

**The Application of Executive Coaching in
the facilitation of sustainable working
relationships between South African
Corporations and Black Professionals**

Research

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The Application of Executive Coaching in the facilitation of sustainable working relationships between South African Corporations and Black Professionals

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Executive Summary

The interest in the area of Black Economic Empowerment (BEE) is very topical due to the material organizational changes that are being implemented by all organizations operating in South Africa. The distribution of wealth through different share structures involves significant company value being placed in a new group of shareholder influence. All companies operating in SA have been encouraged to make changes to their share holding ownerships which have led to a difference in opinion amongst top players in South African organizations.

The challenge facing SA dictates a fundamental change in approach within all sectors of society, particularly established business. There should be sustained effort to mobilise all SA to arrive at a national consensus on the priorities of economic transformation and the roles and obligations of all stakeholders in helping achieve these objectives.

In my literature review, I found little empirical research being conducted in the South African context on developing BEE leadership skills through coaching EQ competencies. I subsequently decided on a qualitative research design, focussing on narrative analysis. I chose my research methods based on which of the techniques answer my research question, and research design, the best. Since my study is qualitative in nature, I chose individual interviewing, naturalistic observation, as well as a questionnaire for triangulation.

BEE in South Africa is here to stay. It is a given that South African organisations need to adapt to the socio-political environment. They also have a social responsibility to support drives and initiatives to eradicate past imbalances in order to ensure future growth and stability. Therefore they have an ethical and moral obligation to develop black leaders. South African organisations need to make sure that coaching programmes are developed and are instilled as part of their leadership development programmes in order to facilitate the process.

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CHAPTER 1

Introduction

The interest in the area of Black Economic Empowerment (BEE) is very topical due to the material organizational changes that are being implemented by all organizations operating in South Africa. The distribution of wealth through different share structures involves significant company value being placed in a new group of shareholder influence. All companies operating in SA have been encouraged to make changes to their share holding ownerships which have led to a difference in opinion amongst top players in South African organizations.

South Africa's present government inherited a mismanaged economy, designed to serve the needs of a minority of the population and condemning the black majority to a vicious cycle of extreme poverty, unemployment and underdevelopment (*Human, 1996*). The policies resulted in significant structural distortions in the economy and finally, crises in the apartheid economy, the consequences of which are still with us today.

Ten years ago, a transformation programme was implemented which fundamentally changed the country's political, economic, and social landscape. It firmly entrenched the values of equality and freedom, laying the foundation for the country to chart a new path to economic development, which other developing nations could follow. {1}

When the African National Congress (ANC) came to power in South Africa (SA) in 1994, it identified Black Economic Empowerment (Refer to Glossary pg 35) as a major vehicle for addressing the economic injustices of apartheid.

However, questions have been raised as to whether the current process has not resulted in the enrichment of an elite few rather than empowerment of the millions who still remain excluded from participating in the economy. {2}

President Thabo Mbeki's government has repeatedly referred to SA's "two economy in one country": on the one hand an advanced, sophisticated economy based on skilled labour, which is becoming more globally competitive, on the other a mainly informal, marginalised, unskilled economy populated by those unemployable by the formal sector.

{1} Executive Summary Report of the Black Economic Empowerment Commission 2001 – *An Integrated National BEE Strategy*.

{2} Internet www.skillsportal.co.za - *Manual takes swipe at black elitism*. Mr Manual said, "Black businessmen ought to ask themselves if they understand the principle goals of governments economic policies."

In its policy document, "SA's Economic Transformation: A strategy for Broad-Based Black Economic Empowerment (2004)," the government noted that apartheid systematically and purposefully restricted the majority of South Africans from meaningfully economic participation.

"The period since 1994 has seen the SA economy undergo profound restructuring" the report stated. "Ten years of consistent economic growth has been recorded. Macroeconomic stabilization has largely been achieved, providing a platform for accelerating the growth rate. The economy has become increasingly integrated into global markets, and has become a successful exporter of manufactured goods and value – added services".

This has been accomplished by various legislative steps to scrap the last vestiges of apartheid law, which reserved certain jobs for whites, and encouraged companies to diversify their ownership profile in order to tender for state business.

Despite the economic success of the past 10 years, "vast racial and gender inequalities in the distribution of and access to wealth, income, skills and empowerment persist, and as a consequence, our economy continues to perform below its full potential", the government observes in its BEE strategy document. {3}

South Africa Present and Future

"If BEE and other economic reforms were not carried out, the country would not be at peace "- Trade and Industry Minister Mandisi Mphahla.

BEE charters for a number of business sectors were recently announced. Initially they caused a stir in the markets – but most big businesses have come to realise the importance of changing their ownership profile.

The challenge facing SA dictates a fundamental change in approach within all sectors of society, particularly established business. There should be sustained effort to mobilise all SA to arrive at a national consensus on the priorities of economic transformation and the roles and obligations of all stakeholders in helping achieve these objectives.

Organisational challenges of late have focused on the need for transformation and employment equity. The major challenge now is to ensure the transformation process is sustained and that skills transfer and leadership development is ongoing. {4}
(Dotlich, 2004)

Organisations face a number of hurdles in this regard namely finding young talent in South Africa, assessing the coaching and mentoring programmes needed, and the additional training requirements to ensure continued career growth. The South African business community needs to be committed to addressing these issues and finding viable solutions that will ensure the continuance of sustainable transformation in their organisations. {5}

{3}Executive Summary Report of the Black Economic Empowerment Commission 2001- *An integrated national BEE strategy*.

{4} Management Today Yearbook 2005 – *Challenges facing business leadership in a rapidly changing South Africa*. Brand Pretorius CEO McCarthy Ltd says, “everything rises and falls on leadership: are we doing enough to nurture and develop effective leaders.”

{5} Enterprise November 2005 – *Captains of their Destiny*. Bheki Sibiya CEO Business Unity SA says, “Leadership is critical for the sustainability of BEE.”

