through various forms of coaching, could increase the agency's ability to deal with the internal and external complexities experienced.

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APPENDIX A:

Current issues of economic development agencies

- Lack of engagement with the private sector – especially chambers of commerce and industry in the areas in which development agencies operate

- Political interference in the functioning and operation of development agencies – tensions within the parent municipality as to where the priorities lie

- Lack of trust and lack of operational independence outside the realm of municipal policy and procedure

- Lack of staff and resource constraints within agencies – in certain instances agencies still do not have CEOs or have had a number of CEOs in so many years (On average the development agencies that took part in this research had four staff members).

- Financial uncertainty and viability leads to staff uncertainty about their future and their packages as opposed to full-time government employees who benefit from pension, medical aid, etc. This impacts directly and indirectly on staff retention.

- Size of geographic area that the agency has to cover means that whatever impact they have will be offset by the socio-economic needs and requirements of the entire area.

- Administrative and functional issues relating to project funding, internal staff retention and micro-management by the board

- Red-tape and bureaucracy from local, district and provincial government department between the time of the announcement of an economic development intervention and the actual implementation of the project – this leads to a loss of confidence in the development agency by the intended beneficiaries. This leads to a lack of cooperation and support from stakeholders when later economic opportunities are identified.

- Transferring of control of projects to local or district municipality or community-based organisations after which the project collapses or fails

- Municipal regulations impacting on agency implementation and the inability/unwillingness to negotiate around economic development priorities e.g. town planning regulations

- Professional jealousy between municipal departments e.g. LED Units, and the agency in terms of delivery which in turn impacts on support for the agency

- Too many role-players with their own agendas and development outcomes in the development arena e.g. local municipality, district municipality, provincial government, NGOs, CBOs, etc.

- Too much emphasis on public sector initiatives and not enough attention being paid to private sector development initiatives.

- Potential conflict between district and local municipalities competing for development priority – district-led development agencies have to work closely with local municipalities. In

some instances local municipalities feel side-lined as the focus of the development agency is biased towards stronger local municipalities. As such local municipalities then feel the need to have their own local development agency to achieve their own development goals.

- Contrary to the conflict between district and local municipalities is a situation where cooperation is stronger in the poorer municipalities as the agencies use funding as a "carrot" to encourage cooperation. In these instances stronger municipalities are being side-lined as they seem overly confident and feel that they don't need help from development agencies. Here the indication is that the district itself feels threatened or challenged by strong local municipalities and, as such, intentionally side-lines them as an act of professional jealousy.

- Due to political insecurity and, very often, the need for recognition, municipalities will opt for smaller, easier projects in order to be seen as effecting change, proving progress and maintaining support. This move away from larger, catalytic projects, which is primarily politically driven, is detrimental to the overall developmental prospects of the selected area" (Lawrie Shaw Consulting, 2012: 44).

APPENDIX B:

Stages of leadership development

Level of Self Development	Subjective Self-Understanding	Leadership Strengths	Leadership Weaknesses
1) Impulsive	"I" am my impulses (like a very young child) and unable to take the perspective of others	None	Leaders not found at this level of development
2) Egocentric	"I" am my needs and desires -able to manage my impulses and to take the perspective of others, but motivated solely by my own needs and desires	Aggressive, "can do" personality	Destructive to teamwork and initiative ("my way or the highway")
3) Interpersonal	"I" am defined by my relationships and social roles – what is "right" is defined by rules, regulations and proper authority (chain of command)	Strong team player and supporter of organizational vision	Independent thinking, mediating competing relationship demands, e.g., boss, family, subordinates
4) Autonomous	"I" create my own identity, inclusive of but not defined by my roles, relationships and the expectations of others	Better able to take independent action and mediate competing relationship demands, e.g., boss, subordinates	Rigid self-identity that is associated with current success and threatened by fundamental change
5) Integral	"I" am a continually evolving person who is *aware* of development in myself and others; "I" have a flexible sense of identity that embraces complexity and paradox on a personal level (not just intellectually) but nevertheless has clear values and boundaries	More adaptive to fundamental change without threat to personal identity; better able to support the self-development of others, and understand oneself in a multi-paradigmatic way	Flexible self-identity may be confusing or threatening to subordinates; might push others to grow before they are ready

APPENDIX C: David Rock's SCARF model unpacked

- **The importance of status:** Processing of social rank information (Zink, 2008: 232); formulating expectation's in line with one's rank (Chiao, 2003: B51); physical pain caused through loss of status (Eisenberger & Lieberman, 2009: 890); positive influence through recognition and acknowledgement (Izuma, Saito & Sadato, 2008: 284); possible status threads through performance reviews and feedback (Rock, 2008: 4).

- **The need for certainty**: clear communication, strategies and plans, well managed change and clarification of expectations enables humans to predict the future and increase certainty (Rock, 2008: 5).

- **Autonomy as the perceived control over the environment and oneself:** Perceived control can decrease stress levels (Mineka & Henderson, 1985: 498); limited micro-management increases autonomy and good systems and policies create an environment for independent decisions without consistently having to consult the leader (Rock, 2008: 5).

- **Relatedness**: Feeling safe as part of a social group through the sense of belonging through one's perceptions (Carter & Pelphrey, 2008: 152); perceiving of negative emotions as a threat response (Carter & Pelphrey, 2008: 161); increased cooperation through the level of empathy felt (Singer et al., 2006: 467); negative impact of loneliness one one's health (Luo, 2012: 912); release of oxytocin through social interactions leading to health benefits and antistress effects (Norman *et al.*, 2012: 18); the importance of social interaction at work (Rock, 2008: 6).

- **The human need for fairness**: Fair offers impact on higher happiness ratings (Tabibnia & Liebermann, 2007: 91); higher employees' performance through fair treatment and good collaboration (Tabibnia & Liebermann, 2007: 97).

APPENDIX D1: Critical success factors for one-on-one coaching

Qualification of the coach	More important than the actual qualification of the coach if the coaches competence to form a trustful and respectful relationship with the client (Schmidt & Keil, 2004: 243).
Institutional environment	The extent to which the employer is open towards coaching (Schmidt & Keil, 2004: 244). It has been found however that this does not have a significant influence on the success of coaching.
Cooperation between coach and coachee	The relationship between coach and coachee is based on equal grounds, good communication, reflections, the willingness of the coach to allow the client to participate and the willingness of the client to be open and to take responsibility (Schmidt & Keil, 2004: 244).
	The handling of the triparty contract arrangements (coach-coachee-organisation), methods and approaches.
Involvement of the coach	The motivation and interest of the coach to work with the client and mutual trust.
Coaching setting	From the perspective of the client: motivation, time investment, willingness to allow emotions, creativity and allowing proximity in the relationship.
Diversity of coaching methods	Repertoire of the coach and Abwechslungsreichtum der Struktur des Coachings
Autonomy of the client	The relationship between the coach and coachee leads to reflections within the client, which helps the client to help him or herself.
Assessment of the issue / status quo	Analysis of the current situation of the client in the work context. The role of the coach being to assist the client to take on new perspectives on current issues.

APPENDIX D2: ICF core coaching competencies

A. Setting the foundation

1. Meeting ethical guidelines and professional standards

2. Establishing the coaching agreement

B. Co-creating the relationship

3. Establishing trust and intimacy with the client

4. Coaching presence

C. Communicating effectively

5. Active listening

6. Powerful questioning

7. Direct communication

D. Facilitating learning and results

8. Creating awareness

9. Designing actions

10. Planning and goal setting

11. Managing progress and accountability

A. SETTING THE FOUNDATION

1. Meeting ethical guidelines and professional standards – Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.

1. Understands and exhibits in own behaviours: ICF Code of Ethics (see Code, Part III of ICF Code of Ethics).

2. Understands and follows all ICF Ethical Guidelines (see list).

3. Clearly communicates the distinctions between coaching, consulting, psychotherapy and other support professions.

4. Refers client to another support professional as needed, knowing when this is needed and the available resources.

2. Establishing the coaching agreement – Ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new client about the coaching process and relationship.

1. Understands and effectively discusses with the client the guidelines and specific parameters of the coaching relationship (e.g. logistics, fees, scheduling, inclusion of others if appropriate).

2. Reaches agreement about what is appropriate in the relationship and what is not, what is and is not being offered, and about the client's and coach's responsibilities.

3. Determines whether there is an effective match between his/her coaching method and the needs of the prospective client.

B. CO-CREATING THE RELATIONSHIP

3. Establishing trust and intimacy with the client – Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.

1. Shows genuine concern for the client's welfare and future.

2. Continuously demonstrates personal integrity, honesty and sincerity.

3. Establishes clear agreements and keeps promises.

4. Demonstrates respect for client's perceptions, learning style, personal being.

5. Provides ongoing support for and champions new behaviours and actions, including those involving risk taking and fear of failure.

6. Asks permission to coach client in sensitive, new areas.

4. Coaching presence – Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.

1. Is present and flexible during the coaching process, dancing in the moment.

2. Accesses own intuition and trusts one's inner knowing – "goes with the gut".

3. Is open to not knowing and takes risks.

4. Sees many ways to work with the client and chooses in the moment what is most effective.

5. Uses humour effectively to create lightness and energy.

6. Confidently shifts perspectives and experiments with new possibilities for own action.

7. Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client's emotions.

C. COMMUNICATING EFFECTIVELY

5. Active listening – Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression.

1. Attends to the client and the client's agenda and not to the coach's agenda for the client.

2. Hears the client's concerns, goals, values and beliefs about what is and is not possible.

3. Distinguishes between the words, the tone of voice, and the body language.

4. Summarises, paraphrases, reiterates, and mirrors back what client has said to ensure clarity and understanding.

5. Encourages, accepts, explores and reinforces the client's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.

6. Integrates and builds on client's ideas and suggestions.

7. "Bottom-lines" or understands the essence of the client's communication and helps the client get there rather than engaging in long, descriptive stories.

8. Allows the client to vent or "clear" the situation without judgment or attachment in order to move on to next steps.

6. Powerful questioning – Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.

1. Asks questions that reflect active listening and an understanding of the client's perspective.

2. Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions).

3. Asks open-ended questions that create greater clarity, possibility or new learning.

4. Asks questions that move the client toward what they desire, not questions that ask for the client to justify or look backward.

7. Direct communication – Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.

1. Is clear, articulate and direct in sharing and providing feedback.

2. Reframes and articulates to help the client understand from another perspective what he/she wants or is uncertain about.

3. Clearly states coaching objectives, meeting agenda, and purpose of techniques or exercises.

4. Uses language appropriate and respectful to the client (e.g., non-sexist, non-racist, non-technical, non-jargon).

5. Uses metaphor and analogy to help to illustrate a point or paint a verbal picture.

D. FACILITATING LEARNING AND RESULTS

8. Creating awareness – Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.

1. Goes beyond what is said in assessing client's concerns, not getting hooked by the client's description.

2. Invokes inquiry for greater understanding, awareness, and clarity.

3. Identifies for the client his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.

4. Helps clients to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.

5. Communicates broader perspectives to clients and inspires commitment to shift their viewpoints and find new possibilities for action.

6. Helps clients to see the different, interrelated factors that affect them and their behaviours (e.g., thoughts, emotions, body, and background).

7. Expresses insights to clients in ways that are useful and meaningful for the client.

8. Identifies major strengths vs. major areas for learning and growth, and what is most important to address during coaching.

9. Asks the client to distinguish between trivial and significant issues, situational vs. recurring behaviours, when detecting a separation between what is being stated and what is being done.

9. Designing actions – Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.

1. Brainstorms and assists the client to define actions that will enable the client to demonstrate, practice, and deepen new learning.

2. Helps the client to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals.

3. Engages the client to explore alternative ideas and solutions, to evaluate options, and to make related decisions.

4. Promotes active experimentation and self-discovery, where the client applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.

5. Celebrates client successes and capabilities for future growth.

6. Challenges client's assumptions and perspectives to provoke new ideas and find new possibilities for action.

7. Advocates or brings forward points of view that are aligned with client goals and, without attachment, engages the client to consider them.

8. Helps the client "Do It Now" during the coaching session, providing immediate support.

9. Encourages stretches and challenges but also a comfortable pace of learning.

10. Planning and goal setting – Ability to develop and maintain an effective coaching plan with the client.

1. Consolidates collected information and establishes a coaching plan and development goals with the client that address concerns and major areas for learning and development.

2. Creates a plan with results that are attainable, measurable, specific, and have target dates.

3. Makes plan adjustments as warranted by the coaching process and by changes in the situation.

4. Helps the client identify and access different resources for learning (e.g., books, other professionals).

5. Identifies and targets early successes that are important to the client.

11. Managing progress and accountability – Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

1. Clearly requests of the client actions that will move the client toward his/her stated goals.

2. Demonstrates follow-through by asking the client about those actions that the client committed to during the previous session(s).

3. Acknowledges the client for what they have done, not done, learned or become aware of since the previous coaching session(s).

4. Effectively prepares, organizes, and reviews with client information obtained during sessions.

5. Keeps the client on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s).

6. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions.

7. Is able to move back and forth between the big picture of where the client is heading, setting a context for what is being discussed and where the client wishes to go.

8. Promotes client's self-discipline and holds the client accountable for what they say they are going to do, for the results of an intended action, or for a specific plan with related time frames.

9. Develops the client's ability to make decisions, address key concerns, and develop himself/herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences).

10. Positively confronts the client with the fact that he/she did not take agreed-upon actions.

Source: International Coaching Federation 2015a:
http://coachfederation.org/credential/landing.cfm?ItemNumber=2206

Appendix D3: ICF Code of Ethics

ICF Code of Ethics Preamble: ICF is committed to maintaining and promoting excellence in coaching. Therefore, ICF expects all members and credentialed coaches (coaches, coach mentors, coaching supervisors, coach trainers or students), to adhere to the elements and principles of ethical conduct: to be competent and integrate ICF Core Competencies effectively in their work. In line with the ICF core values and ICF definition of coaching, the Code of Ethics is designed to provide appropriate guidelines, accountability and enforceable standards of conduct for all ICF Members and ICF Credential-holders, who commit to abiding by the following ICF Code of Ethics:

Part One: Definitions

- **Coaching**: Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.

- **ICF Coach**: An ICF coach agrees to practice the ICF Core Competencies and pledges accountability to the ICF Code of Ethics.

- **Professional Coaching Relationship:** A professional coaching relationship exists when coaching includes an agreement (including contracts) that defines the responsibilities of each party.

- **Roles in the Coaching Relationship:** In order to clarify roles in the coaching relationship it is often necessary to distinguish between the client and the sponsor. In most cases, the client and sponsor are the same person and are therefore jointly referred to as the client. For purposes of identification, however, the ICF defines these roles as follows:

- **Client:** The "Client/Coachee is the person(s) being coached.

- **Sponsor:** The "sponsor" is the entity (including its representatives) paying for and/or arranging for coaching services to be provided. In all cases, coaching engagement agreements should clearly establish the rights, roles and responsibilities for both the client and sponsor if the client and sponsor are different people.

- **Student:** The "student" is someone enrolled in a coach training program or working with a coaching supervisor or coach mentor in order to learn the coaching process or enhance and develop their coaching skills.

- **Conflict of Interest:** A situation in which a coach has a private or personal interest sufficient to appear to influence the objective of his or her official duties as a coach and a professional.

Part Two: The ICF Standards of Ethical Conduct

Section 1: Professional Conduct at Large:

As a coach, I:

1. Conduct myself in accordance with the ICF Code of Ethics in all interactions, including coach training, coach mentoring and coach supervisory activities.

2. Commit to take the appropriate action with the coach, trainer, or coach mentor and/or will contact ICF to address any ethics violation or possible breach as soon as I become aware, whether it involves me or others.

3. Communicate and create awareness in others, including organizations, employees, sponsors, coaches and others, who might need to be informed of the responsibilities established by this Code.

4. Refrain from unlawful discrimination in occupational activities, including age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability.

5. Make verbal and written statements that are true and accurate about what I offer as a coach, the coaching profession or ICF.

6. Accurately identify my coaching qualifications, expertise, experience, training, certifications and ICF Credentials.

7. Recognize and honor the efforts and contributions of others and only claim ownership of my own material. I understand that violating this standard may leave me subject to legal remedy by a third party.

8. Strive at all times to recognize my personal issues that may impair, conflict with or interfere with my coaching performance or my professional coaching relationships. I will promptly seek the relevant professional assistance and determine the action to be taken, including whether it is appropriate to suspend or terminate my coaching relationship(s) whenever the facts and circumstances necessitate.

9. Recognize that the Code of Ethics applies to my relationship with coaching clients, coachees, students, mentees and supervisees.

10. Conduct and report research with competence, honesty and within recognized scientific standards and applicable subject guidelines. My research will be carried out with the necessary consent and approval of those involved, and with an approach that will protect participants from any potential harm. All research efforts will be performed in a manner that complies with all the applicable laws of the country in which the research is conducted.

11. Maintain, store and dispose of any records, including electronic files and communications, created during my coaching engagements in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.

12. Use ICF Member contact information (email addresses, telephone numbers, and so on) only in the manner and to the extent authorized by the ICF.

Section 2: Conflicts of Interest:

As a coach, I:

13. Seek to be conscious of any conflict or potential conflict of interest, openly disclose any such conflict and offer to remove myself when a conflict arises.

14. Clarify roles for internal coaches, set boundaries and review with stakeholders conflicts of interest that may emerge between coaching and other role functions.

15. Disclose to my client and the sponsor(s) all anticipated compensation from third parties that I may receive for referrals of clients or pay to receive clients.

16. Honor an equitable coach/client relationship, regardless of the form of compensation.

Section 3: Professional Conduct with Clients:

As a coach, I:

17. Ethically speak what I know to be true to clients, prospective clients or sponsors about the potential value of the coaching process or of me as a coach.

18. Carefully explain and strive to ensure that, prior to or at the initial meeting, my coaching client and sponsor(s) understand the nature of coaching, the nature and limits of confidentiality, financial arrangements, and any other terms of the coaching agreement.

19. Have a clear coaching service agreement with my clients and sponsor(s) before beginning the coaching relationship and honor this agreement. The agreement shall include the roles, responsibilities and rights of all parties involved.

20. Hold responsibility for being aware of and setting clear, appropriate and culturally sensitive boundaries that govern interactions, physical or otherwise, I may have with my clients or sponsor(s).

21. Avoid any sexual or romantic relationship with current clients or sponsor(s) or students, mentees or supervisees. Further, I will be alert to the possibility of any potential sexual intimacy among the parties including my support staff and/or assistants and will take the appropriate action to address the issue or cancel the engagement in order to provide a safe environment overall.

22. Respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement. I shall remain alert to indications that there is a shift in the value received from the coaching relationship.

23. Encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource and suggest my client seek the services of other professionals when deemed necessary or appropriate.

Section 4: Confidentiality/Privacy

As a coach, I:

24. Maintain the strictest levels of confidentiality with all client and sponsor information unless release is required by law.

25. Have a clear agreement about how coaching information will be exchanged among coach, client and sponsor.

26. Have a clear agreement when acting as a coach, coach mentor, coaching supervisor or trainer, with both client and sponsor, student, mentee, or supervisee about the conditions under which confidentiality may not be maintained (e.g., illegal activity, pursuant to valid court order or subpoena; imminent or likely risk of danger to self or to others; etc) and make sure both client and sponsor, student, mentee, or supervisee voluntarily and knowingly agree in writing to that limit of confidentiality. Where I reasonably believe that because one of the above circumstances is applicable, I may need to inform appropriate authorities.

27. Require all those who work with me in support of my clients to adhere to the ICF Code of Ethics, Number 26, Section 4, Confidentiality and Privacy Standards, and any other sections of the Code of Ethics that might be applicable.

Section 5: Continuing Development

As a coach, I:

28. Commit to the need for continued and ongoing development of my professional skills.

Part Three: The ICF Pledge of Ethics:

As an ICF coach, I acknowledge and agree to honor my ethical and legal obligations to my coaching clients and sponsors, colleagues, and to the public at large. I pledge to comply with the ICF Code of Ethics and to practice these standards with those whom I coach, teach, mentor or supervise.

If I breach this Pledge of Ethics or any part of the ICF Code of Ethics, I agree that the ICF in its sole discretion may hold me accountable for so doing. I further agree that my accountability to the ICF for any breach may include sanctions, such as loss of my ICF Membership and/or my ICF Credentials.

For more information on the Ethical Conduct Review Process including links to file a complaint, please click here.

Adopted by the ICF Global Board of Directors June 2015.

Source: International Coaching Federation, 2015b:
http://coachfederation.org/about/ethics.aspx?ItemNumber=854

APPENDIX E1: Summative evaluation framework

	Focus of assessment	Relevant data sources
Reactions	• Client's perception of coaching effectiveness • Client's perception of coach (e.g., competence) • Client's satisfaction with coach–client relationship (e.g., trust) • Client's satisfaction with the coaching process (e.g., frequency of meetings)	• Self-report satisfaction (client) • Behaviorally anchored rating scales (client)
Learning	• Self-awareness • Cognitive flexibility • Self-efficacy • Job attitudes (e.g., job satisfaction, organizational commitment)	• Pre and post self-assessments (client) • Self-report cognitive flexibility, self-efficacy, and job attitudes (client)
Behavior	• Change in client's leadership behaviors (e.g., managing personnel resources) • Client's achievement of coaching goals	• Pre and post 360-degree assessments of leadership behaviors (client, subordinates, and superior) • Ratings of goal achievement (self and relevant others)
Results	• Employee retention (client and client's subordinates) • Adequate pipeline to fill senior leadership positions • Changes in subordinates (e.g., job satisfaction and performance) • Changes in customers' satisfaction • Customer satisfaction survey • Return on investment	• Organizational records • Succession planning • Satisfaction and commitment (client's subordinates)

Ely *et al.* 2010: 589

APPENDIX E2: Formative evaluation framework

	Focus of assessment	Relevant data sources
Client	• Client readiness • Expectations about coaching • Organizational support, goals, and climate	• Attitude and skill assessment (client) • Expectations (client) • Organizational representatives
Coach	• Coaching competencies • Expertise in coaching certain skills or in certain industries	• Experience, certification (coach) • Background (coach)
Client–coach relationship	• Rapport • Collaboration (e.g., degree of collaboration between client and coach in formulating development goals) • Commitment (e.g., client effort toward goal achievement) • Trust and confidentiality	• Self-report (coach, client)
Coaching process	• Assessment (e.g., client's receptivity to assessment results) • Challenge (e.g., number and quality of development goals) • Support (e.g., provide client resources to facilitate goal achievement)	• Ratings of client's receptivity (coach) • Learning development plan (coach) • Behaviorally anchored rating scales (client)

Ely *et al.* 2010: 591

APPENDIX F1: Ethical considerations for research assignment

Before proceeding with my research I am aware that I need to familiarise myself with the professional code(s) of ethics and guidelines for ethically responsible research relevant to my field of study and in accordance with the Framework policy for the assurance and promotion of ethically accountable research at Stellenbosch University (University of Stellenbosch, 2009). I need to take special consideration of the following before commencing and proceeding with my research:

- Before commencing with any form of data gathering on the Mandela Bay Development Agency, I need to obtain an institutional permission and a consent form. I need to prepare for this well in advance as the unavailability of institutional permission may pose a risk on my research.

- I need to ensure that the coach who undertook the coaching intervention is aware of the research objectives. He will also be provided with a letter of consent.

- I will also have to obtain consent forms from the individuals of MBDA that I will directly engage with for the purpose of the semi-structured interviews.

- During the data gathering phase, I will directly be in contact with staff members of the Mandela Bay Development Agency by means of personal semi-structured interviews. This will result in collecting and generating information on MBDA and their staff members (i.e. with regards to personal development, work place performance, management competencies, issues and problem areas) which is currently not available to the public domain and needs to be kept confidential by me.

- I also need to ensure that no information is passed on between staff members of MBDA or to outsiders in the domain of development agencies. This is required in order to prevent any reputational risks for individuals and or MBDA itself, considering the multi-dimensional landscape in which MBDA is operating.

- As MBDA operate in a sensitive environment, people, that I will ask to participate in the data gathering phase, will be informed that they have the right to refuse to answer questions and to withdraw their participation at any given time.

- I currently rate the level of risk of potential harm as medium. There could be a risk of exposing relationship issues between staff members of MBDA and between leaders and their lower tier managers which could result in the vulnerability of any of the parties involved. This again re-emphasises the need for me to adhere to strict confidentiality.

- I need to be aware of a potential conflict of interest with regards to my role during the research period. I am working as a consultant in the field of local government and need to

strictly differentiate between the roles of a researcher and consultant when dealing with MBDA.

Appendix F2: USB Ethical clearance approval

USB
University of Stellenbosch
Business School

31 March 2015

Dear Saskia

Re: Ethical screening: Saskia Haardt: *USB DESC (ref: BD251/Approved)*

US ID No   :   18859011

Research programme   :   MPhil Management Coaching

Title   :   Coaching in support of the Mandela Bay Development Agency

Supervisor   :   Dr Dorrian Aiken

The Departmental Ethics Screening Committee of the University of Stellenbosch Business School (USB DESC) reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you as researcher are obliged to maintain the ethical integrity of your research. As such, you should adhere to the ethical guidelines of Stellenbosch University, and remain within the scope of your ethical clearance application and the supporting evidence submitted to the USB DESC. Should any aspect of your research change from the information as presented to the USB DESC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to your supervisor. Should there be any uncertainty in this regard, consult with the USB DESC.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at the USB and Stellenbosch University.

2/…

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot·your knowledge partner

- 2 -
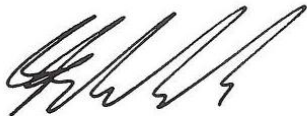
Should any research subject, participating organisation, or person affected by this research have any questions about the research, feel free to contact any of the following:

Researcher : Sakia.Haardt@gmail.com; 073 620 7443
Supervisor : info@dorrianaiken.co.za
USB DESC Chair : mias.deklerk@usb.ac.za

Yours sincerely

Professor Mias de Klerk
Chair: USB Departmental Ethics Screening Committee

APPENDIX G1: Interview guidelines for semi-structured interviews

a) Interview guideline for the coach

Coaching in support of the Mandela Bay Development Agency

Semi-structured interview guideline for coach

1. Introducing myself as the researcher and the aim of the study
2. Explaining and signing the letter of content / confidentiality
3. Getting to know the person – Tell me a bit about yourself. What is important to you? What motivated you to become a coach?
3.1 What coaching qualification and professional registration do you have?
3.2 How would you describe your coaching principles and ethics / code of conduct?
4. Describe to me how the coaching process emerged from change management to coaching intervention. How the intervention was structured (individual coaching, team coaching, feedback to sponsor, evaluation). What would you say were the main intentions by MBDA to embark on this process? What was your main intention as the coach?
5. How did you experience the coaching process? What is the main thing that you remember? It can be a thought, a feeling or a particular action you took.
6. How did you experience the level of engagement of employees? How receptive where the employees for coaching?
7. Overall how effective do you think was the coaching intervention for yourself and for the organisation at large?
8. "I" – Quadrant questions (inside & outside)
8.1 Describe to me how you introduced the enneagram and how you identified the enneagram types of employees.
What do you think was their main take-away?
8.1 In your opinion, what do you think were the main insights the employees gained through the coaching intervention and in particular through the use of the enneagram?
8.2 What would you say were the biggest changes occurred for employees in terms of feeling and thinking? To what extent do you think did you increase the level of self-awareness?

8.3 What insights do you think did they gain regarding their appearance to others in terms of behaviour, relationship building and working as part of a team?

8.4 To what extent do you think did the coaching intervention prepare MBDA staff members for the constant changes and complexities in their work environment?

8.5 To what extent do you think the coaching intervention have an impact on staff member's performance at work?

8.6 To what extent do you think did the coaching intervention have an impact on the staff members' well-being at work?

9. "We" – Quadrant questions (inside & outside)

6.1 What impact would you say did the coaching intervention have on the team / on teams (relationship / collaboration)?

6.2 How do you think did this impact on the organization at large in terms of its organisational culture and overall performance?

6.3 If we understand effectiveness as improved performance paired with job satisfaction and happiness at work, To what extent do you think did the coaching intervention achieve this?

6.4 Have you observed any changes in the way the organisation navigates through changes and complexities since then?

6.5 Have you observed any changes since then regarding systems, policies, procedures, rules, roles and responsibilities within the organisation?

7. Browse through the list below, and reflect where you as the coach think that the biggest learning for employees' personal and professional development occurred through the coaching intervention? Choose the topics that you found were the most important ones for staff members.

8. To what extent do you think did you facilitate the coaching process as such that these topics were dealt with as such that they were effective for employees and the overall organisational performance?

Possible coaching topics:

   o   Refer to separate sheet

10. To what extent do you feel that you have met the personal needs of employees during the coaching intervention?

10.1 To what extent do you feel that the organisational needs were met through the

coaching intervention?

11. How would you describe the relationship you had with individual staff members and the organisation at large? Would you say that there was alignment between the two relationships?

12. What worked best for you during the coaching process – from a coach perspective?

13. To what extent did you facilitate the formulation of personal development goals and a development plan to reach these goals with your clients?

14. What did clients translate into action? If you think carefully, what type of learning do you think did your clients gain through the coaching intervention and which they can now apply without your assistance?

15. Is there anything else that you would you have liked to see more off by individual staff members / team(s) and the organisation as a whole? i.e. level of engagement / action orientation?

16. What was your main learning as the coach out of this intervention?

17. What would you do differently next time a) in the relation to the organisation, b) individual staff members, c) in working with teams?

18. What further coaching needs do you see for individuals, the team(s) and the organisation?

19. To what extent do you think is MBDA ready for another coaching intervention? How conducive do you find the organisational support and climate for coaching?

20. Have you proposed an additional coaching intervention to MBDA since then? Why?

21. What else would you like to mention – comments and observations?

b) Semi-structured interview guideline for MBDA CEO and CFO

1. Introducing myself as the researcher and the aim of the study.
2. Explaining and signing the letter of content / confidentiality.
3. Getting to know the person – Since when are you at MBDA? What drives you as a leader of this organisation? How would you describe your leadership style? What is important to you?
4. Explain to me how the coaching intervention emerged (out of the change management process)? What made you decide upon a change management process? What was your

intention and how did it become expanded into coaching intervention for all staff members. What was important for you then? What expectations did you as the CEO have?

5. How did you then experience the coaching process? What is the main thing that you remember from the coaching intervention? It can be a thought, a feeling or a reference to a particular action you took.

5.1 How engaged were you as the CEO in the coaching intervention?

5.2 How effective do you think was the coaching intervention for yourself and for the organisation at large?

6 "I" – Quadrant questions (inside & outside)

6.1 What main insights did you gain during the process?

6.2 What would you say is the biggest change that occurred for you when you look inside of yourself in terms of feeling and thinking? What has changed in your self-awareness?

6.3 What insights did you gain regarding your appearance to others (i.e. staff members, stakeholders, board of directors) in terms of your behaviour, your relationship to others and within the team?

6.4 Can you recall your enneagram type? Describe to me how the approach of working with the enneagram worked for you?

6.5 To what extent do you think did the coaching intervention prepare you for the constant changes and complexities in your work environment?

6.6 To what extent did the coaching intervention have an impact on you as a leader / your performance?

6.7 To what extent did the coaching intervention have an impact on your (professional) well-being?

7 "We" – Quadrant questions (inside & outside)

6.1 What impact would you say did the coaching intervention have on the team / teams in the organisation?

6.2 How do you think did this impact on the organization at large in terms of MBDA's organisational culture and overall performance?

6.3 If you understand effectiveness as improved performance paired with job satisfaction and happiness at work, To what extent do you think did the coaching intervention achieve this?

6.4 Have you observed any changes in the way the organisation navigates through changes and complexities since then?

6.5 Have you observed any changes through the coaching intervention on systems, policies, procedures, rules, roles and responsibilities within the organisation?

7. Browse through the list below, and reflect where did the biggest learning for you

personally and professional development occur through the coaching intervention? Choose the three most important topics for you.

8. To what extent were these topics dealt with as such that they were effective for you and the overall organisational performance?

Possible coaching topics:
- Self-awareness and balance in terms of thinking, feeling and action
- Self-development and self-regulation
- Relationship building

- Conflict resolution

- Team dynamics

- Communication skills

- Giving and receiving feedback

- Well-being at work

- Performance and effectiveness at work

- Personal resilience to cope with work

- Decision-making

- Leadership and management skills

    o Goal setting

    o Planning

    o Task completion

    o Delegation

    o Performance management

    o Delegation

    o Motivation

    o Management approach

    o Visioning

    o Strategic thinking

    o Alignment

    o Change adaption

    o Behaviour as part of a team / team behaviour

    o Effectiveness at work

o Employee engagement
o Enthusiasm at work
o Employee satisfaction

9. To what extent do you feel that your personal needs were met through the coaching intervention? (expectations)
9.1 To what extent do you feel that the organisational needs were met through the coaching intervention?
10. How would you describe the relationship you had with the coach?
11. What worked best for you during the coaching process?
12. To what extent did you formulate personal development goals and a development plan to reach your goals?
13. What have you translated into action? If you think carefully, what type of learning through the coaching intervention do you apply until today without the help of the coach?
14. Is there anything else that you would you have liked to see more off by the coach for you personally / for the team and organisation?
15. What would should be done differently next time a) by the coach, b) by the organisation?
16. What would you do differently next time should you take part in another coaching intervention as a client, as a leader of the organisation?
17. What further coaching needs do you see for yourself, the team and the organisation?
18. To what extent do you think is MBDA ready for another coaching intervention? How conducive do you find the organisational support and climate for coaching? How do you see your role in this?
19. Have you obtained any further coaching since then?
20. What else would you like to mention – comments and observations?

c) Semi-structured interview guideline for staff members previously coached

9. Introducing myself as the researcher and the aim of the study
10. Explaining and signing the letter of content / confidentiality
11. Getting to know the person – Since when are you at MBDA? Who are you?
12. How did you experience the coaching process? What is the main thing that you remember from the coaching intervention? It can be a thought, a feeling or a

reference to a particular action.
a. How engaged were you in the coaching intervention?
b. How effective do you think was the coaching intervention for yourself and for the organisation at large?

13. "I" – Quadrant questions (Inside & outside)
5.1 What main insights did you gain during the process?
5.2 What would you say is the biggest change that occurred from the coaching with regards to your self-awareness, i.e. how have your views of yourself changed
5.3 What insights did you gain from your coaching with regards to your appearance to others in terms of your behaviour, your relationship to others and within the team?
5.4 Can you recall your enneagram type? Describe to me how the approach of working with the enneagram worked for you?
5.5 To what extent do you think did the coaching intervention prepared you for the constant changes and complexities in your work environment?
5.5 To what extent did the coaching intervention have an impact on your performance at work?
5.7 To what extent did the coaching intervention have an impact on your well-being at work?

14. "We" – Quadrant questions (Inside & outside)
6.1 What impact would you say did the coaching intervention have on the team?
6.2 How do you think did this impact on the organization at large in terms of its organisational culture and overall performance?
6.3 If we understand effectiveness as improved performance paired with job satisfaction and happiness at work, to what extent do you think did the coaching intervention achieve this?
6.4 Have you observed any changes in the way the organisation navigates through changes and complexities since then?
6.5 Have you observed any changes since then with regards to systems, policies, procedures, rules, roles and responsibilities within the organisation?
7. Browse through the list below, and reflect where did the biggest learning for your personal and professional development occur through the coaching intervention? Choose the three most important topics for you.
8. To what extent were these topics dealt with as such that they were effective for you and the overall organisational performance?