Leadership skills and behavioural skills both play a vital role in the overall success of an organisation. (*Argyris, 1994*). Transferring of skills and knowledge is crucial and should form part of any Black Economic Empowerment strategy if the organisation is to get transformation right. {6}

Business leaders have begun to recognize the need for a more subtle set of competencies – the communication and relationship skills required to influence and energize employees, adaptability to rapid change, and respect for people of diverse backgrounds. (*Goleman, 1998*). In the new world of business, leadership comes from the power of ideas, your humanity and the ability to capture the hearts and minds of people. A primary challenge for leaders in an organisation is the quest for personal fulfilment – how to achieve a reasonable work/life balance. Business leaders have to master the science and art of effective self management to ensure sustainable personal success. {7}

Coaching leadership development creates sustainable working relationships and is fundamentally a business proposition. (*Goleman, 1998*)

Coaching ‘black’ professionals in the specialised area of leadership development integrates personal development and organisational needs (*O’Neill, 2000*). Coaching helps leaders adapt to new responsibilities, reduce destructive behaviours, enhance teamwork, align individuals to collective goals and support organisational change.

Research done by *Griffin, (2003)* as well as *Bennis, & Thomas, (2002)*.

Organisations must have aligned commitment and distributed intelligence while we all recognize the richness of our countries diversity.

My interest in Black Economic Empowerment has continued to grow because of my realizations of the way empowerment deals in SA are being done. At this point of the BEE cycle the SA government is legislating BEE charters for various sectors of business. Business leaders of organizations are choosing BEE partners due to the enforcing of legislation, not because they actually want to.

I feel all stake-holders i.e. shareholders, trustees, directors, employees of business will be affected positively from the creating of sustainable working relationships between Black Professionals and South African Organisations. The biggest challenge for everybody involved is to embrace diversity and to recognize the tremendous advantages that diversity brings to organizational growth enabling a wider distribution of wealth creation (*Human, 1996*).

{6} HR Future 10 October 2004 – *Finding Black Talent that Sparks*. Ben Nkosi Chairman Media Shop says, “The challenge is to engage with a BEE partner that can and will be an active player in the business, providing tangible results.”

{7} Management Today Yearbook 2005 – *Challenges facing business leadership in a rapidly changing South Africa*. Brand Pretorius CEO McCarthy says, “SA business leaders need to develop the ability to establish a mindset throughout the organisation which will follow constantly on achieving a better future rather than defending the past.”

CHAPTER 2

1. Aims of the project

I would like to relate this work to my work role by becoming an expert in the field of creating sustainability and growth of BEE initiatives through the process of coaching leadership development in organisations. I definitely have the autonomy to conduct this research project. I also feel based on my experience that due to the huge need for the understanding of sustainability in this area, companies will be interested to see what the research delivers in outcomes, and how these outcomes might possibly assist in their BEE initiatives continuing to be a success into the future.

Coaching leadership development is fundamentally a business proposition. Its purpose is to produce learning, behavioural change and growth in an individual for the economic benefit of the organisation.

SA organisations must have aligned expectations and distributed intelligence in order to create sustainable relationships between themselves and BEE professionals.

1.1 The significance of the chosen subject

All local companies operating in SA and offshore companies that are interested in operating in SA will definitely gain from the knowledge of how BEE will affect their business now and into the future. There are a number of companies researching BBEE (Broad Based Black Economic Empowerment) and the expected outcomes of such mergers and acquisitions.

The area of BEE has huge effects on business strategy going forward because BEE needs to be included in all business plans for the future. I feel it will add huge benefit for me in my coaching business due to my research giving me recognition in a niche area of executive coaching and leadership development. This is where my coaching practice is pointing towards. I’m hoping it will give me further credibility having focused in this particular area of leadership development.

2. Research Question

The title of my research project is “The Application of Executive Coaching in the facilitation of sustainable working relationships between South African Corporations and Black Professionals”. This process is managed through the use of coaching in the development of the requisite leadership competencies required for successful BEE transactions.

2.1 Expected Outcomes

I feel the research project will provide important input towards SA organizations BEE policies into the future. It will contribute towards leadership development of individuals in leadership positions and individuals that are being groomed for leadership positions in the future, thus enabling a greater contribution from these individuals towards the attainment of future organizational objectives.

I am hoping that the project will contribute to a realization of the benefits of coaching in an organisation and the possible result of using coaching on a wider scale.

Firstly, I would like also the respondents to achieve greater insight into their own personal values and purpose creating greater effectiveness and efficiencies in their own behaviour. *(Refer to appendix B, p34 Values are guides)*

Secondly, I would also like the respondents to gain greater insight into emotional intelligence by learning a better understanding of all the emotional competencies that help affect sustainable working relationships and enhancing greater individual performance. *(Refer to appendix C, p35 The New Leaders)*

CHAPTER 3

1. Research rationale

In my literature review, I found little empirical research being conducted in the South African context on developing BEE leadership skills through coaching EQ competencies. I subsequently decided on a qualitative research design, focussing on narrative analysis. My aim is to generate a possible theory on the topic by means of my analysis, instead of testing a hypothesis based on insufficient available research.

It is difficult to put a precise meaning to qualitative research, but it can be described as an umbrella for interpretive methods that describe, translate or come to a conclusion without using a “number crunching exercise” (Mouton, 2000). The following points are important when conducting research that is qualitative in nature:

- I want to conduct my research in the natural setting of the participants’ office environments. This makes my research holistic. The participants and settings are viewed as a whole, and are not reduced to variables.
- My process findings are much more inductive in its approach. This implies that I must be able to develop my concepts, insights and understanding from the research results. The beliefs, thoughts and needs of the BEE participants are reflected in the interview transcripts and field notes. It is important that I describe the participants’ experiences of the coaching in their own words. The reason for this is for me to understand them from their own frame of reference.
- My aim is not to generalize my findings, but instead to understand how BEE is experienced by the candidates who benefits from the corporate policies
- By means of my thick descriptions of the coaching sessions by means of self-reflections, along with my learning journey document, I am trying to gain a better understanding of the coaching process and the experiences of the participants.

Since I have chosen a qualitative research design, I become the most important measuring instrument of the study, since I will be doing the analysis, without heavily relying on objective statistical tests. This poses challenges not only relating to the objectivity and reliability of the study, but also for me, wearing the hats of coach and researcher.

1.1 My position as researcher

The biggest challenge for me is to set aside my own beliefs and perspectives relating to Black Economic Empowerment. Nothing is taken for granted and everything said or discussed is subject to enquiry by me. All perspectives must be viewed as important for the process.