Possible coaching topics: - Self-awareness and balance in terms of thinking, feeling and action

- Self-development and self-regulation
- Relationship building

- Conflict resolution

- Team dynamics

- Communication skills

- Giving and receiving feedback

- Well-being at work

- Performance and effectiveness at work

- Personal resilience to cope with work

- Decision-making

- Leadership and management skills

    o Goal setting

    o Planning

    o Task completion

    o Delegation

    o Performance management

    o Delegation

    o Motivation

    o Management approach

    o Visioning

    o Strategic thinking

    o Alignment

    o Change adaption

    o Behaviour as part of a team / team behaviour

    o Effectiveness at work

    o Employee engagement

    o Enthusiasm at work

    o Employee satisfaction

10. To what extent do you feel that your personal needs were met through the coaching intervention?

10.1 To what extent do you feel that the organisational needs were met through the coaching intervention?
11. How would you describe the relationship you had with the coach?
12. What worked best for you during the coaching process?
13. To what extent did you formulate personal development goals and a development plan to reach your goals?
14. What have you translated into action? If you think carefully, what type of learning through the coaching intervention do you apply until today without the help of the coach?
15. Is there anything else that you would you have liked to see more off by the coach for you personally / for the team and organisation?
16. What would should be done differently next time a) by the coach, b) by the organisation?
17. What would you do differently next time should you take part in another coaching intervention?
18. What further coaching needs do you see for yourself, the team and the organisation?
19. To what extent do you think is MBDA ready for another coaching intervention? How conducive do you find the organisational support and climate for coaching?
20. Have you obtained any further coaching since then?
21. What else would you like to mention – comments and observations?

d) Semi-structured interview guideline for staff members NOT previously coached

15. Introducing myself as the researcher and the aim of the study
16. Explaining and signing the letter of content / confidentiality
17. Getting to know the person – Since when are you at MBDA? Who are you? What is important to you personally and professionally in relation to your work environment?
18. To what extent have you ever been involved in coaching? How familiar are you with coaching? (if not familiar / provide background)
19. "I" – Quadrant questions (inside & outside)
5.1 Out of your observations and personal experience, what kind of personal and professional development support would you require in your present organisational context?
5.2 How far do you think could a coaching intervention have an impact on your

performance at work?
5.3 How far do you think could a coaching intervention have an impact on your well-being at work?

20. "We" – Quadrant questions (inside & outside)
6.1 Have you observed any changes in the way the organisation navigates through changes and complexities since you started? What kind of personal and professional development support do you think staff members and the team would require in dealing with changes and complexities?
6.2 What impact would you say should a coaching intervention have on the team? What would you like to see as an outcome?
6.3 How do you think would this impact on the organization at large in terms of its organisational culture and overall performance? What changes / improvements would you like to see?
6.4 The underlying principle of this assignment is that a coaching intervention should improve performance paired with job satisfaction and happiness at work. What do you think would need to be done from a coaching perspective to achieve this?
7. Browse through the list below, and reflect where does the agency has the biggest demand/need in personal and professional development support? Choose the five most important topics for you and rank them. Anything else that does not appear. What can be done to address this?
8. How far do you think could addressing these topics assist with overall organisational performance and well-being at work?

Possible coaching topics:
 	
Personal development
   - Self-awareness and balance in terms of thinking, feeling and action
   - Self-development and self-regulation
   - Relationship building
 	
   - Conflict resolution
 	
   - Team dynamics
 	
   - Communication skills
 	
   - Giving and receiving feedback
 	
   - Well-being at work
 	
   - Performance and effectiveness at work
 	
   - Personal resilience to cope with work
 	
   - Decision-making

Leadership and management skills

- Goal setting
- Planning

- Task completion

- Performance management

- Delegation

- Motivation

- Management approach

- Visioning

- Strategic thinking

- Alignment

- Change adaption

- Behaviour as part of a team / team behaviour

- Effectiveness at work

- Employee engagement

- Enthusiasm at work

- Employee satisfaction

---

9. What would you expect from a coach / from your organisational leaders?

---

10. What coaching needs do you see for yourself, the team and the organisation as a whole?

---

11. To what extent do you think is MBDA ready for another coaching intervention?

---

12. How conducive do you find the organisational support and climate for personal and professional development (coaching)?

---

13. What else would you like to mention – comments and observations?

APPENDIX G2: List of possible coaching topics

Possible coaching topics:

- Browse through the list below and reflect where does the agency has the biggest need in personal and professional development support? Choose the five most important topics for you and rank them. You can mention anything else that does not appear.
- To what extent do you think could addressing these topics assist with overall organisational performance and well-being at work?

a) Personal development
- Self-awareness and balance in terms of thinking, feeling and action
- Self-development and self-regulation
- Relationship building
- Conflict resolution
- Team dynamics
- Communication skills
- Giving and receiving feedback
- Well-being at work
- Performance and effectiveness at work
- Personal resilience to cope with work
- Decision-making

b) Leadership and management skills
- Visioning
- Strategic thinking
- Goal setting
- Planning
- Alignment between vision, strategy and operation
- Task completion
- Performance management
- Delegation
- Motivation and enthusiasm at work
- Management approach
- Change adaption
- Behaviour as part of a team / team behaviour
- Effectiveness at work
- Employee engagement
- Employee satisfaction

c) Anything else that you find most important

APPENDIX H1: MBDA institutional permission letter

mandela bay
DEVELOPMENT AGENCY
RENEW • REVIVE • INSPIRE

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T: +27 41 811 8200 • F: +27 41 582 5235 • E: info@mbda.co.za • W: www.mbda.co.za

Our ref.:
Your ref.:

16 March 2015

University of Stellenbosch
Business School
Departmental ethics screening committee

To Whom It May Concern

RE: INSTITUTIONAL PERMISSION FOR UNDERTAKING RESEARCH ON COACHING WITH MANDELA BAY DEVELOPMENT AGENCY (MBDA)

This letter serves to confirm that the MBDA has accepted to participate in a research project by Ms. Saskia Haardt. The research project is conducted in partial fulfillment for the degree of MPhil in Management Coaching at the University of Stellenbosch Business School and will take place between March and September 2015.

The title of the research is: **Coaching in support of the Mandela Bay Development Agency.**

The Agency is aware that the **overall aim of the research is to recommend a coaching intervention for the Mandela Bay Development Agency** that is most suitable to assist agency's staff members in dealing with the different levels of complexities and changes during administration, planning and implementation of urban renewal interventions in different settings.

The research has **three objectives:**

- To **assess the perceived effectiveness of the integral coaching intervention** provided to all staff members of the MBDA in the year 2012 on the agency's mandate of urban renewal.
- To **identify the current coaching needs of the MBDA's staff members.**
- To **recommend an updated coaching intervention for MBDA's staff members.**

MBDA will grant Ms. Haardt permission to access all available institutional documentation on the process of the integral coaching intervention and tools used in 2012 as a prerequisite to undertake the research.

Mandela Bay Development Agency NPC (Reg No. 2003/017900/08)
The MBDA is an entity of the Nelson Mandela Bay Municipality

The MBDA permits Ms. Haardt to undertake the following research methodology and is aware that this includes the collection of personal and organizational information as indicated in the table below.

Date collection method	Sample	Information collected	Timeframe of research
Document review	Accessible documentation on the change intervention and coaching intervention conducted in 2012	- Contract with coach - Records of meetings - Progress and close out reports - Minutes of team coaching session - Employment satisfaction survey outcomes - Institutional documents pertaining to strategic direction, performance of the agency and human resource management interventions	1st week of May 2015
1 x Semi-structured interview	Coach (Mr. Guy Thompson)	- Rationale, objectives, and intended outcome of coaching intervention, - Perceived future needs for a coaching intervention - Observations on employee engagement in the coaching intervention - Overall observations made	Last week of May 2015
1 x Semi-structured interview	Strategic advisor Prof. Margaret Cullen	- Rationale, objectives, and intended outcome of strategic and institutional planning support, - Perceived future needs for a coaching intervention - Overall observations made	Last week of May 2015
1 x Semi-structured interview	CEO	- Intended and perceived effectiveness of the past coaching intervention, - Intended and perceived needs for a future coaching intervention, - Observations on employee	Last week of May 2015

		engagement before and after the coaching intervention - Overall observations made - current staff support requirements with regards to developing a productive and happy work place	
8 x Semi-structured interviews	4 executive managers previously coached, 2 professionals coached, 2 admin staff previously coached	- Perceived effectiveness of the past coaching intervention on personal, team and organizational development, - Perceived needs for future coaching interventions	1st week of June 2015
2 x semi structured interviews	2 executive managers that did previously not participate in the coaching intervention	- Perceived needs for future coaching interventions for personal, team and organizational development	1st week of June 2015

The MBDA is aware that the semi-structured interview will include questions to employees about their perceived effectiveness on their personal and professional development with relation to the overall organizational development. The semi-structured interviews will include topics such as:

- Self-awareness and balance in terms of thinking, feeling and action
- Self-development and self-regulation
- Relationship building
- Conflict resolution
- Team dynamics
- Communication skills
- Giving and receiving feedback
- Well-being at work
- Performance and effectiveness at work
- Personal resilience to cope with work
- Decision-making
- Leadership and management skills
    - Goal setting
    - Planning
    - Task completion
    - Delegation
    - Performance management
    - Delegation

- o Motivation
- o Management approach
- o Visioning
- o Strategic thinking
- o Alignment
- o Change adaption
- o Behaviour as part of a team / team behaviour
- o Effectiveness at work
- o Employee engagement
- o Enthusiasm at work
- o Employee satisfaction
- o

The MBDA requests Ms. Haardt to adhere to all ethical considerations in line with the "Framework Policy for the assurance and promotion of ethically accountable research at Stellenbosch University" (University of Stellenbosch, 2009) to ensure that no harm will be done to individual staff members and the organisation at large. Ethical considerations to include are:

- To obtain institutional permission as per this letter.
- To obtain consent forms from the individuals of MBDA that will directly be engaged with for the purpose of the semi-structured interviews.
- To obtain a consent form from the coach that undertook the change management and coaching intervention
- To keep all personal and institutional data strictly confidential that will result out of the research process.
- To ensure that no information is passed on between staff members of MBDA or to outsiders. This is required in order to prevent any reputational risks for individuals and or MBDA itself, considering the multi-dimensional landscape the MBDA is operating in.
- As MBDA operate in a sensitive environment, staff members, that will be asked to participate in the data gathering phase, will be informed that they have the right to refuse to answer questions and to withdraw their participation at any given time.
- MBDA is aware that the current level of risk of potential harm is low. There could be a risk of exposing relationship issues between staff members of MBDA and between leaders and their lower tier managers which could result in the vulnerability of any of the parties involved. This again re-emphasises the need for the researcher to adhere to strict confidentiality.
- Ms. Haardt needs to be aware of a potential conflict of interest with regards to her role during the research period as a researcher and member of staff of GIZ.
- The data analysis outcomes need to be presented as such that they keep personal data of staff members confidential and do not expose individual view points.

The MBDA has been informed that Ms. Haardt's research project is supervised by Dorrian Aiken, PhD, D. Prof. who will adhere to the same ethical considerations.
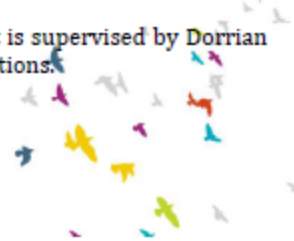
Based on the above, we grant Ms. Haardt institutional permission to proceed with the research project as outlined above.

Yours faithfully

DR PIERRE VOGES
CHIEF EXECUTIVE OFFICER

APPENDIX H2: Draft letters of consent

a) Draft letter of consent for coach

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STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Coaching in support of the Mandela Bay Development Agency

You are asked to participate in a research study conducted by Ms. Saskia Haardt, supervised by Ms. Dorrian Aiken, PhD, D. Prof. from the Business School at Stellenbosch University. The research project is conducted in partial fulfilment for the degree of MPhil in Management Coaching at the University of Stellenbosch Business School and will take place between March and September 2015. You were selected as a possible participant in this study because you undertook the change management and coaching intervention with the Mandela Bay Development Agency.

1. PURPOSE OF THE STUDY

The **overall aim of the research** is to **recommend a coaching intervention for the Mandela Bay Development Agency** that is most suitable to assist agency's staff members in dealing with the different levels of complexities and changes during administration, planning and implementation of urban renewal interventions in different settings.
The research has **three objectives**:
- To **assess the perceived effectiveness of the integral coaching intervention** provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal.
- To **identify the current coaching needs** of MBDA's staff members.
- To **recommend an updated coaching intervention** for MBDA's staff members.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

- Provide us with access to records of the coaching intervention you undertook such as contract, progress report and close out report. This does not include personal records of clients.
- Provide us with information and documentation regarding the underlying philosophies of your change management and coaching intervention approach.
- Participate in a 1 ½ hour semi-structured interview at a venue convenient to you with the researcher. The interview will be recorded and transcribed. Topics covered in the interview will be:
    - the change management and coaching process you undertook and its objectives,
    - your client relation,
    - your aggregated perception regarding the overall effectiveness of the coaching intervention,
    - your perceived level of employee engagement in the intervention,
    - records
    - your view point with regards to future coaching needs,
    - Additional comments and observations you wish to add.

3. POTENTIAL RISKS AND DISCOMFORTS

You need to be aware that the documentation and interview will reveal information on the coaching approach you use. You need to make the researcher aware of any confidential risks of your client as well as with regards to your intellectual property that you may see exposed in this process.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The potential benefits you could gain from participation is to gain knowledge from the research outcomes with regards to improving on your current coaching approach and designing a future coaching intervention.

MBDA provides a South African example to research how a project-focused local government entity did and could apply coaching as a staff development tool in support of service delivery.

5. PAYMENT FOR PARTICIPATION

Your participation in this study will not be reimbursed.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of safeguarding the data you provided in a safe space that is only accessible to the researcher. Your perceived effectiveness of the previous coaching intervention and recommendation with regards to future coaching will be aggregated with the information obtained through other semi-structured interviews to ensure that you won't be identified.

The supervisor, Ms. Dorrian Aiken, PhD, Prof. D may have access to the information you will provide. The same rules for confidentiality and protection of your intellectual property will apply.

You will have the right to review and edit the audio recorded and transcribed conversation of the semi-structured interview. The tape will be erased after the degree has been obtained.

Should the results of the study be published, the researcher in collaboration with the University will consult with you how you wish confidentiality to be maintained in the publication.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

Should you participate in the study for the mere purpose to foster your business interest with MBDA and should this have an impact on your objective participation, your involvement may be terminated without your consent.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Ms. Saskia Haardt (Principal Investigator)
Cell: 073 620 7443
Email: Saskia.Haardt@gmail.com

Ms. Dorrian Aiken (Supervisor)
Cell: 082 901 7658
Email: info@dorrianaiken.co.za

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me, _____, by Saskia Haardt in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____
Name of Participant

_____   _____
Signature of Participant   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____. He was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____
Signature of Investigator   **Date**

b) Draft letter of consent for CEO & CFO

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STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Coaching in support of the Mandela Bay Development Agency

You are asked to participate in a research study conducted by Ms. Saskia Haardt, supervised by Ms. Dorrian Aiken, PhD, D. Prof. from the Business School at Stellenbosch University. The research project is conducted in partial fulfilment for the degree of MPhil in Management Coaching at the University of Stellenbosch Business School and will take place between March and September 2015. You were selected as a possible participant in this study because you are the Chief Executive Officer of the Mandela Bay Development Agency having the performance of the entire organization at heart.

10. PURPOSE OF THE STUDY

The **overall aim of the research** is to **recommend a coaching intervention for the Mandela Bay Development Agency** that is most suitable to assist agency's staff members in dealing with the different levels of complexities and changes during administration, planning and implementation of urban renewal interventions in different settings.

The research has **three objectives**:
- To **assess the perceived effectiveness of the integral coaching intervention** provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal.
- To **identify the current coaching needs** of MBDA's staff members.
- To **recommend an updated coaching intervention** for MBDA's staff members.

11. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

- Provide us with access to records of the coaching intervention you undertook such as contract, progress report and close out report. This does not include personal records of your staff members.
- Provide us with information and documentation regarding the underlying philosophies of your change management and coaching intervention approach.
- Participate in a 1 ½ hour semi-structured interview at a venue convenient to you with the researcher. The interview will be recorded and transcribed. Topics covered in the interview will be:
  o the change management and coaching process you undertook and its objectives,
  o your relation to the coach,
  o your perception regarding the overall effectiveness of the coaching intervention,
  o your perceived level of employee engagement in the intervention,
  o your view point with regards to future coaching needs,
  o Additional comments and observations you wish to add.

12. POTENTIAL RISKS AND DISCOMFORTS

You need to be aware that the documentation and interview will reveal insight information on strategic, operational and staff management aspects of MBDA. The researcher will however take care of not revealing any confidential information that you indicate as confidential.

13. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The potential benefits you could gain from participation is to gain knowledge from the research outcomes with regards to designing a future coaching intervention.

MBDA provides a South African example to research how a project-focused local government entity did and could apply coaching as a staff development tool in support of service delivery.

14. PAYMENT FOR PARTICIPATION

Your participation in this study will not be reimbursed.

15. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of safeguarding the data you provided in a safe space that is only accessible to the researcher. Your perceived effectiveness of the previous coaching intervention and recommendation with regards to future coaching will be aggregated with the information obtained through other semi-structured interviews to ensure that you won't be identified.

The supervisor, Ms. Dorrian Aiken, PhD, Prof. D may have access to the information you will provide. The same rules for confidentiality and protection of your intellectual property will apply.

You will have the right to review and edit the audio recorded and transcribed conversation of the semi-structured interview. The tape will be erased after the degree has been obtained.

Should the results of the study be published, the researcher in collaboration with the University will consult with you how you wish confidentiality to be maintained in the publication.

16. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study.

17. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Ms. Saskia Haardt (Principal Investigator)
Cell: 073 620 7443
Email: Saskia.Haardt@gmail.com

Ms. Dorrian Aiken (Supervisor)
Cell: 082 901 7658
Email: info@dorrianaiken.co.za

18. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT

The information above was described to me, _____, by Saskia Haardt in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily *to participate in this study.* I have been given a copy of this form.

_____
Name of Subject/Participant

_____   _____
Signature of Subject/Participant   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____. He was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____
Signature of Investigator   **Date**

c) Draft letter of consent for staff members coached

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STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Coaching in support of the Mandela Bay Development Agency

You are asked to participate in a research study conducted by Ms. Saskia Haardt, supervised by Ms. Dorrian Aiken, PhD, D. Prof. from the Business School at Stellenbosch University. The research project is conducted in partial fulfilment for the degree of MPhil in Management Coaching at the University of Stellenbosch Business School and will take place between March and September 2015. You were selected as a possible participant in this study because you participated in the change management and coaching intervention provided to the Mandela Bay Development Agency in 2012.

19. PURPOSE OF THE STUDY

The **overall aim of the research** is to **recommend a coaching intervention for the Mandela Bay Development Agency** that is most suitable to assist agency's staff members in dealing with the different levels of complexities and changes during administration, planning and implementation of urban renewal interventions in different settings.

The research has **three objectives**:
-   To **assess the perceived effectiveness of the integral coaching intervention** provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal.
-   To **identify the current coaching needs** of MBDA's staff members.
-   To **recommend an updated coaching intervention** for MBDA's staff members.

20. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

-   Participate in a 1 ½ hour semi-structured interview at a venue convenient to you with the researcher. The interview will be recorded and transcribed. Topics covered in the interview will be:
    -   the change management and coaching process you undertook and its objectives,
    -   your perception regarding the overall effectiveness of the coaching intervention,
    -   your perceived level of employee engagement in the intervention,
    -   your view point with regards to future coaching needs,
    -   Additional comments and observations you wish to add.

The semi-structured interview will include questions about your perceived effectiveness of the coaching intervention on your personal and professional development with relation to the overall organizational development. The semi-structured interviews will include topics such as:
-   Self-awareness and balance in terms of thinking, feeling and action
-   Self-development and self-regulation
-   Relationship building
-   Conflict resolution
-   Team dynamics
-   Communication skills
-   Giving and receiving feedback
-   Well-being at work

- Performance and effectiveness at work
- Personal resilience to cope with work
- Decision-making
- Leadership and management skills
    - Goal setting
    - Planning
    - Task completion
    - Delegation
    - Performance management
    - Delegation
    - Motivation
    - Management approach
    - Visioning
    - Strategic thinking
    - Alignment
    - Change adaption
    - Behaviour as part of a team / team behaviour
    - Effectiveness at work
    - Employee engagement
    - Enthusiasm at work
    - Employee satisfaction

21. POTENTIAL RISKS AND DISCOMFORTS

You need to be aware that the documentation and interview will reveal personal information about yourself and the organization at large. The researcher will however take care not to reveal any confidential information that you have provided. The analysis of the data is also not being used to share personal information of staff, but will be aggregated as such that it will give an indication on how overall staff members perceived the coaching intervention and what future coaching needs would exist.

22. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The potential benefits you could gain from participation is to reevaluate for yourself the benefits you obtained from the coaching intervention on you personally and on the organization at large.

Your participation contributes towards an opportunity to research MBDA as a South African example on how a project-focused local government entity did and could apply coaching as a staff development tool in support of service delivery.

23. PAYMENT FOR PARTICIPATION

Your participation in this study will not be reimbursed.

24. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of safeguarding the data you provided in a safe space that is only accessible to the researcher. Your perceived effectiveness of the previous coaching intervention and recommendation with regards to future coaching will be aggregated with the information obtained through other semi-structured interviews to ensure that you won't be identified.

The supervisor, Ms. Dorrian Aiken, PhD, Prof. D may have access to the information you will provide. The same rules for confidentiality and protection of your intellectual property will apply.

You will have the right to review and edit the audio recorded and transcribed conversation of the semi-structured interview. The tape will be erased after the degree has been obtained.

Should the results of the study be published, the researcher in collaboration with the University will consult with you how you wish confidentiality to be maintained in the publication.

25. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study.

Should you be found to make untrue remarks or discredit colleagues or the organization, your involvement may be terminated without your consent.

26. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact:

Ms. Saskia Haardt (Principal Investigator)
Cell: 073 620 7443
Email: Saskia.Haardt@gmail.com

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SIGNATURE OF RESEARCH SUBJECT

The information above was described to me, _____, by **Saskia Haardt** in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____
Name of Subject/Participant

_____   _____
Signature of Subject/Participant   **Date**

SIGNATURE OF INVESTIGATOR

I, **Saskia Haardt**, declare that I explained the information given in this document to_____**.** She was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____
Signature of Investigator   **Date**

d) Draft letter of consent for staff members not coached

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STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Coaching in support of the Mandela Bay Development Agency

You are asked to participate in a research study conducted by Ms. Saskia Haardt, supervised by Ms. Dorrian Aiken, PhD, D. Prof. from the Business School at Stellenbosch University. The research project is conducted in partial fulfilment for the degree of MPhil in Management Coaching at the University of Stellenbosch Business School and will take place between March and September 2015. You were selected as a possible participant in this study because you did not participate in the change management and coaching intervention provided to the Mandela Bay Development Agency in 2012 and it is important to investigate your perceived needs for coaching of staff members of the agency.

28. PURPOSE OF THE STUDY

The **overall aim of the research** is to **recommend a coaching intervention for the Mandela Bay Development Agency** that is most suitable to assist agency's staff members in dealing with the different levels of complexities and changes during administration, planning and implementation of urban renewal interventions in different settings.
The research has **three objectives**:
- To **assess the perceived effectiveness of the integral coaching intervention** provided to all staff members of MBDA in the year 2012 on the agency's mandate of urban renewal.
- To **identify the current coaching needs** of MBDA's staff members.
- To **recommend an updated coaching intervention** for MBDA's staff members.

29. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

- Participate in a 1 ½ hour semi-structured interview at a venue convenient to you with the researcher. The interview will be recorded and transcribed. Topics covered in the interview will be:
    - your view point with regards to future coaching needs with regards to yourself and your colleagues
    - Additional comments and observations you wish to add.

The semi-structured interview will include questions about your perceived coaching needs to foster your personal and professional development with the aim to contribute to the overall organizational development. The semi-structured interviews will include topics such as:
- Self-awareness and balance in terms of thinking, feeling and action
- Self-development and self-regulation
- Relationship building
- Conflict resolution
- Team dynamics
- Communication skills
- Giving and receiving feedback
- Well-being at work
- Performance and effectiveness at work
- Personal resilience to cope with work

- Decision-making
- Leadership and management skills
  - o Goal setting
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  - o Motivation
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  - o Alignment
  - o Change adaption
  - o Behaviour as part of a team / team behaviour
  - o Effectiveness at work
  - o Employee engagement
  - o Enthusiasm at work
  - o Employee satisfaction

30. POTENTIAL RISKS AND DISCOMFORTS

You need to be aware that the documentation and interview will reveal personal information about yourself and the organization at large. The researcher will however take care not to reveal any confidential information that you have provided. The analysis of the data is also not being used to share personal information of staff, but will be aggregated as such that it will give an indication on what type of future coaching needs staff members have identified.

31. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The potential benefits you could gain from participation is to reflect for yourself upon the benefits you could obtain through a future coaching intervention, personally and for the benefit of the agency.

Your participation contributes towards an opportunity to research MBDA as a South African example on how a project-focused local government entity did and could apply coaching as a staff development tool in support of service delivery.

32. PAYMENT FOR PARTICIPATION

Your participation in this study will not be reimbursed.

33. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of safeguarding the data you provided in a safe space that is only accessible to the researcher. Your perceived needs for future coaching will be aggregated with the information obtained through other semi-structured interviews to ensure that you won't be identified.
The supervisor, Ms. Dorrian Aiken, PhD, Prof. D may have access to the information you will provide. The same rules for confidentiality and protection of your intellectual property will apply.

You will have the right to review and edit the audio recorded and transcribed conversation of the semi-structured interview. The tape will be erased after the degree has been obtained.

Should the results of the study be published, the researcher in collaboration with the University will consult with you how you wish confidentiality to be maintained in the publication.

34. PARTICIPATION AND WITHDRAWAL

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Should you be found to make untrue remarks or discredit colleagues or the organization, your involvement may be terminated without your consent.

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If you have any questions or concerns about the research, please feel free to contact:

Ms. Saskia Haardt (Principal Investigator)
Cell: 073 620 7443
Email: Saskia.Haardt@gmail.com

Ms. Dorrian Aiken (Supervisor)
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SIGNATURE OF RESEARCH SUBJECT

The information above was described to me, _____by **Saskia Haardt** in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____
Name of Subject/Participant

_____   _____
Signature of Subject/Participant or Legal Representative   **Date**

SIGNATURE OF INVESTIGATOR

I, **Saskia Haardt**, declare that I explained the information given in this document to _____. He was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   _____
Signature of Investigator   **Date**

APPENDIX H3: List of detailed codes

Code-Filter: All

_____

HU: Atlas Project File
File: [C:\Users\Saskia\Documents\0 STELLENBOSCH\1 THESIS\Atlas Project File.hpr7]
Edited by: Saskia Haardt
Date/Time: 2015-09-20 21:27:29

_____

A lot of things happening all at once
accepting benefits as norm
Accepting the circumstances
Added to life experience
address low performance
Administration problems
Administrative leadership changes
ages between 25 to 40
alignment between personal and company vision
Alternative to Violence Prevention and Crime
always frame for coaching
analysing people and their roles
animosity between departments
associated with municipality
Assumption general staff blames management
At home I'm fairly productive
audit successes
authorian management style
avoid conflict
Aware of possible conflicts
awareness
Awareness of MBDA opportunities
awareness of other people's jobs
Awareness of the benefits of coaching
away from the madhouse
Balance between caring and performance
balance between compliance and service delivery
balanced people
battling to spend money
Be an idiot
be aware of the bigger system
be more comfortable
Be more flexible
be self-critical
became friends
become defensive
becoming more steady
being satisfied
Being stuck in the middle
being the pacifier

blaming management
body and mind are interactive
body and mind integration
bring in institutional and organisational culture
bringing it together
Build a family
Building rapport
Busy organisation
CEO's possibility of resignation
CEO's relationship to Mayor
CEO CFO jell is critical
CEO characteristics
CEO support to coaching
CFO's self perception
CFO assumptions how he is perceived
CFO drove coaching
CFO receptive
Change agent
Changes achieved
channel energy towards it
Character fit
clean audits
clean audits for new grant acquisition
clear what needs to be done
Client Level of self development
Client to see possibilities
co-sharing between staff
Coach learning there are complexities in the system
Coach personal characteristics did not matter
Coach skills self reported
Coach to point out challenges
Coach used wide toolbox
Coach would challenge CEO on coaching
coachee involvement
Coaching all staff
coaching approach
Coaching approach body and mind integration
Coaching approach coach does not ask for feedback
Coaching approach coach makes himself vulnerable
Coaching approach depended on the client

Coaching approach included different forms of coaching
Coaching approach not suitable
Coaching approach to match organisational culture
Coaching cannot be effective
Coaching clashes with other priorities
Coaching continuation
Coaching crucial for organisational health
Coaching experience outside MBDA
Coaching focus on management
Coaching for balance life work
Coaching for competencies
Coaching for considering public inputs
Coaching for everyone
Coaching for personal development
Coaching had limited sustainability
coaching in different categories
coaching integrated with organisational development
Coaching intention Difference in opinion
Coaching management is coaching consultants
coaching must work
Coaching need work pressure
Coaching needs
Coaching needs awareness on crime
Coaching needs change management
coaching needs differ for individuals
Coaching needs employee satisfaction and engagement
Coaching needs get arrogance away
Coaching needs how to communicate on strategy
Coaching needs manage different management styles
Coaching needs management to consult with each other

Coaching needs no public sector mentality

Coaching needs not addressed

Coaching needs on management level

Coaching needs relate to people in crime areas

Coaching needs to address changes

Coaching needs to address possible traumas

Coaching needs to address split and division

Coaching needs to deal with office move

Coaching never ends

Coaching not CEO's priority

coaching not different

Coaching not everyone found value

Coaching not perfect

Coaching not to solve personal problems

Coaching objective

Coaching objectives unclear

Coaching outcome

Coaching perceived as abstract

Coaching perception overall good intervention

Coaching perception psychologist not management coach

Coaching perception Very involved in personal problems

Coaching principle

Coaching principle Psychodynamic theory

Coaching process

Coaching process allowed people to be heard

Coaching process as a group

Coaching process based on strain profile individual sessions

Coaching process CEO ambivalent

Coaching process change management intervention

Coaching process coach no reports

Coaching process could do more

Coaching process does not need to be too regulated

Coaching process exercises

Coaching process exercises for actions

Coaching process exercises for reflections

Coaching process good

coaching process great intervention with right coach

Coaching process measuring of outcomes not done

Coaching process motivation

Coaching process no evidence for increased happiness

Coaching process not engaging

Coaching process not hired as a coach

Coaching process not only once a month

coaching process not suitable

Coaching process not work related

Coaching process one-to-one

Coaching process one coach for all

Coaching process personal mapping

Coaching process point clients out to tools

Coaching process request to coach enneagram workshop

coaching process survey monkey

Coaching process tool tailor made

Coaching process tools

Coaching process tools mindfulness

Coaching process use of different tools

Coaching process was wide spread

Coaching relationship became close professionally

Coaching result Closer to common purpose

Coaching result emotional maturity

Coaching result honesty about yourself

Coaching result know who you are

Coaching result professionalism

Coaching should have continued

Coaching skills all professional training concluded

Coaching started for management

Coaching to be relevant to work

Coaching to be sustained

Coaching to solve how to contribute to company

coaching took time from work

Coaching versus hard HR stuff

Common ground between cultures

Common organisational culture

Common purpose

Communication an issue

Communication as a mean to recognise potential

Communication for empowerment

community issues

community work

Company comes first

company vision

Competency course NT

Completion of foundation leadership

Complex

compulsory

Confidentiality

consider restructuring people and positions

consultants as extension arms

Continue with team

Continue with yourself in relations to others

Contracting

Contribute to collective whole

Contribute to company

Contribute to socio-economic growth

control freak

cop out

Corporate social investment

crazy

Crazy environment

Create room for engaging on issues

Creative staff

Creative staff perceived as coalface

Cultural diversity

Culture of person

cultures very different

deal with conflicts

deal with fellow manangers

deal with my role

deal with yourself

Dealing with leadership changes

dealing with the person to deal with the issue

dealing with your mind

different backgrounds

Different ideas on outcomes

different management styles

different perspective

Different type of competencies

Different types of responses

different ways of doing things

Difficulty of public participation

discipline of compliance

do things differently

doesn't really work for them
doing magic
doing mode prevented continuation
don't blame others
don't overcomplicate things
Don't question
dont leave for the wrong reason
dont resist the culture
draw honest opinion
easy to forget
educate workers
effective as individuals
Emotional intelligence lacking
emotionally and mentally employment
end up doing it yourself
enforcing compliance
Enneagram
Enneagram as part of the tool box
Enneagram coach rationale tailoring of questions by coach
Enneagram coach rationale get to the issues quicker
Enneagram difficult to remember
Enneagram perception know your weaknesses
Enneagram perception know your type
Enneagram perception outcome everyone is different
Enneagram perception very good tool
Enneagram perception worked well
Enneagram perception workshop
Enneagram workshop
Enneagram workshop approach
Enneagram you forget
Enneagran trying to understand people
Ennegram coach rationale reason for using it
Ennegram perception did not make a difference
enough issues
enriching
entity
Environment
Environment of MBDA
equal treatment
eternal truth
Excel inbetween many cultures
Excel without pressing down
expectation management
Expectation on coaching
expectations from coaching

expecting maturity
Experiment with flexi time
Expertise of staff
extent of exterior exposure
extremely busy
fair system
fairly independent
fairness
family away from home
feel better about company
feel better about work
feel like a stupid
Feeling acknowledged
feeling of being overwhelmed
feeling valued as a person
fellow managers
Fibre
find common nucleus amongst all the managers and staff
Finding the cheese
Finding time for coaching not easy
first time experience with coaching
flexible time
Focus on management
focus on what they are there for
for granted
free flow of information
from the individual to the team
Full back up from the company
Future coaching consider availability of budget
Future coaching intervention a lot of group sessions
Future coaching intervention address nature of work
Future coaching intervention assessing what is working
Future coaching intervention assessment of competencies needed
Future coaching intervention be respectful
Future coaching intervention being able to balance external push and pull factors
Future coaching intervention common vision
Future coaching intervention communication
Future coaching intervention conflic resolution
Future coaching intervention conflict resolution working with public
future coaching intervention corporate governance
Future coaching intervention dealing with lot of tasks

Future coaching intervention debriefing
Future coaching intervention decision-making
Future coaching intervention goal setting
Future coaching intervention how to become cohesive
Future coaching intervention integral approach
Future coaching intervention know how to deal with new board leadership
Future coaching intervention know what other people do
Future coaching intervention more effective as a team
Future coaching intervention more structure
Future coaching intervention needs to be different
Future coaching intervention One-on-one with all managers
Future coaching intervention proposal submitted for more work
Future coaching intervention relationship building
Future coaching intervention specific competencies
Future coaching intervention start reading each other
Future coaching intervention succeed in studies
Future coaching intervention suggestion coach
Future coaching intervention tailor made
Future coaching needs address grouping of people
future coaching needs counselling for traume
Future coaching needs create space to talk about emotions
Future coaching needs creating work life balance
Future coaching needs decision-making
Future coaching needs management skills
Future coaching needs not individual
Future coaching needs planning
Future coaching needs prioritization
Future coaching needs strategic thinking
Future coaching needs team dynamics
Future coaching process
Future coaching programme material versus client's issues