The term ‘bracketing’ comes from phenomenology, an interpretive research tradition. According to Mouton (2001), one of the founding fathers of phenomenology in South Africa said: “It is necessary to give up manipulation of the phenomenon in favour of allowing this to show itself by an intimate communion with it.” I must be cautious to not let my preconceived notions and prejudices come in the way of such ‘intimate

communion', and I should therefore try to 'bracket' it. This implies that I temporarily forget about everything I know about BEE and how I personally feel about it, simply listen and observe what the participants is telling me through the whole process.

Skills such as listening and interpreting are in some ways much more difficult to transcribe than quantitative skills, and certainly more difficult to develop. This will require a lot of self-discipline from me.

Due to my research taking place in an organization that I do not have an alliance to or an interest in, I feel I will be able to see the research in a very objective way. I will also not be in a position to be leveraged or influenced, making my position very neutral.

1.2 Other approaches considered

I have chosen my research methods based on which of the techniques answer my research question, and research design, the best. Since my study is qualitative in nature, I have chosen individual interviewing, naturalistic observation, as well as a questionnaire for triangulation.

2. Research Method

The basic individual interview is one of the most frequently used methods of data gathering in qualitative research (Mouton, 2001). It differs from most other types of interviews in that it is an open interview which allows the object of the study to speak for him or herself rather than to provide the respondent with a battery of our own predetermined hypothesis-based questions. According to Herbert and Irene Rubin (1995:43), the "Design in qualitative interviewing is iterative. That means that each time you repeat the basic process of gathering information, analyzing it, winnowing it, and testing it, you come closer to a clear and convincing model of phenomenon you are studying... The continuous nature of qualitative interviewing means that the questioning is redesigned throughout the project."

Based on the literature, I structure my interviews with the respondents, as an interaction where I as the interviewer have a general plan of enquiry but not a specific set of questions that must be asked, in particular words or in a particular order. Ideally the respondent will do most of the talking.

In qualitative research, we usually find two types of observation, namely *simple observation* where the researcher remains an outside observer; and *participant observation* where the researcher is simultaneously a member of the group s/he is studying and a researcher doing the study. Since I am doing the coaching in the capacity of an outsourced consultant, I will focus on simple observation. According to Mouton (2001), I need to collect the following observable data in my field notes:

1. Exterior physical signs, i.e. how tidy the desk is, interesting objects in the office that I pick up, etc.
2. Expressive moments during coaching sessions, and the research interview, i.e. eye movements, Facial expressions, bodily movements, etc)
3. Language behaviour (stuttering, slips of the tongue, etc.)

A questionnaire was developed to evaluate the EQ competencies the BEE candidate had in the beginning of the study. The analysis of which would indicate to me, along with the first coaching interview, which aspects I need to focus for the coaching. The instrument used is self-administered, and was carefully constructed to facilitate

maximum response, and at the same time, obtain detailed information. The questionnaire was developed by taking into account some of the general rules for questionnaire construction (Mouton, 2001):

- Include only questions which address your research concerns and which you plan to analyse
- Keep the questionnaire as short as will suffice to elicit the information necessary to analyse the primary concerns. Be sure, however, to include questions on all aspects of the research problem that you need to address.
- If the questionnaire is self-administered, keep the instructions brief, but make sure they contain all the information required to complete and send back the questionnaire.
- Consider in advance all the issues that a respondent might raise when he/she receives the instrument. Be sure that the questionnaire addresses these issues.

Using various methods for data collection makes the study complex, when doing trying to integrate the data when doing the analysis. It is therefore important that I need to use the research question as point of departure.

2.1 Data analysis

A key principle of interpretive analysis is to stay close to the data, to interpret it from a position of empathic understanding. The anthropologist Clifford Geertz (1973) said the purpose of interpretive analysis is to provide “thick description”, by which is meant a thorough description of the characteristics, processes, transactions and contexts that constitute the experiences of the BEE participants in their own words, as well as an account of the researcher’s role in constructing the description.

The data analysis will be an ongoing process which will occur throughout my research project.

In doing research within the field of BEE, I believe and assume that the BEE participants’ subjective experiences of corporate policies and legislative requirements are real and should be taken seriously, and that I can understand these experiences by interacting with them and listening to them during coaching sessions and interviews. Rather than translating their everyday professional experiences of Black Empowerment into a language of variables and mathematical formulae, I want to harness the power of ordinary language (in contrast to the jargon found in policies and legislation), to help the corporate leaders and other stakeholders better understand the impact of their strategic decisions. In doing so, they will get a first hand perspective on BEE.

In order to achieve the above mentioned, I can choose from different analytical approaches, for example phenomenology (Kruger, 1979), grounded theory (Strauss&Corbin, 1990), and thematic content analysis (Smith, 1979). Based on these approaches, I have decided to do the following:

1. Immerse myself in the collected material throughout the study. This means that I need to read the field notes and observations regularly.
2. Induce themes: induction means to infer general rules or classes from specific instances. I will look at the material and try to organize the principles that are naturally underlying the material. I need to come up with themes and categories relating to my research topic. I need to look for contradictions in the transcriptions, observed tensions and how the coaching process evolves.

3. Coding: This entails marking different sections of the data as being relevant to BEE, leadership development and EQ competencies. The content of the text might refer to a discrete idea, explanation or event. I need to be aware that the textual bit may be labeled with more than one code if it refers to more than one theme. In the coding process I break down the body of data into labeled pieces, with a view of clustering the bits of coded material together.
4. Elaboration: Coding information makes the sequence chronological, however, by integrating the information from my other sources, field notes and questionnaire; I break up the sequence and integrate the various comments.
5. Interpretation: I write down the summaries I have integrated.

Although the steps have been put in sequence, I am aware that there is significant overlapping between the stages, and by no means will I be able to generalize my findings to a theoretical population of BEE candidates in the whole of South Africa.