Future coaching reason why not continued
future coaching to understand
group dynamics
general staff
generational theory
Generational theory
Get work done
Gets you down
Getting things done
gives cultures space to blossom
Goal orientation
gonna be okay
Good brand perception
Good company benefits
good feeling to say I have a coach
good outputs
good public participation
good team support
good working conditions
Got unsolicitited feedback
gradual growth
group dynamics
hand-break half up
happiness
hear the people
Heat of the moment
Hesitant to communicate
Hesitant to implement new approaches
High cost of compliance
high regard
hold a person's integrity
holistic coaching
Hopefully sponsor get the benefits
how people experience MBDA
How to change behaviour
how to engage in this space
I'm delegating
I'm my own person
I cannot safe the world
I couldn't work in coffee shop
I need to be in this environment
I need to interact with people
I'm very aware of it, some of ..
imbalanced
impact on well-being
Implementation lacking implications
Importance of benefits
in-house coaching
in-house coaching potential
in-house expertise
in-house mentoring
in a wonderful way
in the air
including of soft issues
increase accountability
individual needs assessment

informal space
Insecure arrogance
Institutional background
integral theory
integrated approach for performance
intelligent
Intention of coaching intervention
Interest in technical skills
Interesting situation
internal branding
Intervention that kills you
introspection on the organisation
Issue favouratism
issue management doesn't know what we deal with
Issue trust
issues between managers
Issues bothering staff
Issues limiting assumptions
Issues management does not consult
Issues perceptions
It's a way of finding each other
It was a nice thing
job match
job requirement
job sharing
just another organisation without magic
justice activist
Keep going
Keep it fund
keeping the balance
Kept it interesting
know the impact your job has on others
Know urban renewal
Know yourself
Know yourself to be clean
Know yourself to survive
knowing how to consult
knowing how to deal with people
Knowing the context people come from
Knowing to have done the right thing
Lack in succession planning
lack of emotions
last minute person
leadership
Leading from head heart hands
learner license
Learning
learning about yourself
Learning I cannot be unsympathetic
Learning of coach
Leave problems at home

Left coaching early
Legislation a hindrance
Let it be
Level of employee engagement
like a fear
Limelight
Limited continuity
Limited emotional intelligence
Limited skills level
Limited support from CEO initially
Look at function and role within institution
Look at yourself critical
Looking out for new management styles
Loose good people
Looses interest quickly
Love for crime prevention
Love for helping people
Low performance rate
made a difference
maintain professional presence
make managers realise internal potential
Make staff engagements simpler
Make things happen
making an impact
making things happen
manage consultants how to consult
Managed in the public eye
management does recognize potential of staff
management entrenched in internal issues
Management grant autonomy
management not a team
Management style not hierarchical
management style to blame
Management to be cohesive
management to consult with staff
Management to lead by example
Management to prevent sub-cultures
Management to value staff
Management too busy to care
Management treats staff differently
Manager with NGO background
managers dont agree
Managers older age
Managers percpetions of each other
Managing private sector
managing your time

Many issues amongst staff
Margie identified need to introduce Guy
marketing
Massive changes
master plan
MBDA's context
meditation
meeting timelines
Mentoring
mind set
mindfulness
More emphasis on secondary issues
More political connected board
more staff to manage
motivation
motivation lacking
Move to new office
Moving of premises
Multicultural
must have impact on work
Nature of job
Nature of people
Need for emotional intelligence
Need for management coaching
need for understanding that we are changing society
Need more people
need to change areas
need to change people's perceptions
Need to do many things
never perfect
New board
New board more hands on
New board more involved
New board wants to know
New generation
no change of behaviour
no easy relationships
no energy
No exit strategy
no match with coach
no nonsense from consultants
no one is wrong
No personal continuation with coaching
no respect given
No room to speak about feelings
no stable environment
No strong link in the team
No sustainability no impact
noise at work
not a change agent
Not a common bond
not a design house
not a linear process
not a pure project management house

Not all the time
not be blinded by personal issues
Not cohesive because how things are
Not cohesive because of people
not comfortable with
not compete with city
not compulsory
not create tension
Not destructive
not everyone participates
Not filtering through to staff
not for long
Not just a conversation
not just architecture
not just infrastructure
not properly structured
Not purely engineering
Not retain coach
not sensitive
Not simple
Not take company backwards
not the same opinion
Not to get stuck in somebody's story
Not understanding culture is driven by legislative framework
not what I needed
Old school
on a day to day basis
on top of the coaching
online questionnaire
Only talking problems
open up
Operations meeting
Organisational development intervention
overtime
Pacifier
paid well
Part of being a coach
Past coaching need
peer coaching
people are not outspoken
People are quick to judge and criticise
People don't know who MBDA is
People don't know who they are
people don't talk
people felt intrusion
People get grouped
People know what to do
People of same types bound to clash
People with different background
Perceived loss of interest by CEO

perception
Perception board members want to raise own profile
Perception gratification not like muncipality
Perception MBDA is a change agent
Perception of carelessness by staff
Perception of coach
Perception of coach could not take me further
Perception of coach not authentic
Perception of coach was annoying
Perception of coach wide tool box
Perception of previous coaching quite useful
Perception on CEO wants to see results
Perception uncaring organisation
Perceptions eating us away
Perceptions on MBDA Performance
Personal attachment to coaching
personal compromise
Personal disappears after move
Personal great value
Personal issues
personal motivation
Personal perceptions limited EI
Personal principals
personal satisfcation beyond money
personal vision
Planning with public inputs
policemen type beauraucrat
political involvement
Position in diagram
position yourself
Potential frustrations for coach
Practice not easy
Pressure on CEO
Previous coaching approach
Previous coaching approach for client not company
Previous coaching approach people may struggle to speak about themselves
Previous coaching approach rationale of coach
Previous coaching changed behaviour
Previous coaching changed people
Previous coaching feel had to do it

Previous coaching issues
personal matters
Previous coaching no
organisational gain
Previous coaching no
personal gain
Previous coaching objectives
Previous coaching personal
reasons
Previous coaching process
Previous coaching process not
everyone bought into it
Previous coaching process
nothing new
Previous coaching process
office
Previous coaching process
perception coach
Previous coaching process
staff resistance
Previous coaching reaction
previous coaching taught
patience
previous coaching taught team
work
Previous coaching what is our
personal purpose
professsional
protect the company
Proud to work for MBDA
Public knows who we are
Public more sophisticated than
we think
public sector company with a
private sector mentality
Questioning and probing
quick changes
quite useful
realisation
recipe amongst not great
Recognising the whole person
Recognising whole person for
performance
recognition
recruitment
Reflections could help
leadership to work smarter
Registration for studies
relations among staff only
improved slightly
Relationship to coach
Relationship to other staff
members
relationship with board
Relevance of the position
resistance to organisational
culture
Respect other culture
Rewarding work
Robbery at Singabi Road
Role of the board
Safety through urban ugrading
Satisfaction comes afterwards

satisfied with role
Satisfied with work
environment
saves money
Seeing things differently
Self-awareness
self-control
self-observation
self-reflection
semi-formal coaching
sense of belonging
sense of exclusion
Sensitive around procurement
Sent to counselling
serious hours
Servant leadership
service provider part of team
Setting time aside for
management and quality time
share success stories
sharing between generations
sharing between level of
experience
sharing issues with team
sharp
Shift in CEO
shift to public sector mentality
should track happiness at
work
slow with public participation
social committee formed
social engagements
social justisce
social worker
Solve personal problems
some people are overloaded
some people don't have
enough work
someone to talk to
sounding board
special staff capabilities
Squeeze value out of staff
Staff as coaches
staff attitudes
staff being passionate
staff committee
staff development
Staff different levels of
development
staff engagement
staff feel better
Staff feeling CFO CEO run
MBDA
Staff happy to work at MBDA
staff level stressfull
staff not been in formal
working environment
staff not motivated
Staff perceptions of CFO
Staff Perceptions of each
other
staff personal experience
Staff problems

Staff quiet old
Staff ready for being change
agent
Staff relations
Staff requirements
staff resignations
Staff selection
Staff taking pride in work
Staff technically skilled
Staff to accommodate
company
staff to be better off later
staff to understand role as
change agent
Standards and quality
Start with self-wareness
start with your unit
starting to slip a bit
stress and strain profile as a
starting process
Strong minded individuals
strong strategic plan
Strong views on life
Studies in the line of work
sub-culture
supportive role to make it work
sustainability lost
sustainability of the company
systems relations
take care of work and oneself
Taking a day off
taking life in your own hands
taking the issue forward
Talking past each other
team assessment
Team building improved
Team building initiatives
team consultations
team debriefing
Team dynamics
team to know you
technical work
Tensions can be felt in the
office
the more you do the more
pressure
things were very bad
previously
Thought starters
Thread to loose personell
tick box
time is money
To fit in
to get people to see what a
place should look like
to navigate between the pull
and push forces
Tolerant towards problems
Too much work
Too old to change
track progress on projects
treat each other respectful
trying to adapt

trying to understand
Two clean audits bring a lot of pressure
unaware of coaching focus
uncertain what creates conflicts
understand common purpose
understand people of the community
Understanding for why people clash
understanding of coaching
unhappiness
Unhappiness with role
Unrealistic board
Unsympathetic to personal problems
use a system on me
use expenditure effectively
Use multiculturalism for productivity
Value for money
variety of urban renewal
Very complex group dynamics
very cool
Very good coach

very rough environment
Very strong distinction between management
coaching and psychology
Very tired
violent societies
volatile
want more salary
Wanting to make a change
waste of time
we are here to deliver
we are stretched
We got to know each other
what difference to I make
what drives young people
What I was going through
what qualities are needed for success
with happiness and smile
withdrawn from being involved
women in construction
work as a team
work hard not smart
work life balance
work over time
work place stuff

work pressure
work very hard
worked myself up
working against each other
Working in CBD
working in silos
working in units
working with communities
working with one company
working with people
works very quickly
worth
you are meant to deliver
You are responsible for yourself
you cannot complain
you cannot manage everything
You cannot split body and mind
You forget
you have to go deeper
you remember
You see results

APPENDIX H4: List of evolving themes

List of evolving themes and sub-themes

Themes	Sub-themes
What MBDA stands for:	- Vision - Values and purpose - Principals of operations: public participation, expectation management - Good public reputation / brand - Change in mind set – move towards public sector – growing staff
Organisational dynamics	- Pulled in many directions - Growing - Moving to new premises - New board hands-on
Leadership in MBDA	- Managing the outside world (Board / politicians / municipality)
Institutional structure	- Departments - Functions - Outsourcing – service provider as extended arms of operations - Finance – operations - implementation
Framing conditions	- New board of directors - Part of the city - Balance between compliance and delivery - Clean audits but 40% performance - Volatility - Built up to the local government elections / NMBM in the centre of attention between DA and ANC
Nature of jobs	- Complexity - Planning to management, implementation and maintenance - Communication - Complexity

Staff members	- The calibre of people working at MBDA:
	- Professional background
	- > 50 management
	- Long-standing service to the company
	- Growth from hands-on managing to strategic management – remains of doing it yourself
	- Tired
	- Diversity
	- Eager to learn
	- Personal highlights
	- Growth in the job
	- Different background on organisational experience: corporate, municipal, NGO, employed
	- Passionate / motivates / alignment of values and purpose
	- Disengagement
	- Staff's perceptions of being valued or not
	- Additional education
	- Generational issues
The team	- Group dynamics
	- Personal conflicts
	- Team conflicts
	- Power struggles between management?
	- Animosities between the departments
Issues bothering staff members / future coaching needs	- Fear of transition in leadership / volatility
	- Work ethic
	- Waste of money
	- Limited communication
	- Low performance rate
	- To be equally treated with respect and equally
	- Working in silos / absent team work
	- Sections holding other people's work up
	- People not knowing what happens in other sections
	- Disrespectful towards other people's work
	- Limited skills (i.e. writing)

	- No room for personal growth - Management too busy to care - Management not coaching / training staff - Delegation of decision-making - Differences in treating staff - Differences in the department - Different management styles - Limited soft issue for staff engagement - Management not recognising the potential one sits with (i.e. Lerato) - Limiting assumptions - Limited motivation in staff - Need for work-life balance / after hour work taxing
Coaching	- General perceived need - Objectives? - Organisational outcome? - Usefulness to the work / job - You need to know who you are / self-awareness - You need to know your home
Coaching effectiveness	- On individual level - Increased awareness / mindfulness - Happiness - Change in behaviour
Coaching topics going forward	- Tendering of coaching? - Internal coaching - Peer coaching - Group coaching - Coaching per team - Skilful people in-house - Management of staff members - Making use of the potentials you have
Clients readiness for coaching	- Personal motivation
Coaching: Reactions	- Reason for coaching? - Coaching process

	- Not understanding what the coaching was there for
	- What they liked about the coach
	- Anticipated outcome?
	- Benefits (individual)
	- Limited sustainability
Coaching: Learning	- Learning on behaviour in personal and work life
	- Difference of issues – performance up to personal survival
Coaching: Behaviour	- Self-control
	- No change in leadership style and general management of staff
Coaching: Client readiness	- Hesitant at the beginning
	- Burning issues
	- Leaned towards
Coaching: Coach	- Did not look at the frame conditions / challenges what is happening inside in terms of management
	- Experience
	- Trained
Client-coach relationship	- Positive
	- Trust
Coaching process going forward	- Induction of the process
	- Limited buy-in / voluntarism
	- Tendering
	- Role of the CEO
	- Internal coaching
	- Social worker
	- Peer coaching
	- Create room to talk about issues bothering one
	- Assessment what teams really need
	- Coaching for relevancy for the job portfolios
The enneagram experience	- Usefulness
	- Learning
	- Challenges
	- Difficult to remember

APPENDIX I: Visual snapshot of MBDA projects

Examples of City projects: Govern Mbeki Avenue

Examples of City projects: Donkin reserve

Examples of city projects: Tramways Development

Examples of city projects: Bird Street

Examples of city projects: Kings Beach

Example of Township projects: New Brighton

The project includes, surfacing of road, upgrade of parks, creation of cultural precincts, street furniture and public art and road safety features like cycling lanes and traffic calming circles.

Examples of Township projects: Veeplaas

MBDA partnered with Veeplaas in Action' group that facilitate development initiatives for the community to enhance the economics of the area.
MBDA is currently investigating the potential of developing an Informal Trading Facility and a Car Wash

Examples of Township projects: Helenvale

Examples of Township projects: Walmer

Fencing and upgrade of the historic Gqebera Cemetery, an access or
link road to the architectural well-known Sakasonke Village to Victoria
road and the establishment of a Car wash facility closer to Walmer Main road.

Example of Arts & Heritage: Route 67

Route 67 consists of 67 Public Art Works symbolising
Nelson Mandela's 67 years of work dedicated to the Freedom of South Africa
and includes 67 steps leading up the second largest flag in Africa.
The artworks were designed by local artists from the Eastern Cape.

APPENDIX J: Detailed overview of the previous service delivery areas

STRATEGIC PLAN RESULT AREAS	STRATEGIC PLAN PROGRAMMES	MBDA PRIOITIES	ROLE
BASICS	Urban management	• Security plan roll-out • Cleansing plan roll-out • Regulatory compliance • General maintenance plan • City improvement districts	D
INFRASTRUCTURE	Infrastructure Property development Planning studies	• Major public infrastructure projects in priority areas • Facilitation of private sector property development • On-going feasibility studies, business planning and development plans for priority projects	D
HERITAGE	Awareness raising Heritage management Networking & Partnering	• Heritage management plan • Heritage management information • Development control • Heritage assessment	P
MARKETING	Strategic planning Events & activities Public relations Media relations	• Marketing plan • Market indicators and tracking • Area branding • Events programme • Marketing collateral	D
SUSTAINABLE COMMUNITIES	Resource efficiency Greening Livelihoods Economic inclusion Social interventions	• Business support on resource efficiency • Going green • Edible open spaces and gardens • 'Zero-waste' initiative • Smart construction • Supply chain management	P S
STAKEHOLDERS AND PARTNERS	Stakeholder engagement Relationship management	• Stakeholder forums • Public participation processes • Perception management • Networks and partnerships	D
INSIGHT	Monitoring & Evaluation Perception assessment	• Monitoring and review of project implementation • Annual MBDA monitoring report • Stakeholder perception research	D
ORGANISATION	Strategic management Organisational development & transformation Performance management	• Strategic planning • Policies and admin systems • Performance management and plan • Transformation & efficiency • Human resource development • Corporate culture • Augmented funding	D

Source: Voges, 2013: 221.

APPENDIX K1: Sample of coaching practices applied

Coaching issue	Practice
Creating mindfulness	There was one person that had issues around getting angry. So if you were able to remove yourself from this environment and go to a safe space. Sit down, use your breath to anchor yourself, ground yourself and then you can come back and you engage.
Requests	Purpose and objective: To reduce the level of over-commitment that you are currently experiencing. To say no is painful, but much better than to say yes which brings regrets. Practice: When you receive a request for assistance with an activity or project that you are already very busy you will use your ninja skills to then physically move your body to block the request. This pause will create a space for you to consider your answer. This pause will then allow you to answer in a considerate and respectful manner. When you respond you will move your body forward and answer either with a yes, no or maybe. Support: You place a picture or something as a reminder about practice. Maybe it is just a bangle that you could touch. When you look at this symbol think about this practice. With time and practice it will become a competency that will reduce your level of overcommitment. That will give you more time allowing you to complete your activities
Feeling of being overwhelmed	So then a practice that I would ask a person to do then is to first of all self-observation, noticing what happens when I say yes to people and then noticing what happens when I say no. So that is just the ability to begin to say no, reduces the level of overwhelm that I feel as a practice. The ability to say no is a competency. But it also speaks to in a way to the person's way of being. This speaks to the enneagram, because if it is important to me to be liked by others. If it is a two, because two want to be liked by others. So I struggle to say no because otherwise people may not like me. So then we would talk about the enneagram as well.
Relationship	I would use Stephen Covey's model on the emotional bank account. Relationships are like a bank account. You make deposits and you make withdrawals.
Time management	Stephen Covey's time management matrix, first habit, first things first. Also from the same author. It is around four domains

APPENDIX L1: Clients reactions towards coach and his approach

Reaction towards the coach
Coach sharing his personal story When he started off his session, it was a workshop for all staff where everyone was present and he opened up to everyone at that moment and shared his life experience. What he went through in life. How he got out of dire situations. Where he was down and out, and he lifted himself up but it was his choice to do that. Not to stay there.
Some people could relate to him, others could not. Age may have been a factor why people could not relate to him. Some people could relate to him and his experience and I then I think for the younger staff they didn't necessarily relate to that because they haven't been in such a situation yet. And they may dismissed it as he just want to know about me. He wants to probe into my life. Maybe he is going to go and tell my manager what my life is all about. So I think maybe age could have been a factor, but more so for the younger people than for the older ones.
Corresponding with the coach and developing a friendship with the coach I think in that way on the spiritual side we are all searching for the eternal truth. Who we really are and what's our purpose. And for me the coach, he also leans to that direction. So in a way, I suppose, we even became friends. We became fairly close at a professional level but we could chat on things of interest, not that we socialised, we became more friends. We got to know each other. So I think this for me was also enriching. This added to my life experiences.
Appreciating that the coach used a variety of tools and exercises The one thing I liked about him as well. He is always giving you different tools electronically, sending you something, sending you an exercise, tell you about a book, immediately he makes that tablet of his work. I just enjoyed watching him do that.
Coach provides tools instantly, responding to the coaching issue Whilst he is talking to you, he is saying let me just make a note. I'm gonna send you so and so and by not even the next day you got it. Something to read. Something to fill out. A questionnaire or a thing to see you know that complimented what you discussed to do in a particular situation having a challenge on.
Coach kept it interesting No matter what it would be, he has made it work and kept it interesting.