2.2 Objectivity, validity and reliability

One of the most influential approaches in the understanding of objectivity and validity in qualitative research is called Munchausen's objectivity. This conception was developed by the Dutch philosopher Adriaan Smaling. According to Smaling (1989) it is possible to define objectivity at a higher level of abstraction, where paradigms are no longer determinant at the nature of objectivity. He briefly describes this objectivity as doing justice to the object of study. The object of study in my research is to gain a better understanding of how BEE candidates experience being coached in EQ competencies in order to develop leadership abilities. When enhancing the validity and reliability in this study I must be more concerned with:

- Triangulation (what I propose doing)
- Writing extensive field notes: My reflection sheets based on observations after every session
- Doing reviews with my peers that are outside the study but have relevant skills and experience

The issues of objectivity and reliability, on concrete level, mean that: I need to be aware of some issues that could influence my research either in a positive or a negative way. I need to be reflexive. I must be self-criticising and must be aware of my human subjective processes involved in undertaking research. I need to be aware that objective facts are an illusion and knowledge is construed by each individual. The facts that I construct will be versions of the facts according to socially accepted values of each individual I receive information from. Being aware of reflexivity will allow me to take account of my own subjectivity.

I feel that being able to be an outsider will be an advantage, because I will be seen as a neutral party, and this will allow for an easier flow of information between me and others that I come into contact with. I must be able to reflect on my own values and actions during the research. This ability to critically reflect on my own values, actions and position in relation to the research process is a way of recognizing and acknowledging my own involvement in the research process. My learning journal will provide a significant aid to help the reflective process being adopted.

I must be able to clarify my role throughout the research process as either coach or researcher. A duality of roles might be conflicting. I will need to consider my parameters of authority and autonomy when carrying out the research that I propose. I will need to consider who allows or disallows my research project, information, and investigations.

2.3 Ethical considerations

Ethical systems are developed for the purpose of identifying, articulating and interpreting moral principles by which to guide our actions. Such systems that apply within the research arena should be able to assist me as the researcher in making morally difficult decisions. There are three ethical approaches that exist within research. BEE is a hotly debated and contentious issue at present, which requires of me to regard it as a sensitive topic. Utilitarianism makes 'good' the central ethical term by endowing teleological directedness to it. As researcher, I must weigh the respective consequence of all actions in terms of their desirability and then try to maximise good. This provides me with a lot of power, since I am the one who makes the judgment calls, and can foresee all possible consequences of my actions. Deontology makes the central ethical term 'right'. This means that I view the participants as means to an end. In other words, they are merely sources of information. Both of these two approaches assume that, since it is not possible to consider all the factors in a research situation, such as an interview, the only way to avoid destructive relativism and scepticism, is to isolate general laws which to remain basically untouched by the uniqueness of the situation. The third approach is situation ethics. This is a very much ad hoc approach, where I as the researcher make ethical choices based on the "here and now" of the situation. Taken these three approaches into account, I have decided to guide my actions by adhering to general principles of ethical practice such as confidentiality and consent, while being sensitive to the feedback I receive from participants during every coaching session as not to harm them in any way.

In order to make sure that the ethical issues have been discussed and decided upon there will be a tripartite agreement signed between the respondents, the organisation head coach, and myself.

While working my research project within the organisation I will take into account the respondent's expectations, the organisations expectations and my own in order to meet my research objectives. The respondents will be made aware of the confidentiality agreement between the organisation, the respondents and me. The organisation will be made aware of the confidentiality agreements between the respondents, me and the organisation. All expectations will be made explicit and be understood by all parties directly involved in the research project. If a problem arises between any of the three parties involved in the coaching intervention, then this will be mediated by the identified head coach.

3. Stakeholder needs

The essence of the learning outcome of the programme for me is the enablement of embarkation of a new career, namely coaching.

The research project will bring together all of the learning of the two years in a practical, useful, organizational context, will enable me to further perfect my skills and coaching model and will possibly establish me as an authority on coaching in the context of BEE and leadership development.

I believe the project will meet the needs of I – Coach Academy, the Professional Development Foundation and Middlesex University in that it will both demonstrate an ability to research effectively, meeting all academic requirements of quality research.

I feel all organisational stake-holders i.e. shareholders, trustees, directors, employees of business will be affected positively due to the creating of increased awareness and focus on bridging the gap of both parties' expectations making more

direct and clearer communication possible. The biggest challenge for everybody involved is to embrace diversity and to recognize the tremendous advantages that diversity brings to organizational growth enabling a wider distribution of wealth creation.

4. Conclusion

Conducting qualitative research is not easy. There are no clear steps, only guidelines. This forces me to engage in conscious deliberation and reflection if I am to reach any satisfactory interpretation to information I gather during the course of the study. Yet, it is this uncertainty and sensitivity with its emphasis on reflection that makes this approach well-suited for researching this topic at present. Inasmuch as human life is continuous open to change and modification, so too are the structure of government and corporate policy on BEE. It is to this body of knowledge that I would like to contribute my research to.

CHAPTER 4

I do feel that my values and actions that I portrayed while taking the responsibility of being a researcher have been illustrated in the way I have collected the information for this research project.

My experience as a researcher / coach proved to be most challenging when writing up the coaching sessions after each session was completed. I found that I needed to consistently remind myself that there was no right or wrong answers to the information that was being elicited from the respective respondents. I found that being in a researcher role allowed me to be more objective when deciphering the information that had been collected.

There have been a number of critical instances that have challenged me while doing the research work for completion of the research project. I have elaborated and written up on these instances and have written up my response to these challenges shown under the individual respondent coaching sessions.

Each of these critical instances has been reflected on in order to demonstrate how my experiences with these instances have contributed to the research project findings. I have also tried to display how the time, context and my position as a coach might have influenced the data that was being collected over the research project period.

1. Meeting with Old Mutual sponsor as Researcher/Coach

When meeting the research sponsor for the first time, I explained what my research project was about and how I decided to go about researching the research question. It was in this meeting that we discussed who the candidates should be and how many candidates would be needed to be coached in order to complete my project.

As we discussed the candidates I then decided that it was important to discuss the calibre of person that might be included in the coaching intervention. It was important for me to coach black men or women in a leadership role at a middle management or senior level of the company. The reason for this was because I felt the quality and value of the research would be at a high standard.

The sponsor and I came to an agreement on the three candidates that would be asked and whether they would like to take part in the research project.