Coach can offer different interventions, depending on the client's needs

He can also coach you on strategic management, leadership and motivational stuff. He sees himself fulfilling this role depending on what you need.

Trust in coach

I trusted him.

Coach's persistence led to client embarking on the coaching process

You know he was on me. He scheduled one day, and two days later he was there to check up on me. Did I do it? So he checked up on me. So I think the first two weeks, I didn't do anything, and then because he was so persistent, I thought let me try this and I see what happens. (…). He said just try and see what the benefits are and I felt better and decided to continue with it and it spiralled from there.

Coach created an environment where client was able to shift from being resistant towards opening up and sharing personal issues

At the beginning I felt he was invading my privacy. He asked a lot of personal questions which I said I was resistant. I didn't want to answer him. I was in fact questioning him. Why do you want to know that? With every question he asked me, I would ask him but why do you want to know that? And I didn't realize it was because I needed to let go of baggage I was holding on to. So by opening up and speaking to him, he facilitated a journey for me to get rid of what I was holding on, that I felt I couldn't speak to people about. So he kept encouraging me to open up, to open up and speak about something.

Coach had an ability to listen and to create a space for personal sharing required for client to engage on the process

Sometimes I left the room in tears but it was a good process because sometimes we just need to speak to somebody. They don't need to speak back to us. They just need to listen to us. So initially I felt he was a bit too personal, but once I opened up I realised he was taking me on a journey to let go of what I was holding onto.

Appreciating the coach's characteristics

I would make him confused, just for the fun of it. He would not get confused. He is very cool. He is very sharp.

Good coach

He was a very good coach.

Coach was not original and authentic in his approach

So there was just not nothing and maybe also on my own personal view if you do these type of things, be as

original as you can be. Don't want to do it by the book, if you talk about communication and conflict resolution let's see it in you. Don't come across as a presenter, show us that you live this. You can see the passion in the person's eyes and body language when they talk about certain things.

Coach's body language was not engaging

Usually it is your body language that engages people, even before you talk, so you need to have that shusch…if I can put it that way. So I think: the coach didn't do it for me. I'm sorry. (…)

If I now had to go and coach people, my body must speak to what I'm here for to do. My eyes must be glowing, my face must be out there, my hand gesture, everything and also on a formal level, if you speak to about technical staff, ah just sit there … hahaha… you engage people, you get people to relate to what you are saying.

Coaching approach too general without energy

I also want to say we should not really be shooting him down. His approach to it was very general. There was nothing specific to my work. For the other guys maybe it was relevant, to my work and what I was dealing with, it just felt it is not relevant to me. Coaching without energy, how else do you coach if you don't have the energy?

Coach became a psychologist and not a management coach

He almost became a psychologist and not a management coach and to me it is all about squeezing the value out of every person according to that person's culture and its position in that diagram.

Coach perceived as a nuisance

I can tell you that some people were at some stage annoyed when Guy was here. I don't think there was a full buy in of Guy being here. Because I know and I'm not gonna put names to it. There were people in the organisation that found Guy a nuisance.

APPENDIX L2: Personal coaching experiences resulting in learning and change of behaviour

Issues persons raised with coach	Self-reported learning	Self-reported change in behaviour	The coaching experience
Being unsympathetic to people's personal problems	**It is important to be sympathetic towards staff members in order to attain a common purpose**.		He made me aware that I have a certain purpose and I need to drive staff in a certain direction but I cannot do this without recognizing how people feel and their kind of circumstances in life out there.
No common purpose and direction	Have a common purpose		I think Guy helped me and the staff with having a common purpose and a direction.
Feeling frustrated about superior's treatment When X came on board, it was sort of my most difficult time in my lifetime. I was frustrated ...because I felt that I was treated like a stepchild by my boss.	**Changing the way of thinking and feeling about oneself and the circumstances one is in** So meeting the coach and sharing those experiences changed my way of thinking and the feelings that I used to have.	**Change from being frustrated towards taking action against the treatment experienced** Yes, the coach's intervention made me very strong and as a result thereof in 2013, I felt it was enough. I had enough of this treatment. I decided now after consulting with another professional to write a letter to the HR committee to lodge sort of grievance	So when (the coach) came on board I shared these experiences with him. He advised me, fortunately you are a mature person. You should put on a rain coat. Don't let everything work on you. The coach had a way of detecting somebodies posture. He said you changed. He encouraged me to be assertive, a person of my age. I have every experience of the past.

During this time, I was on medication. What I used to take when I felt irritated to calm me down. I used to think of many things, some evil, some not because of the predicament I was in.		**Staying calm and reducing the intake of stress medication** I'm sure I could have snapped. I could have ended up being an addict to x. As a result I always have it in my bag but I seldom use it. In a stressful situation recently experienced: I did not even show any freight. I addressed these people calmly.	
Feeling of not being valued and undermined in the company So I felt…one would feel what I'm doing is not valued. The job that I'm doing is undermined. Knowing where I come from, I know that I'm an educated person. This is not honoured.	I should stay strong. I must not let the external factors affect my being and business, what I'm here to do. If am not happy address it.	**Feeling of happiness and job satisfaction** In fact that changed my life and made me strong in what I believe in. As a result I'm happy in my little corner. I'm happy with my people. They don't have complains with me and my management style, and from my side I don't have complaints.	

I felt, because had it been a different coloured person, I would have not been treated in the same way with all the education that I have.			
Being caught in between personal issues of colleagues and having to perform simultaneously Initially I'm the pacifier, I'm the fibre, I'm always trying to do that, but in the process I compromise myself. In the process, I don't always find the respect I try to give, come back to me. Dealing with the sort of hectic conflict at the	**Take care of myself** I had to realize I cannot save the world. I got to actually look at my work and myself. That whole thing around emotional intelligence made me aware of this.	**Withdrawal from getting too involved in other colleagues interpersonal issues** So as a result I have withdrawn from that. I don't try and get too involved. I just let it be. **Think and then respond** And I think I have grown a lot more to try and sort of take a step back. Because my reaction always was to react. Think and then respond. So I think I'm better but I still have a way to go.	I think it has brought home a lot stuff, a lot of stuff, for me. You forget and you remember, but a lot of exercises he gave us and a lot of self-reflection, writing down of things, noting your thoughts, noting how you respond. What is bringing that one? What do you think is creating you to respond in that way, that manner, behave in that manner? What is it that a particular person that presses your buttons. Why do you think so? So if you did this, if you were to rather respond in this way. Don't you think? Posed a lot of questions to look at life differently. So if there is anything specific, one would

time, being the pacifier. At the same time keeping the place going at my level. In terms of you know all the stuff that needs to be done, the support stuff, trying to keep that sort of level going, admits all that.

So I think it was just around that feeling of how to deal with it and the frustrations and up and down.

How to become a bit more steady in your approach and how to deal with yourself

How to deal with this different volatile scenarios that come up every now and then

How can I protect

Realising the importance of coaching

At a relatively senior level with this type of issues you need coaching, because otherwise you battle with yourself, if it creates peacelessness.

I cannot really fault it and I think the type of lifestyles we lead today and the work pressure everyone is under it just helps to sometimes have that sounding board.

Mindfulness

This whole thing about mindfulness, you must be aware of, take it further to meditation and self-reflection.

Understanding generational perspectives

I think this is also what came out of the coaching sessions, understanding where the different generations are coming from. The coach spoke quite a bit about the generational theory, which was really interesting. You forget about it. We come out of different generations. Today's young people are influenced by different things

always then say this now has happened based on what we said last time. This has come about. And maybe I applied it in this way, I can see a new issue and then he would probe where do you think this is coming from? Then I would say it's this, shouldn't, then this would develop sort of its own legs again, may go into another direction. It just sort of followed were it goes, yes, so it was quite good.

myself, mentally and dealing with this in a way that I don't compromise myself. I was probably feeling a bit compromised. At some stage, it grew around that. **Addressing of spontaneous issues** Then of course I mean as you we went along things are happening,			
Being a perfectionist	**Self-awareness based on enneagram of being a perfectionist and what it meant to one's life** You know this coaching process did not only have an impact on my work, but on my family life as well, because I was classified according to the enneagram that we did, as a strict perfectionist, going home everything needed	**Let go of strict perfectionism and enjoy life** Let go of this strict perfectionism. Move on to being more spontaneous, being more open to life and enjoying life with your family because after all it is these little things that keep you unhappy as you don't see the bigger things that is right in front of	

	to be in its place and I would shout at the kids, if things were lying around, I wouldn't spend that much time with my family, because I wouldn't spend so much time with my family because I would always make sure that everything is in place and everything is tidy. This coaching process also taught me in my personal life to let go of things, you can't just..	you, you are missing out on.	
Being reluctant to participate in the coaching process, feeling that coach is invading privacy	**Seeing the benefits of the coaching process through trying it out** I was very reluctant in the beginning to participate in this whole thing, because I did not understand what it was all about and I kept pushing, pushing, pushing against the process and eventually I told myself, you know what, just go with the flow and see what happens. But I didn't realize that I needed to go through the process to see the benefit at the end.	**Participating in the coaching process** So I started off and once I bought into the process. I think it was after 3-4 months, that I only bought into the process	The management coach said, he saw that I was reluctant in the beginning because I wanted to know what is gonna be in for me, what am I gonna benefit? He suggested that I try an app. I cannot remember the app. The breathing exercises that you do. He suggested that I just sit and try it for 5 minutes a day, appreciate something around me, that I can be grateful for and enjoy whether it is looking at the leaves of the plant. How green it is. Even if it is standing inside the building. It is still flourishing. To enjoy that. To look at the painting and enjoy the colours that is in the painting. It is raining outside. To enjoy the rain because of the benefits it brings. Even though it is cold.

			You know he was on me. He scheduled one day, and two days later he was there to check up on me. Did I do it? So he checked up on me. So I think the first two weeks, I didn't do anything, and then because he was so persistent, I thought let me try this and I see what happens. When I did the breathing exercises on the app, it was just like I felt instantly better. He says it is because I tend to speak fast an then I don't breath. But I need to after a day, just go and relax and breeze. That is all I need to do. Just breeze. After that it was a turning point for me, because he was so persistent on me and he kept pushing me, try it, just try it once, if you don't like it you don't have to do it again. Just try it once. That really…because once I actually tried it and I saw for myself, he didn't tell me what the benefits gonna be. He said just try and see what the benefits are and I felt better and decided to continue with it and it spiralled from there.
Feeling of unhappiness and feeling of not realising	**To stop blaming the company for perceived unhappiness but to look at life positively**	**Change to looking at life more positively**	Something very profound that the coach left with me was "it's not what you think you want in life, because everybody things

| ones potential | I started to realize the value of it and I opened up to the process and the changes came after that and it was like it answered my questions at the beginning. Why I am not growing in this company? What does growth mean to me? Why am I unhappy? | I realized, it wasn't because of the company and the work that I'm doing it was because of the way I look at life, because of the negativities, holding on to negativities, instead of looking at the positives in every situation, and where you start to see self-growth within yourself, that you move to a better place | that they don't want to work and they wish they can win the lotto and not work, but you have to work, you have a job, whether you are working here, or you are working at another company. Whatever it is, it is all the same. It is a job, but it is what you take from the job and how you make a difference in someone else through the work that you do that is important. |
| | My emotional intelligence has changed. Because I would always blame something else. I would always say it happens because the MBDA doesn't do this. That's why. So I always transferred the blame to someone else.

Understanding of what is important in one's life goes beyond personal issues towards making a change in somebody's life. | But after the process, I start with me. Why is it that I'm not feeling that this is making me happy? I start with myself and I look at what can I do differently in order to achieve what I want to achieve. It's like when you are stuck. That circle you have to change something to get out of it. So if you don't change something you get the same results over and over, to break the cycle to get a different result. So this is what the biggest lesson is that I have learnt.

It is challenging daily but I have learnt to accept that this is the way I have to look at it in order to sustain my happiness. But I often find sometimes I need to remind | |

		myself "no, no, no, you are going back this way" take a leap this way again. Go right, don't go left, It is a behaviour I became accustomed to, but at the same time I need to remind myself constantly because it is so easy to get trapped in negativity.	
	Self-awareness to separate issues at work from oneself as a person **Self-awareness that people's perspectives and values may differ**		
	I just had an experience this week, where I felt so despondent, being in the position of…you get this negativity coming to you all the time and I felt despondent because I thought, is it now a personal attack on me, but then I had to remind myself again, it is not you, it is your position. People not necessarily ascribe to your values and beliefs and what you stand for, personally as well as for the company, maintaining policies and regulations. I needed to remind myself again it is not you, step out of there and just do what you can do.		
	More self-esteem believing on oneself	**Enrolled to further studies and almost completed the studies now.**	

Being patient with other people and how to talk to the next person	**It is not just about oneself in a situation, be patient with others** **You need to work with others to resolve a situation** It has been a learning curve. It has been inspiring. It does not help I choose all the fancy words, plain and simple words. It has been a bridge that I never thought that I could cross, that I did cross, and I didn't cross it because of me but because of the coaching session that I had with him and it even made me a stronger person. I came out a stronger person on the other side.	**Acting with patience in private and professional life** Now with the family, with being patient with them, with the people out there knowing to get a thief that comes to you shouting and screaming at you just standing there thinking you are mad, well you want to robe me, you want to take my phone, just take it, it is not necessary to scream, man you are stupid and then he walks away*laughs* then it's like okay … did I really say this? And afterwards I had a freight, did this really happen to me? Was I really that calm? **Being in a control of a situation through mindfulness** You go into that situation. You take your suspect, your clear the road for yourself. You take your suspect…sit them down and ask them what happened. What made	We did individual sessions and then we had to do it in groups. That was to test your patience towards the next person. Those things, I could now put in practice, not only in my work, but at my own private life. So that coaching session how to make a bridge with match sticks and I think it was spaghetti. Just a few things. He wanted to see like, if I remember correctly, this is the situation, this is what you have to do and this is the only resources you had will you be able to make it with that resources? And that was just how to, not to let your brain just think, in front of you, but let your brain think in a broader field, it is not just you in that situation. It is the people around you also in this situation and you have to put your heads together to resolve that issue.

		you do this? Why did you want to do this and you look him in the eyes? You feel scared and threatened. I mean this guy is sitting with a knife but at the time you also take the knife away from him, but you talk to him, and if you are calm if you are hard and slapping and kicking the guy around…. there is times where I turned my back around in certain situations where I thought I'm really gonna get now seriously injured, I'm taking chances, and then the coach kicks in: just take it cool, take it easy, take a deep breath, turn around and walk away, don't make a scene or fuss or scream.	The coach said…I try working on it.
	Time management – Not to leave things to the last minute	I'm working on it. I try not to be that last minute person again. Even minutes for the meetings. I hate typing, I hate taking notes for meetings. While it is fresh in my mind, let me go and then, two days before the meeting I go through my minutes again. I'm still working on it, since then	
Wanting to achieve a personal goal	**Goal-setting helps to achieve**	**Goal-setting led to action and achieving an interim step towards achieving the**	If you want to achieve something he said you must write something like a note. You

		bigger goal	must always have with you, on your mirror, or on your desk. You must always have that note. That piece of paper. Just put it there and every time you wake up you gonna see that thing. Every time you know. You stand up and you see it looking at you. So you can achieve that goal.
		It was working. Because at that time, I said I want to achieve this thing. So I did it.	
			Researcher: Did you do that?
			That time. I did it that time and it was working.
Personal issues of concern	**The benefits of talking to someone about personal concerns**	**Registration for studies**	I talked about this with Guy. It helped me to get registered.
Wanting to register for studies			

APPENDIX L3: Personal coaching experience not resulting in learning and change of behaviour

Respondent's reaction	Reason for low level of engagement in the process
No memory of the coaching intervention I may have a memory loss, no. I see hundreds of people in the year, if not thousands. It was not one of the ones where we kept notes. So work related yes I keep notes. **Just another training session** You will have to refresh my mind on this. It has been quite some time. I mean we have been to so many sittings and training sessions	**Content was not directly work related and not relevant to the person to do the job**.
Something that had to be done It is something we did. We came, to be honest. It is one of these things that you do and you feel that you had to do it, and just quickly do it, and get going with your work again.(,,,,) if I do task like this it needs to have an impact on me and my work. **No memory what it was about** I cannot even remember what it was about. I just felt it was not what I needed. I cannot even remember what it was about.	**It felt to the person as something that needed to be done and no direct benefit to the work was perceived.**
Coaching too psychological The coach thing for me was a bit too much of a psychological thing which for me coaching would be to be coached in what you particular need to be coached in. Like for instance the type of coaching you need and the type of coaching I need is two totally different things.	**The coaching approach did not address direct work related issues that the person experienced** I'm a person that is very much involved in technical things and community things, for me coaching would have been better if we would have said let's talk about challenges in the community. How to deal with

| | that. How not to make this form part of your daily life. How to distinguish between this is my work. This is how I need to feel right now, dealing with these people, and get out of that, when you get home be the normal person again and continue with your life instead of taking all your problems from work to your household and you end up being unhappy in the process of doing so.