2. Introduction to coachees/participants First session – Building trust and rapport

After all three candidates gave their approval to the sponsor to take part in the project; I then set up a first introductory session with each candidate. With each candidate I introduced the concept of coaching and created a context within which coaching would take place. The context was to work with creating greater emotional intelligence competencies in order to create better communication between respondents and their line managers, hopefully leading to greater sustainable relationships between the respondent and their line manager.

At this point it was important for me to try and also create a level of trust and rapport. I explained the importance of confidentiality and how the information that was gathered in the coaching sessions would be treated. I also explained the importance of feedback to the respondent's line managers and how this would be conducted.

I felt that the introductory session went well and the respondents were excited about the upcoming intervention. I explained my role as coach and the respondent's role in creating a unique coaching contract in order for the intervention to proceed correctly. This required a slight mindset change from the respondents away from development solely, through generic training courses towards an individually tailored coaching approach.

Although coaching had been explained to the respective respondents I still received questions from each respondent about why they were chosen to be coached. They were not sure of the reason for them being asked which led to doubt about whether the coaching was introduced because there was something to fix in themselves. The feeling that I got was that there was the concern around coaching being introduced as a remedial intervention. The respondents asked if there were specific concerns that their line managers had that they were unaware of. I did then explain my understanding of the sponsor's ideology of coaching in their organisation which seemed to help the respondents being less concerned. I explained to each respondent that my commitment to this coaching contract was for me to arrive on time for each session and I would expect the same from them. They all agreed to diarising all six sessions in their schedules and agreed to telephone if there was a reason that they could not attend a particular session. We also agreed that if a session was missed it would be made up at a mutually agreed time in the future.

3. EQ Competency Questionnaire – Pre

I handed out a pre coaching EQ questionnaire to each respondent at the first coaching session. The questionnaire was designed so that the respondent could first easily understand the design and requirements for completing the questionnaire and secondly the design would allow the respondent to easily mark the questions that were required to be answered either by crossing over a yes or a no symbol.

I asked the respondents to please hand back the questionnaires at the beginning of the second session which is what they each did. The respondents felt that the questionnaire was self explanatory and they had no difficulty completing it.

4. Coaching Interventions (6 weeks)

My coaching intervention with each respondent was to last for 6 weeks. Coaching each respondent for 1 hour per week, for 6 weeks. In the first phase of my coaching model which lasts for 6 – 8 weeks, I was extremely keen and aware of developing a high trust working relationship as quickly as possible so that I could commence with the process. My aim at this particular point in time is to get closer to the client and to start to begin to build a level of rapport. I also did speak to the client about the need for trust in our relationship and how we could grow this level of trust into the future. I also was aware of using the same coaching model on each of the respondents so as to make sure of the validity and reliability of the research being done.

4.1 Client Sessions (1)

After the second session the respondent pointed out to me that I spoke about solution to him. He was not ready to go to solution and told me that he felt uncomfortable with the feedback that I gave. It was at this point that I realised that I must able myself to listen more and not let myself get in the way of allowing the client to speak. My mind has been trained to solving solutions immediately – coaching must be played differently. I must allow the client to find their own solution. I became more aware of asking questions rather than giving advice or telling. This allowed the client to explore at greater depth.

Because I am very anxious about delivering a service that produces outcomes I must be able to develop my coaching skills as quickly and effectively as possible, so not to interleave with the outcomes of this intervention. In order for me to grow my skills I will be evaluating my own coaching sessions and then plan for the next session with the respondents. I have drawn up assessment sheets for the respondents to answer at different times of the intervention. I have also asked the respondents to give me feedback at the end of each session with written feedback to be mailed to me before the start of the next session

My model is underpinned by the Kolb Learning Cycle. I get the respondents to reflect after each session using the Kolb Reflection Sheet that I have developed. This has allowed the respondent to get a better understanding of how important self reflection is in order to self develop as a leader. I use the Kolb Reflect Learning Cycle after every session that I have with a respondent. I also explained to the respondent the importance of being able to extract learning pieces from an experience that they have gone through and that learning only happens if one can understand where they can improve on something by learning through experience.

I have started to recognise where the gaps in my skills and technique are showing. The definition of coaching by Mike Van Oudtshoorn of construction and deconstruction is becoming an important part of how I continue to challenge myself to enhance those gaps in my coaching behaviour. Reconstruction must take place so as to take my learning forward. Coaching should focus on people then performance for coaching to be effective. The framework is about what a coach brings of himself to a session between himself and the client. The client will experience the coach by how the coach enables the relationship to form between client and coach. The quality of the relationship between client and coach makes all the difference to the outcome of the intervention.

The art of listening has played a very important role of forming a trustworthy relationship with the respondent. It was important for me to show the respondent that I am interested in what he is speaking about. I continued to listen to the whole message that the client was delivering. I listened to the facts and listened to the feelings that the respondent was possible experiencing. I used the techniques of summarising and reflection when listening to a respondent express his messages to me. I also found it important when reflecting or summarising for the respondent that I don't project my feelings onto the respondent. I also have been getting a better understanding about what the respondent is not speaking about. It was important to look or here for things that the client was not saying. The way I engaged with the respondents was by practising the emotional intelligence traits which lead to the forming of trust, thereby creating a sound relationship between myself and the respondent. The creating of a relationship is in my belief the most important part of an intervention, allowing for free and honest flow of conversation without any agendas between me and the respondent.

The respondent has been employed in the organisation for 3 months and is undergoing difficulty in adapting to the new culture. My experiencing of organisation

change has given me a better perspective of what executives go through when experiencing change in organisations. I introduced the coping cycle of denial, defence, discarding, adoption and internalisation to the respondent. Being able to understand at what stage of change the executive is in enables me as a coach to help that person deal with the change much better

The more I coach executives and leaders in organisation the more I realise and have become aware of is the influence that the system has on the individual. Systems Thinking from Mary Beth O'Neal have allowed me to explore and understand the effects and the workings of systems in organisations. Systems' Thinking allows me to focus on the influences of an organisation and its people on an individual. It has helped me to place emphasis on the context rather than the person. It focuses my thoughts on the present. It also enables me to analyse the process rather than the content that affects the individual.

4.2 Client Sessions (2)

In the second session with the respondents, I was asked how one stretches themselves to perform with greater effectiveness and efficiency. At this point it was important for the respondent to start deciding on his goals and at the same time understands their reality. Coming to terms with reality allowed the respondent to see the gap between their reality and their goals. I used this time-line to help the respondent understand the current reality of his situation, the process he was employing and which one's he need to change. The goals that are decided on represent the destination of a client, but we also needed to think about the starting point. The starting point for me was the reality of the client's situation. I am also becoming more aware of and I am beginning to recognise that everyone's reality is viewed through his or her own world view. The respondent's reality is new through his own perspective. I needed to allow the coaching sessions to work with the respondent's reality and changes that occur must be measured to his respondent's reality. It is the respondent's version of reality that counts. I also recognise how important it was not to impose my view of reality on to the respondent.

What I found that helped to create a better perspective for the client was the reflecting on the goals and world view of the respondent. A true picture of reality only emerged after we had looked several times. The reflecting helped the client to see a balanced picture.

Reflecting encouraged the respondent to recognise that an accurate view of reality includes acknowledging what is going on around him.

When I helped the respondent to identify changes in his processes he used, I saw that he started to achieve greater self-awareness and self-management.

The respondent never showed up for 2 of the required contracted sessions.

At the next session I asked the respondent why he could not make the last two sessions. He explained the increasing workload taking its toll on him. He was called to meetings with his line manager that he could not putt off.

[What I have learnt is to have a positive view of people and that it is human nature to want to grow and develop.]

I decided that if a problem with a respondent is that he does not want to be coached then I must think about how I am showing up for the respondent to be displaying this behaviour. A lack of trust breaks down the relationship and might not be from any

side but from the organisations side, which is what was true in this case. The respondent might still not trust the organisation and the reasons why the organisation has forced him to take on this coaching intervention.

The respondent needed to be given a clearer understanding of the coaching process and the possible outcomes that can be expected from the coaching process. I feel that trust is not just accepted and I have to really work at earning the trust of people. I find immediacy is beneficial when wanting to create a trust-worthy relationship in a coaching space.

I felt that there were times when coaching the respondent that I would need to play the role of rescuer for the respondent. As a coach I found it important for the respondent to take responsibility for tackling his own challenges and developing his own abilities. It is important for me to be aware of rescuing people. I know it makes me feel good because I have helped someone. The other person also feels good because they have passed their dilemma onto me. It also created an expectation from the respondent that whenever there was a problem it would be solved by me. If I take responsibility for the respondent, I fail to develop that person and I reinforce the respondent's sense of dependence.

The anxiety for me was to allow the respondent to come up with the solutions to the issue that he is confronting. It was important for me to believe that the respondent has the solution but just needs to become aware of it by going through the coaching process. In order for the respondent to take ownership of the solution the respondent needed to feel that he had created the solution to the issue that needs to be sorted out. The respondent will also take responsibility to actually action what needs to be done to sort out the concern. Asking questions is the way that helped the respondent to find his own solution in his own way. I found that asking questions helps to raise self-awareness and got the respondent to take responsibility for the actions that he needed implemented. Nancy Kline has enabled me to learn about the importance and the need to develop and practice the skills of asking good questions and actively listening. I need to create an environment in which the clients that I coach can indulge themselves in high quality thinking. (Nancy Kline – Time to Think)

4.3 Client Sessions (3)

I was quite confident that the respondent has sufficient commitment to deliver. I also believed that the respondent believed that I had the necessary competence to help him. The respondent was very focused on detail. He used his cognitive thinking abilities very much in the present. The respondent felt that he needed to work on really getting a better understanding of thinking the big picture, projecting into the future and I felt that it was very important as well for the client to get a better understanding of how he actually felt at times, as opposed to just thinking. By continued reflection I have been able to climb deeper inside the picture painted by the client, to unearth both the limiting beliefs and the internal brakes that might have been applied. By making the respondent aware of these limiting beliefs, I was able to help him open out his understanding of himself, his potential, capabilities and what he might be able to achieve if he started to believe in himself more.

I felt at times that I need to rescue him from the way he was feeling and help comfort him. Although I did at times in the intervention feel myself comforting the respondent, at the time it seemed to help the conversation flow. It also helped the respondent to test his thoughts and feelings during the coaching discussions. I do feel that it created a dependency because I feel I came across as having the answers to the respondent's problems. I gave the respondent learning tools that he could use

outside of the sessions which I felt will help sustainability of learning by the respondent taking ownership for his behaviours.

The learning tools helped the respondent understand how he could pause his response to feeling anxious.

5. EQ Competency Questionnaire – Post

After I had completed the six coaching sessions with each respondent, I then asked them each to complete another EQ competency questionnaire. The questionnaire was exactly the same as the pre questionnaire.

Each respondent completed the questionnaire and handed it back to me after the final coaching session. I could now compare both questionnaires of each respondent and check the variances that were created from the beginning of the coaching intervention to the last session completed.

6. Interview

When deciding on using the methodology of interviewing, I decided to interview each respondent individually without a formal structure of questioning. I wanted to not influence the respondent's in any way and was hoping for their own experiences of the intervention to show. While data from the other methods were helpful in evaluating others, I felt the vehicle that is most readily available, and at the same time permits the integration of many sources of information, is the interview.

When entering the interview with each respondent, I felt it was important to allow myself to speak as little as possible (I have a tendency to talk too much) so I made sure that I did not dominate the conversation.

I traded questions for answers and let the respondents think about their responses. I also was cognitive of not trying to elicit answers that would help the outcome of my research project. I also did try not to avoid the discomfort of silence of the awkwardness of trying to get the respondents to talk about positive issues that would help the outcome of my research project being successful. I was consistently aware of not trying to inadvertently suggest through the method of questioning the answers that I would have liked to hear.

CHAPTER 5

1. Introduction

The aim of this chapter is to discuss the findings of my study, and to establish whether my model has succeeded in creating EQ competencies in BEE candidates earmarked for leadership roles.

2. Defining EQ for research purposes

If defined as a single construct, emotional intelligence might be deceptive and suggest an association with cognitive capability (i.e., traditionally defined "intelligence" or what psychologists often call "g" referring to general cognitive ability) (Davies and Stankov, 1998; Ackerman and Heggstad, 1997).