So that type of coaching would have been what I would have felt would have changed my life. |
| --- | --- |
| **Coaching approach not suitable**

It did not speak to me. I understand that he was creating awareness of all these things but if you do something I'm sure your objective would be to have an impact at the end of the day. | **Unclear about coaching objective / approach: How was the approach different?**

Now my question would be what was his objective when he talked about team dynamics? What was his objective, because we work as a team every day? What is it that he brought that was different? There was nothing different or nothing exciting that would make me see things in a different light or want to treat the team differently. All those type of things. For me basically he was just coming to tell me what I already know. |
| **The coach couldn't take me further**

He felt that I'm at the self-actualized level. | **Coaching client had already achieved a high level of awareness**

There wasn't more for he was able to do with me. I could possibly do more with him to get him where I was. |
| **Coaching did not facilitate introspection**

Coaching, no matter how often, will not be effective if you don't do introspection, and look at yourself and see it for what it is, and based on this try and effect change. | |
| **Personal perception of high level of self-awareness through life – experience**

I must admit, me, at the beginning, I thought I know myself and I said to him no. I know where I come | **Coaching client did not want to be put in a system**

There is nothing that you can tell me or any system can tell me about me other than me. So I'm very self- |

from. I'm coming from an impoverished household. I have built defensive mechanisms for myself through educating myself, highly so.	aware. I know who I am and for me it was a little bit of a nuisance having to sit with someone that now wants to use a system to tell me who I am.
Coaching takes time away from work I personally know of three people that found the session with Guy annoying. Because one, it is nearly an hour, and it takes an hour away, from their work, they could have been more productive. I won't go as far as generalize that it was a thing amongst staff. I can only refer to the three people.	

APPENDIX L4: Observed changes in staff

Managers feel more acknowledged and recognised

Different managers felt that they are now more acknowledged, and recognized for who and what they are.

Not a strong link, but people have moved closer to the common purpose

He has definitely brought people closer to the common purpose.

I don't think there is a strong link between us but we have a better vibe understanding of each culture, what needs to be done, what the common purpose is. People understand it much better. You ask the staff three years ago, what is urban renewal you would have received 30 different answers. Now they know what is urban renewal is. It is very wide work, associated with construction, special rating areas. Now they see what this work means, maintenance, special rating areas, trees planting, paintings and so forth.

Increased emotional maturity and professionalism

He brought people to the point, that if you don't get it your way, it does not mean you need to get destructive. He definitely brought a bit of maturity, emotional maturity and a bit of professionalism into the whole equation. To me it is still one you need to respect another person's culture and colour.

Increased self-control

Yes, I think that was achieved, for instance somebody working in my section. This guy was sort of touch me not, if I put it that way. Within no time he would just burst into a…I give you an example. If there is something between him and somebody. If there is something he feels it is a lie. He would just burst out of that door, but with time working with me, and maybe looking closely at me, it is not about me, but also going through that coaching. The guy has calmed down. He is somebody who is better controlled. He knows at work I should behave like this and so on. At the same time, out there I should learn to control myself. Otherwise I will be dragging the name of the company through mud. You see. This guy is a changed man. He is now a sort of responsible man. Partially he sort of has been helped by coaching, through that coaching exercise.

People know where they are strong

Know where you are strong, before the management coaching people didn't know that.

Addressed personal issues of staff, but it was not sustainable

It was good for X whilst it lasted because but then it did not sustain itself.

Researcher: Did you see any changes? Interviewee: Yes, I did, people are changed now since the coach was here. People changed now, I think so I'm not sure.

Relations between staff better but far from being where it should be

Has the coaching been effective? Did it help? In my personal opinion because I relate very well with all staff here (…), I'm a straight person and I can tell you, personally, that the relations between the staff might be a little bit better, but it is far from my opinion from where it should have been having given that coaching.

Difficult to make a statement on changes through intervention

I can just hear that apparently things were very bad previously, but I'm not sure how bad it was and if the bad has been reduced.

Difficult to comment on changes in other people

The problem is I didn't ask colleagues. It is confidential to ask these things. I was just concerned with my things. I didn't ask the people what is happening.

No visible changes in how managers lead their staff members

I haven't seen any visible changes. My view is that they saw it as an exercise that they didn't realise that or they didn't see the value of continuing beyond them. Continue with your staff, I think….because of their busyness and they always like this. They didn't maybe spend enough time reflecting about it that they realized that it goes beyond them. It wasn't just for me. It goes beyond me as a manager, as a leader, to the rest of my staff.

APPENDIX L5: Perceptions regarding company performance

Slight improvement on performance

Yes, I think it got better. We are still battling to spend all our money. Maybe we are slow with our public participation processes.

Impact on department's performance (as a team)

Our department got tremendous stress. The work out there is not easy, but with the coaching sessions, it made us break things up. Take it bit by bit. Don't be in a hurry and you make mistakes. It is not easy at all, and we have to work as a team in that department and we only want good to come back for the MBDA. So things have improved. When we moved here, we had open plan and staff communicated. We have all learnt to know each other, your soft points.

Awareness created through enneagram did not result in change of behaviour / Perception that one's personal type can develop into a defence mechanism instead of leading towards integration

After the workshop where I stood on red, now people can see X is not mean. It is just part of his character trait to sometimes be a little bit more aggressive than anyone else. But it becomes a defence mechanism. Ach guys you know I'm like this. You know I stood on red, it is almost a way of stepping back. I am on red but for me to have a relation I need to give this extra step forward, allow them to come right, and see where we can find overlaps and integration and within that respect for one another and the world views we hold. So that critical aspect I think was not there.

Focus on personal traits overlooked how to integrate as part of the bigger team

The coach focused mostly on the person and the persona of the person and not the one attempt to get us all together based on the question I have you all put together. That was a move towards the right direction because now we know who stands where and why but it can't end there. We now need to go into the how. Now that I know who I am, how do I relate with the other person so that everything doesn't become conflictual.

Team building has improved

We started having more team building sessions, started having a committee, end or middle of the month, you have a function as staff members, tomorrow we are going to ice skate, as a team building, things have improved.

No team building benefit achieved

People had their personal views about. So people were grouped from different departments into one group and then they sat out their goals whatever…but it didn't come out as a collective. So I

don't think that we realised that as a benefit.

Difficult to make a statement on improvements on the organisational level

In response to my question if changes on the organisational performance could be observed.

To some extent ya. Good question though? At a personal level, I guess I'm fine. It is a bit hard to gage. I think that is maybe part of Pierre's thing where is the tangible sort of outcome. Like the coach said he cannot share his deliberations. He cannot give you a report to say A did this. It's a feel, it is a gut feel almost. I think it was maybe not long enough in a sense that you see what the budget we had, we utilised it but we spread it quite wide, so like you say if you had an unlimited budget, I think it could do a lot more. It just depends how people would view it again, spending that on something like an abstract concept versus spending it on an HR consultant, doing the hard HR stuff, that sort of thing. It is crucial for the organisation's health, medium to long-term health.

APPENDIX M1: Positive comments about MBDA

Positive comments about the agency	No, my work supplies me with the basic tools that I need. I have a great team I work with. If I foresee any problems, my financial department and direct management are very supportive of what I do.
Loyalty to the company	So I think those are some of the things that I have picked up. In fact that changed my life and made me strong in what I believe in. As a result I'm happy in my little corner. I'm happy with my people. They don't have complains with me and my management style, and from my side I don't have complains. It is just that I'd like to see them growing and ensuring whatever time is at their disposal is used effectively and efficiently for the benefit of the company.
Attempts are being made to work against the silo mentality	We have started to take people on tours of project sites and let them see for themselves. I also think we need to integrate more against the silo mentality. Understand more what am I processing here. There is a school for 200 kids in New Brighton, Suddenly it has a human face and it has value. It is not just an invoice anymore.
Sharing of successes	I still remember precisely when we started doing media work on a clean audit. The finance team was so uncomfortable being in front of cameras and doing stories how they worked together. They never had that space before, including the CFO and suddenly now people are opening up to those possibilities, and hopefully this adds value. In each person's life and day at work and they attain this job satisfaction.
Aligning personal values to company values	Not so long ago, we went through a values exercise, probably towards the end of last year, it is still fresh now that you are reminding me. It was not a management discussion. It was a discussion with everybody. One of the key issues was what is more important, personal and company values. How do you align them? My opinion has always been. Your values must align with the company values. We have gone through these conversations and I think you know, funny enough, later today the staff committee requested a meeting with management and on top of the list is always the salary issue.

APPENDIX M2: Perceived future coaching objectives and needs

Coaching objective	Coaching needs
Theme: Change in agency's leadership	
Be able to balance the political prerogative with the job requirements	How to really balance the political prerogative with the job requirements and what you have to do. I don't know if it sounds vague or not. It is a very dicey space. We deal with the municipality on one hand, we got a board of directors on the other hand. Teach us to handle such competitive environments or to be able to thrive in this space. I don't know what it is but I think it is a very unique space, with a very unique set of challenges and we have a professional job to do but it is not in a vacuum, but it is under a political mandate and sometimes these two are contradictory.
Change of board leadership – be able to deal with new requirements	We have gone through seismic changes. We gone through a bit of change in the layer above us. In terms of the board has changed, the board of directors, different ways of working, in a way we had a board of directors. There is new expectations, different expectations new ways of working, especially for people that are long here, you had a board of directors, I would not say passive, not as active, they were mainly business people, who were busy but were looking at things from a practical, effectiveness point of view. Suddenly you have a different crop of leaders who add a political dimension to the conversations, which is new to most people. So I think from both from reception to management it is time to shift the thinking.
	Where In the past you had a board-management conversation on technical questions. They would be asking about the structure of the building. Will it be sustainable, cost effective? We don't have that conversation now. It is completely different. How are the people feeling about this? How many jobs are you creating, the conversations are different. I think it is probably something we were not ready for. So to understand this space is quite key for me.
	We used to be part of the board meetings. We would attend meetings. The new board insists that we only come by invitation. Ok, sometimes you are told you have been invited but we call you in when we need you. The whole day you are waiting. Are you thinking about this overhead? What is this daily costing us? Sitting idly waiting to be called in? It is that mind-set. This is what it is.
Strategic thinking to deal with the push and pull forces	Strategic thinking becomes a way of doing things. It becomes an organisational mind-set. And an agency like the MBDA if anything it should be known for is strategic thinking. Otherwise, we must just become a department of the city. So I think it becomes more tested in the environment we act in, political domain, administrative issues. Conflict management, strategic intervention or I don't

	know….it is something at that level of corporate governance and being able to balance all of these pull and pushing forces.
Theme: Team dynamics	
To coach all the managers individually and then do a lot of group sessions with managers	How do we start reading each other? How do we start becoming more cohesive? How do we start becoming more effective as a team? We are effective maybe as individuals but we are still very much in our silos. We are talking past each other. Communications is an issue. Trust is an issue, you with him and I with him you are favouring me maybe, those sort of thinking and all that stuff. It may be perception, but it is there, and when it is there, it is eating away. It is not making you any more productive. We are all working in our own silos. Crazy actually. I don't know how we are still managing to bring it together at time.
To align individual vision with company vision	I want to be here. The company has got a strategy, a way that it works. I'm fine with it. That is why I want to be here, but now for every day I want to have a vision, that operational part. My vision is the best that I could be to serve my community. Then we need ti look at behaviour as part of a team. We know we are not islands, when we are in a group. So let me be the best island that I can be in the group that I work, and in doing that I want to be as effective as I can be and therefore I will become a satisfied employee.
To work with the individual, as part of the team, as part of the entire organisation – to create synergies between all levels	(…) we all work in different departments. First focussing on those departmental teams together and then, what is our team's purpose? What are we here to do? What are our values that we ascribe to as a team. Then from the team, broadening it up to the whole organisation, because I think, once you start with yourself, you start with the people that you work most with every day and then move on to the other people in the organisation. There will be better synergy, between how we view each other, how we relate to each other and to people outside the organisation, to our board of directors and those as well.
	you have better performance because if there is a free flow of info, because of collaboration and planning together and really I guess when we all share the same vision and not coming from different directions, that synergy on its own will deliver more. We will be part of higher performance agencies. We will probably get better satisfaction. You see the impact that you do, and understand more what we do.
	We need to work as a team and that needs to start on the top, unfortunately that needs to start in the top. Where we have management working as one. Which is not the case at the moment, I think. And I keep using this word, filter, that will eventually

	filter down. There is no teamwork over here, none or what so ever.
To unite for the same goal / vision	We all come from different backgrounds here, others from NGO, purely business space, others from in between government, and I think we even though we know we are trying to achieve the same goals, but I think because you can achieve the same goals coming different directions we don't often unite our thinking around these things. So team dynamics is quite key.
	But I think articulating and understanding the vision is another issue. Maybe there is a way and means we can empower people to better understand and interpret the vision for themselves on a day-to-day basis. I don't know if this makes sense.
	Maybe we need to do internal branding to uplift the company values and brand values. What we are on about, so people can live them on a day to day. Those are the things we need to do going forward.
	I guess when we all share the same vision and not coming from different directions, that synergy on its own will deliver more. We will be part of higher performance agencies. We will probably get better satisfaction. You see the impact that you do, and understand more what we do. There is engagement, but the engagement is not good. It is almost as if the organisation doesn't have one goal that everybody is working towards. There is no teamwork, there isn't …I could say it is as if you work against each other. It makes things difficult. There is no common goal. (…) one department, their goal is to finish that project but in another department, their goal is to get a clean audit. For planning and development, their goal is to get their project done, in the quickest time, with the quality and within their budget. They need finance and admin to support them but often here finance and admin's goals is different what their goals are. So they clashing here, the organisation suffers because then nothing gets done the way it should be done and then it is the whole cross fighting and people blaming one another.
To collaborate across functional departments	(…).as sections you have to work together. You find you do your part. You send it to that area, and for you to be able to proceed with this it has to come back from this section. It stays long there. As a result, the appointment of for instance service providers is delayed, because that was kept on hold that side. Again, if someone is in accounting, I want them to understand what impact they are having in the organisation relating to a project in a community somewhere. If they are not doing their part in the bigger picture, doing things on time, could result to a contractor going out of business related to the township. If they don't understand, it

	leads to a failure.
On a management level – to communicate with each other on a level of strategy	Should we just be shooting off without consulting each other on what would be the best way? In terms of a management team we are trying to meet weekly, but it does not always happen, but we should be setting more time aside for management and then quality time, going, drilling down more into this stuff at times which we are not able to because time and circumstances and stuff. How do we manage our different management styles we end up with a better outcome, an improved outcome?

Theme: Address unhappiness in the company

To show that leadership cares **To look at happiness differently**	Show that leadership cares. It should be important that they see the CEO cares for their wellbeing, emotional state of mind, the physical well-being, because currently there is a lot of unhappiness within the organisation. But my perception is, how people feel what happiness is, because an interesting exercise that Guy did with us, it was simple what makes you happy and he said he kept the information, which is confidential to him was that nowhere did it come out that money makes me happy, but still people are still fighting for more money and they are thinking this is gonna bring them happiness, a better life. I think, I really think that a continuation would benefit a lot of people.
MBDA leadership to be caring for staff members' well-being, emotional state of mind and physical well-being	People go often last on the list before everything else, you must just work, work work and get your projects done, we need to deliver and your KPIs must look good. Give your managers the space when they need it, being mindful of their wellbeing. Where you don't put too much pressure on them. Where they reach a breaking point. Where they feel they can't anymore. So I think there is a lot of insensitivity and they are too busy to care, if I can put it bluntly
To create a balance between delivering and caring for the person doing the work	And I think a lot of HR things get blocked that way. Where it is thought of in the management's view as a money exercise, they don't necessarily see the soft benefits that come from it, having a team building, going out for lunch in the afternoon or something like that. They don't see the soft benefits that come with it, that go with that, they look at it as spending money and we don't have the budget for that. People go often last on the list before everything else, you must just work, work work and get your projects done, we need to deliver and your KPIs must look good. There has also been an incident recently where one of our employers was actually gun pointed on site. So for such things there need to be some sort of a process in place where you sort of get counselling or whatever the word may be just to somehow show that the company does take an interest in you as a person and not necessarily for you just to deliver on what is expected from you within your

	responsibilities.
To address perceived unfairness through departments treating their staff members differently	There is this difference in the way managers treat their staff. The planning and development sections enjoy much more freedom, what maybe the other sections enjoy from their managers. So then the staff look at it and say you can come and go as you please. I can't come and go as I please.
To address perceived unfairness in the allocation of work load	Things will be given to people that can deliver and in the fastest time they are bombarded with work. And they see people sitting idly and not having much to do. And it is like why am I working so hard, and these people can sit and read newspapers?
To address perceived feeling of input not being valued	About a week ago one of my colleagues at planning and development. That gentlemen was robbed at gun point. We had been saying this a long time ago before even that project. The guys that are dealing with crime prevention, town rangers, those guys got to confront these criminals, are threatened, meaning there should be a policy to cater for that. In case one gets hurt or something like this. So many years ago I mentioned it, it was never listened to.
To address perceived lack of appreciation and / or reward for effort	There is not a thank you, no well done. Some of us here are egocentric. It is people who are pushing you up.(…) people, reporting to you will apply an extra effort, show them you have done very well and it is highly appreciated and if you can you must pay for your people. This person is worth more than this, you not give me anything but these people deserve it.
To increase employee satisfaction through increased sense of belonging	(…) if you are internally happy with how you are being engaged that is the reflection you give to the outside, that is the quality of service you deliver outside. So maybe more emphasis to be put on these two (employee satisfaction and engagement), and also with that it also gives you as an employee an opportunity to sort of learn how processes and structures and stuff work in the work place and it also gives you a sense of I belong here.
To address perceived lack of knowledge and respect of each other's work portfolio and contribution to the	Sometimes a person at MBDA working would not know that there is a cleaning top-up service provided in Govern Mbeki from 2pm to 10pm from Monday to Saturday. People should know what is going on. I must know what happens in another department, but a certain department is not interested. We had this in one of the staff meetings. Some staff members saying it is so boring. The person said like..ah touching a dirty person, stink breath. It felt so insulting. What some of these people don't realize (…), you do the most disgusting

company	work out there (…). You have to work with decomposed bodies. You see foetuses. You see children dead, which is not nice things and then you get a person that doesn't understand. People to treat one another with respect and to do away with the undermining attitude based on the jobs that are done with people because every job that is done here is directed to one objective. So everyone has a contribution in whatever the outcome is, irrespective of how little it is or how minute the job is graded. It has some contribution.
	No, we don't. Saskia I can tell you know that we have some people in this organisation that's been working here for years that doesn't know what the next person is doing. That's how bad it is.
To address management style that does not allow for autonomy, trust and staff development, i.e. admin and finance	He feels he is the ultimate responsible and you know it is that strict perfectionist part again. It needs to be this way, and no other way. So he is also not opening himself up to our suggestions. He asks us for it, but he would still dismiss it without asking why do you say so? He would just go and think it can't be done this way.
To address perceived gap between management and staff due to limited decision-making power in some departments	Like a project leader. They are put in charge of a project but they don't have any decision making power. They still have to go back to a manager, will it be their own, the CFO or the CEO. So there is always that gap. I think it comes through the leadership. I think decision-making is quite key for the effectiveness and really being a hard performance agency. If people don't understand the parameters and if you do not give them the levy to make decisions, I think it is one of those things contributing to a lower percentage of performance.
Common goal-setting to overcome division	You know one thing I have learnt is to create a goal sheet, like a dash board, putting pictures because sometimes we relate better to pictures about where we want to be, what we want to achieve, so I have started doing something like that, but I think it would benefit a team, if they can set goals for themselves like that as a team in the organisation, pinning it up somewhere so that they can see it and be reminded of those goals and then for the whole organisation as well where we can put our organisational goals down and then as a collective agree to that because if we don't agree to the same thing, we gonna work against each other. And a lot of that is happening, where one department, their goal is to finish that project but in another department their goal is to get a clean audit. So you know for them … for planning and development to get their project done, in

	the quickest time, with the quality and within their budget they need finance and admin to support them but often here finance and admin's goals is different here what their goals are, so they clashing here, the organisation suffers because then nothing gets done the way it should be done and then it is the whole cross fighting and people blaming one another, so ya I think that's important
	The other thing is that we work, I'm not sure if encouraged by section leaders in silos, because you will find that team work is not as it should be. I tell you what. There are some sections, .as sections you have to work together you find you do your part, you send it to that area, and for you to be able to proceed with this it has to come back from this section. It stays long there. As a result the appointment of for instance service providers is delayed, because that was kept on hold that side. You see what I mean? I think us now as managers, some of us indoctrinate … our people to first ensure that what pertains to their section is done first, or is prioritized on, before attending to others, as opposed to what I believe anything that comes. Deal with it first, so you don't hold other people up.
Awareness creation for interrelatedness	Again if someone is in accountants, I want them to understand what impact they are having in the organisation relating to a project in a community somewhere. If they are not doing their part in the bigger picture, doing things on time, could result to a contractor going out of business related to the township. If they don't understand, it leads to a failure.
	I want to be here, 2. The company has got a strategy, a way that it works, I'm fine with it, that's why I want to be here, but now for every day I want to have a vision, that operational part, my vision is the best that I could be to serve my community, 4. Behaviour as part of a team, we know we are not islands, when we are in a group, so let me be the best island that I can be in the group that I work, 5. And in doing that I want to be as effective as I can be, 6. And therefore I will become a satisfied employee, 7. And based on that I can perform and I can then be performance managed, the others I'm not specifically to x with, strategic thinking,
Staff engagement – create relatedness – live public participation in the company	If I were personally to choose from all the coaching, I would choose employee satisfaction and employee engagement is quite important for me per se amongst these other things where I would actually any organisation to start from because if you are internally happy with how you are being engaged that is the reflection you give to the outside, that is the quality of service you deliver outside, so maybe more emphasis to be put on these two, and also with that it also gives you as an employee an opportunity to sort of learn how processes and structures and stuff work in the work place and it also gives you a sense of … I belong here, if you get engaged in something, it gives you that sense of belonging. I'm part of this. Rather than most of decisions being thrown at you and this is what you need to do…

Difference in departments managing their staff	But then again there is this difference in the way managers treat their staff. The planning and development sections enjoy much more freedom, what maybe the other sections enjoy from their managers. So then the staff look at it and say you can come and go as you please. I can't come and go as I please. I have to give an account for every minute that I'm working here. My boss wants to know why am I doing this, so they feel that, you know it's like there is unequal treatment here between the people and I think that has a lot to do with the unhappiness as well. It creates unhappiness…let me put it to you this way, I would never ever want to work in any other department than the department I'm working for. If they were to move me to any other department. I would say sorry I'm leaving. You know in general you would walk into one department which just have long faces. You think to yourself, well is this person actually happy at work? Do they actually want to do this work? Also you have the unhappiness between the different departments because the one is allowed to do it this way and the other one is allowed to do it that way. So there needs to be that generalizing. Everybody is treated equally and I do know, yes, sometimes it is difficult, your position may not allow what my position is allowing. But then make it up somewhere else. We working to a goal. We are working to improve the city. We are working for the public. There is a goal. There is a bigger goal, yet there is still no togetherness. What bigger goal do you want then that? You see the results.
Overcome perceived unfairness in allocation of workload	Also like I said things will be given to people that can deliver and in the fastest time they are bombarded with work and they see people sitting idly and not having much to do, and it is like why am I working so hard, and these people can sit and read newspapers.
	You have certain people that are very good at what they do, because they have got other responsibilities that should not be their responsibilities and because of that they cannot focus on the one thing. So I think this is where the lack of motivation is coming from because you have all these different things to do and it is not structured properly. So you have got AB and C to do. But you are actually really good at D. That is where your passion lies but because you have got AB< C and E hanging over your head you cannot really focus on what you are good at. And I think that filters down to the rest. There is a lot of expertise I think from the bottom all the way to the top but it is not structured properly. That is my personal opinion though.
Value inputs / don't prejudge	It is for all of us to value other people's inputs, not to just look at the next person, without talking to that person assume not to get anything from that person. We all

	have our own way of thinking, and the assumption because one doesn't talk. The assumption this is a stupid fool, doesn't hold water to me. Because there is one thing I believe in. If I have nothing to say, I rather keep quiet, I don't talk for the sake of talking.
Value everyone's input, treat everyone equally, perceived level of unfairness and racial issue of being treated differently.	I would love to see this eradicated in our work environment. The value of owns input into the organisation. Ones the persons sees that, burns out. I will just do my part and not be prepared to do the extra mile. If these things continue to prevail, we will have a community of mediocracy. Generally as management one ought to ensure to treat everybody equally. We need the pat on the shoulder. There is not thank you, no well done. Some of us here are egocentric. It is people who are pushing you up. If you can just tick that I thinking from people, things would be better, people working for him, reporting to you will apply an extra effort, show them you have done very well and it is highly appreciated and if you can you must pay for your people. This person is worth more than this, you not give me anything but these people deserve it. It must not be about you. I attend meetings over weekends, forgetting that you have these people under you. You must be considered for a raise.
	in this institution we serve or work in different spheres. Some people I listen to some not. About a week ago one of my colleagues at planning and development. That gentlemen was robbed at gun point. We had been saying this a long time ago before even that project. The guys that are dealing with crime prevention, town rangers, those guys got to confront these criminals, are threatened, meaning there should be a policy to cater for that. In case one gets hurt or something like this. So many years ago I mentioned it, it was never listened to. It is only now that we have a project in Helenvale where gun shooting is taking place. This incidence now, it is only now that people are thinking about danger allowance, policy. These things have been there a long time ago, that is why I'm saying, we have to start valuing every opinion that is on the table as long as it has its merits.
Understand and show respect for each other's work portfolio	People say: "I don't understand what the operations department is about. It is boring" But I must know what happens in another departments, but certain department is not interested. We had this in one of the staff meetings. Some staff members saying it is so boring. The person said like … ah touching a dirty person, stink breath, it felt so insulting.. what some of these people don't realize, a security officer. I'm gonna say I'm a security officer, police officer whatever work you do out there, you do the most disgusting work out there, like my work in the police. You have to work with decomposed bodies. You see foetuses. You see children dead, which is not nice things and then you get a person that doesn't understand. People to treat one another with respect and to do away with the undermining

	attitude based on the jobs that are done with people because every job that is done here is directed to one objective. So everyone has a contribution in whatever the outcome is, irrespective of how little it is or how minute the job is graded. It has some contribution. I remember one time in our ops meetings. The guys from ops were doing account on what they were doing, talking about crime and all those things that are happening on the streets and then somebody from one section said it would be nice if they would not listening to crime and these things. Those things were boring, forgetting that everyone is affected by crime. This is like our home. At your home you need to know everything what is going on. Yes, you know in the past where I come from, you would not listen to the old people's conversations, ask questions about what is going on but these days it is important to know your home. If you don't know your home, you are tantamount to somebody, suffering from identity crisis. You don't know who you are.
	One must try and know what is going on in this section, so one will meet one another. One would say: I believe you are working for MBDA. I saw people in uniforms with MBDA emblem. What are those people doing? What times are they working? Sometimes a person at MBDA working would not know that there is a cleansing top-up service provided in Govern Mbeki from 2pm to 10pm from Monday to Saturday. People should know what is going on.
	Saskia I can tell you know that we have some people in this organisation that's been working here for years that doesn't know what the next person is doing. That's how bad it is.
Address management style that does not allow for autonomy, trust and staff development, i.e. admin and finance	Limited trust in staff leads to some staff being overwhelmed having to do all the work, listening to suggestions, being a strict perfectionist, value other staff members, don't overburden a few staff members He feels he is the ultimate responsible and you know it is that strict perfectionist part again. It needs to be this way, and no other way. So he is also not opening himself up to our suggestions. He asks us for it, but he would still dismiss it without asking why do you say so. He would just go and think it can't be done this way. That is what I can say for our department. I cannot speak for the other departments. And also the ability to make decisions, because you know like the supply chain practitioner. She is responsible for supply chain but she doesn't have the authority to make a decision. She needs to go to the CFO, although she recommends otherwise, he would overrule her decision, and say but no. Although she knows that her decision is the right decision and you get blocked there.

Leadership style that creates an environment of autonomy to close the divide between management and staff	Yes. There is that division. And I think it stems mainly from the decision making powers that is granted. Like a project leader. They are put in charge of a project but they don't have any decision making power. They still have to go back to a manager, will it be their own, the CFO or the CEO. So there is always that gap. I think it comes through the leadership.
	Decision-making is also very important. You see people that should be making decisions, but would prefer to defer them, either because they are unsure if they are entitled to making those kind of decisions or don't know any better, or they have made decisions before and maybe suffered consequences of such. I think decision-making is quite key for the effectiveness and really being a hard performance agency. If people don't understand the parameters and if you do not give them the levy to make decisions, I think it is one of those things contributing to a lower percentage of performance that is my understanding. That is how I see it.

Coaching need to address issues of communication	
Communication	Some of our new staff that came in. I would think another coaching in communication, somebody would say" Just a reminder about the foto shoot, just a reminder, never emailed, spoken to us in the first place. Communication is very important for everybody. I won't go out and tell my boss, please phone me on my personal phones, you get people … ah you really not at work today? We have something planned.
	This is what I have sensed. It takes time to extract that information and I think the team dynamic is lost and the communication does not flow. I think there is this one thing that I have said over and over and over: You know whatever you people are doing if you think this is unusual circumstances and you achieved xyz, tell us about it, we will find a way to put it out there, because we need to use our experiences as learning case studies for other people and vice versa – wins and fails.
Easing of internal communication / improve relatedness	I often say we are such a small team and sometimes we overcomplicate things. You can walk from your desk to the next person and have a conversation about certain things. Sometimes when you put in a lot of structure it actually is counterproductive. If you have an issue, speak to your supervisor, then speak to the supervisor of supervisor and eventually to the CEO next year. What's happened?
Create room to speak about issues	Oh yes, very important but I also think that it works both ways. I actually think there is a lack of it so not the bursting out, but the no reaction. Nothing going on, dead type of thing. There is a lot of it. People are not very outspoken; So it is actually the opposite. There is more of the opposite happening. What is the opposite of self-regulation? It would be, they don't really show the emotion of what is going on, to know I'm being angry, I'm angry but I can still control it. So you don't really get

	anything.
	In my personal opinion I would have also liked to see that in this operations meeting that is our platform to track are you guys still happy within the company? Not necessarily in a formal, procedural way, just to engage like this. Sometimes it is easier to talk about things, rather when you are … eish, I have to know put in a formal complaint, or a query or this. Now instead of having this formal complaint system, it will be easy just to sit around the table.
Research interview created space for airing arguments	Maybe there was something that was accumulating. I vented that out now. (…) When you ask them, I'm a quite person. But when I got to share ideas and talk, especially when I feel comfortable about it, I talk. It was great having shared my experience with you.

Theme: Project planning, implementation and maintenance

Improved goal setting	I perform a lot of different tasks. I multi task, from administration to technical, supervising and consulting. Problem-solving and how to set my goals on my different functions that I have here. I tend to sometimes run into a wall, than I haven't done completion or proper planning of my goals.
Improved conflict resolution skills	We are working a lot with civilian people in the streets and contractors. We do come across a lot of conflict in our line of work, also with the public in it. We are also working in a very diverse country with different categories of people and environment.
Decision-making in an environment of multiple tasks	Sometimes I have priority tasks that I have to complete and sometimes I have tasks that need my attention all at once. (…) What is priority number one and two and how do I approach this? I try to do my work all at once but it is not possible. So how would I approach this?
Problem-solving to deliver projects on time, cost-effective and according to quality standards	Time is money. There are ten different ways of completing or correcting, but something, you have to look at are cost implications. You have to take the right decision. Time is money. Costs are involved and standards and quality of the product is very important to me.
To be able to handle experiences made "on the ground"	It would be good to have debriefing sessions. Because most of the time management and whoever is not aware what we actually deal with on the ground.
Improved public participation	To get people to open up to see what they see a place should look like. If you have a group of architects and standing in front of a group of mamas. (…) When people

processes and outcomes through better equipped consultants in dealing with members of the community.	meet the mamas, to get the best out of poor people, you need to give them the freedom and confidence to say what they want to say and not to feel intimidated. It is that ability to draw an honest opinion out of very badly unsophisticated people. Sometimes they are more sophisticated than we think they are. That architect and urban planner should not ignore that. Those people need sometimes a bit of coaching. To coach the management here is effectively coaching the consultant base out there

Theme: Adapt management style to the growth of the organisation and its staff members	
From hands-on management to let go	How you lead someone else, because the majority of the managers have been here for a long time, since inception some of them, seven years and more, so but I think they haven't necessarily, I don't want to say they haven't learnt, but in the busyness of it all they don't care enough to take the time to bridge this gap.
Staff training will lead to more developed staff wanting to apply what they have learnt and management needs to be open to that	In his busyness he has the ultimate responsibility for clean audit and that, but I'm needing to let go off giving me decision making power because I have been using what I have learnt, making recommendations, because I don't have the power of authority to implement whatever I want to. I need to go through him. I need him to open up to that and allow me to use what I have learnt.
Bring new staff on board / company is growing	So I think maybe for a new process or process to continue because we got loads of new staff, that could benefit from a continuation of the coaching

Theme: Addressing the emergence of public sector mentality	
Change management to address public sector mind set	Change management across the board. Get people realize what you give you get back. I feel this company is now also developing more and more of a public sector mentality which is a bit worrying. …around change management just getting people not to get too much into this whole municipal mind set. Now there is a whole thing around benefits and packages. We are doing this whole benchmarking exercise now. It's gonna come out. You know you also gonna have to keep this place financially stable and sustainable and so you know the once are getting more and I suppose it is bound to happen as your staffing goes bigger, getting more people coming in, different mind-sets.

Theme: Improve management skills to increase performance	
Performance management and effectiveness **Change of mind set to use company funds and assets reasonably**	I sometimes feel like people do not give thought to certain expenses and activities they engage in. In terms how they add value to the whole chain. For example, we have vehicles that need maintenance and fuel. You will find someone hasn't thought through how to go from A to B to C effectively. Instead of going there and coming back. It is a little thing but it is a mind-set thing, because I'm not paying…and therefore so be it. If you read our annual report. I'm not taking about audit queries. When it talks to performance it says 40%. This is a problem for me. These things do not often make the headlines. We make sure they don't. They are realizing the problem in the effective implementation. These things do not often make the headlines. We are much better than the city with 20% but it doesn't mean it is ideal, just those little things on performance, and really…being accountable to ourselves first before we are accountable to anyone. Luckily we got a great CEO who gives you space to do the things you need to do, but at the end of the day you are accountable to achieve anything. But sometimes there maybe just too much time in between. You are accountable at the end of the quarter. it is too late to recover.
	Management skills. I think performance management to really get up and improve this 40%. It is ironic. The perception that we are a highly effective organisation, but it does not match up with when you say we hit 40%. It does not align. In the year before it did not match up.
Theme: Organisational support to continue with coaching	
Necessity for leadership to see benefits of coaching	I think any CEO would only be an idiot, if you don't see the need for coaching in this type of environment. It is complex and multicultural. (…) how to dance through this to get certain pockets of work done. (…) The more you do, the more the pressure comes to you. I don't think there is ever a stop to it, but we may have a dire need for it just after the move, which is in September this year. It is just around the corner. It is gonna be traumatic, it is a massive building. You gonna have this **split and divisions** again. Here we are all on the same floor, expect for X. When they are on different floors that little personal disappears. …analysing the people more and their role. We have a very strong strategic plan which came out of a breakaway session with the board and management. It is not just about bricks and water but many soft issues. There is not a lack of clarity what needs to be done but to channel the energy towards it.

To improve the public participation process to obtain a better product	To get people to open up to see what they see a place should look like. If you have a group of architects and standing in front of a group of mamas, to get the best out of poor people, you need to give them the freedom and confidence to say what they want to say and not to feel intimidated. It is that ability to draw an honest opinion out of very badly unsophisticated people. Sometimes they are more sophisticated than we think they are. That architect and urban planner should not ignore that. Those people need sometimes a bit of coaching. To coach the management here is effectively coaching the consultant base out there