Building upon and integrating a great deal of research, Goleman (1998) presented a model of emotional intelligence with twenty-five competencies arrayed in five clusters (Boyatzis, 1982; Spencer and Spencer, 1993; Rosier, 1994-1997; Jacobs, 1997). They were:

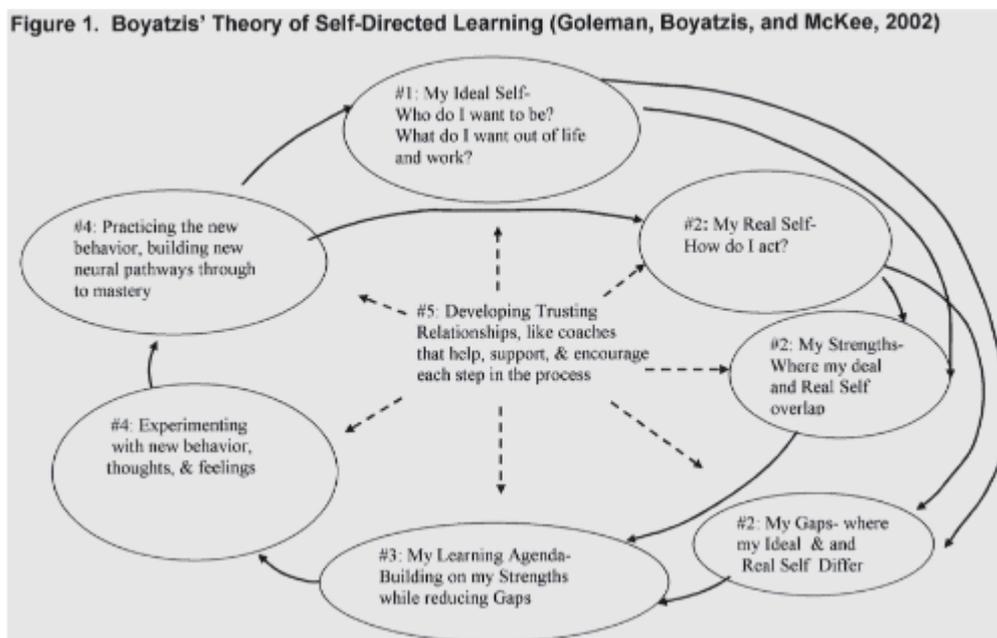
- a) The Self-awareness Cluster included Emotional Awareness; Accurate Self-assessment; and Self-confidence;
- b) The Self-management Cluster included Self-control, Trustworthiness, Conscientiousness, Adaptability, and Innovation;
- c) The Motivation Cluster included Achievement Drive, Commitment, Initiative, and Optimism;
- d) The Empathy Cluster included Understanding Others, Developing Others, Service Orientation, Leveraging Diversity, and Political Awareness;
- e) The Social Skills Cluster included Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration and Cooperation, and Team Capabilities.

Although numerous methods were available to assess these competencies behaviourally through behavioural event interviews (Boyatzis, 1982; Spencer and Spencer, 1993), simulations and assessment centres (Thornton and Byham, 1982), a questionnaire form was desirable for ease of use (i.e., amenable to a 3600 applications), comprehensiveness (i.e., to insure that all of the competencies in this theory could be measured within one instrument) and validity (i.e., capturing others' views of a person's behavior easily). Starting with a competency assessment questionnaire developed by Boyatzis in 1991 (Boyatzis, 1994; Boyatzis, Cowen, and Kolb, 1995; Boyatzis et. al., 1996 and 1997) called the Self-Assessment Questionnaire, Boyatzis and Goleman rewrote items for the non-cognitive competencies. Additional items were created for competencies not addressed in Boyatzis' model (i.e., it focused on managers, executives, and leaders and there was a desire to develop an instrument with broader applicability across all occupations and life settings). I found that this assessment questionnaire was best suited to provide me with base information for my study.

According to Goleman (1998), the core EQ competencies of leadership development is self-awareness and self-management. Please refer to Table 1 below. In order to establish to what extent those two competencies were already present in the research participants, I compared the EQ Self Assessment Competency Questionnaire with an interview I conducted with their immediate superior. His answers were based on their performance reviews and general observations he had. The interview questions were structured on the same competencies that were listed in the assessment questionnaire.

From the triangulating the results from the participants' self-administered questionnaire, with the answers given by the senior manager, I concluded that they lacked the two core competencies: self-awareness and self-management. In order to structure the intervention I used the principles outlined by Diagram 1 below. I reasoned that in the absence of self-awareness, the participants may not do active self-reflection.

Boyatzis' Theory of self-Directed learning (Goleman, Boyatzis and McKee, 2002).



The reflection sheets given to them, based on Kolb's experiential learning cycle, helped them become aware of how their own actions impact on others, and the interconnected that exist within their working environment. Self reflection created the awareness to take self-responsibility as the following quote indicates: "It is as if the sheets structure my thoughts. At first I thought they were too labour intensive, but once I went through the whole cycle, I understood the practical use thereof." Another concluded that, "it is quite a humbling experience. By reflecting, I become of what I've done wrong, and I've actually apologised to one of my colleagues. But it also draws attention to what I've done right. I can actually compare the sheets and see how I've developed."

3. The reciprocal nature of communication

As the coaching relationship progressed, and most probably because the participants saw the usefulness of reflection, I observed that trust was building between me as the coach and the participants. They became more willing to discuss aspects of

company policies that they regarded as hampered communication and co-operation between BEE appointed employees and senior management.

A common concern was that they did not have a clear indication of a career path in the organisation. Since this was not clearly communicated to the BEE participants it leads them to question whether they were appointed on merit or merely put in the positions as tokens. Why would they need to develop leadership competencies if they are not sure of what context to apply it. This made me aware of the importance of being aware of the context within which these skills are coached. It is of no use if the participants acquire these skills and are put back into an organisational structure which not permits them to apply them. This lack of clear communication resulted in assumptions being made about the core values of the organisation. They questioned values such as honesty and integrity. This resulted in mistrust and with-holding weaknesses in order to develop professionally. This is evidence from the following participant stating; "I believe communication is important but I don't feel like anybody is listening to me. It seems everybody around me is also much overloaded. I don't feel like I am getting any support. I made this explicit to my manager. He now knows my feelings and listened to my complaints. He continues to just push for delivery. This keeps me focused on the detail and I am not able to develop myself. This is continuing to de-motivate me. My job description has still not been properly clarified or evaluated. There is a lack of communication which is very frustrating for me and very different from my last employer."

The status of the implementation of affirmative action programmes does not yet offer black managers enough career paths or succession plans or even give them many responsibilities or power over resources. "I think I am only a token in this organisation. I really don't have a say in this department." "My peers don't respect my decisions. They run to other mainly white experienced colleagues to verify my orders. Consequently, many black managers are not committed to their work, but rather focus on job-hopping in order to stay out of frustrating positions: 'I would much rather go to a company where I am appointed purely based on my skills and expertise.'" "I am very ambitious. I want to play a definite role in the country's economy for the future."

The government is putting pressure on corporates to not only place BEE candidates in middle management positions but also to place them or to develop them for senior managerial positions, where they have a more pro-active role in influencing and developing corporate policy. Based on the research participant's feedback on BEE policy they would prefer the company to be more specific regarding performance indicators. This is important for them for their own professional career development and to see where and how their career goals fit with the organisations. This will indicate to them that a company is serious about developing their skills and will motivate them to self disclose what areas they would like to be developed.

If an employee understands clearly what the company expects of him in the future then he knows how to plan his own responsibilities and goals. This is especially relevant for BEE candidates as the following quote suggests; "I feel that feedback has helped my motivation and productivity. It has been very important for my line manager to get a better understanding of what is happening on the ground. Making sure what his staff members are actually feeling. It has helped to keep me motivated and stretch myself. The sharing of ideas has been also very important to me. My role has evolved and increased in responsibilities. I am getting a better idea of my own capacity to deliver and meet my objectives."

In terms of the supply and demand of labour revealed by the department of trade and Industry (2004), there appears to be approximately 1030000 managers and management positions in South Africa. Technological innovation increases the importance of training; because new entrants into the market must not also be trained, but technological change also demand continuous training. The National Development Strategy (Dept of labour, 2001) revealed that the workplace profiles by race and gender in South Africa in 2000 still showed that white men and women filled 71.3% of management positions, while black men and women represented less than 16.4% of the management sample.

As Goleman (1995) indicated, that EQ is not only intrapersonal but also interpersonal. It is of no use if an intervention only focuses on the intrapersonal and neglects the interpersonal. I improved interpersonal communication between open up communication channels from bottom up and top down (the team below the BEE participant and his line-manager) this enhanced the contact time between the respective participants and their teams and line managers. This enhanced the standards of honesty and integrity that all three of the participants referred to in the coaching interventions. The reason for this was that platforms were created for them for expressing themselves in a professional way. By means of this they started to take responsibility for their own personal performance and began aligning their own goals with the organisations.

This is evident from the following quote, “My better role clarity has helped me to become more aware of people’s personal issues and their effects on their work. It has helped to create greater motivation and confidence, and it has helped me to get average achievers to achieve at higher levels”. Another concluded: ‘I am finding my own way. There has been a change in structure. My performance contract was changed. There were meetings planned to discuss team deliverables. I was spoken to about defining my individual role. I feel it is important for me to be true to myself by being honest about how I feel and not compromising myself in any way, by not saying what I feel. I need to align my expectations with others that support me in achieving my deliverables. I need to make sure that my deliverables are clear to myself so that I can relay them to others. I need to make time to listen to other peoples perspectives and not only take into account my own personal view. I also need to make sure that what I communicate to other people is being heard the way I perceive it to being heard. I need to ask the other person what they are hearing me say in order to check this.” The EQ competency is very evident in the aforementioned quote.

By opening up communication channels, facilitating and promoting self reflection the shift in expectations was noted in the coaching. Whereas before the participants expected the company’s BEE policy to provide the necessary framework within which to develop, they now realised that they had to play a more pro-active role in the process. This was the first signs of innovation.

4. The rippling effect of EQ development on corporate culture

In reading my field notes, I started to critically reflect on the relevance of EQ competencies for [South] African context? Am I not partaking unethically in developing leaders with skills that are alien to the indigenous knowledge systems? This doubt came in light of the following statement, made by one of the participants: “The politics is not important. African leadership is focused on placing emphasis on co-operation amongst people. The black corporate world is not good at playing the political game that other members do. The politics is not important, development and building knowledge is the most important.” The participants view these rules of

engagement in the corporates as being less “authentic” because of the “political manoeuvres”. As all of them agree, however, they cannot “ignore these “micro-politics” because these codes of conduct “are never questioned”. This raises serious ethical issues. Do business leaders take time out to reflect on their dealings, and evaluate these actions against a set of ethical standards? Through the coaching sessions, I became increasingly aware of the dichotomy that exists between the Western and African way of doing business.

There seems to be a power dynamic to this dichotomy. One participant described the way business is currently done, in the following way, “Corporates go about doing business in a very much utilitarian manner: the guiding values are prediction and control and the ability to manipulate the physical environment; the ultimate goal is technological advance for the purpose of competition. This means that the nature of work is programmed for efficiency sake.” Another participant concurs with this view, “The emphasis is so much on competition, that co-operation is virtually non-existent. I don’t want to think in terms of ‘this guy or business is my enemy’. It’s this type of mentality that sets us back 20 years.”

Ubuntu is the principle of ‘coming together’, and is central to African culture. Through linking self-awareness and self-management with open styles of communication and self-expression, the participants equated these EQ competencies with the principle of Ubuntu. The fact that coaching allowed for EQ competencies to be applied to the workplace, i.e. open forum discussions and meetings, “... walls of mistrust are broken down... and in the process people from diverse backgrounds are drawn together.” Since it was the participants that initiated the process of open dialogue, they are viewed by their peers as “knowledgeable and having the necessary skills to lead teams.” This type of leadership places emphasis on acknowledging diversity and ensuring open communication. This style has its roots in concepts like holism and interconnectedness and when compared to the hierarchical and politically-orientated powers of the current status quo, they will pose a paradigm shift of their own for many managers.

This strikes at the heart of Ubuntu: recognising and incorporating each others strengths for the greater good of the whole community, as the quote emphasises: “There are new communication forums that have been created. This is allowing for me and others to engage creating buy-in at different levels for the strategy that is being implemented. There is now new ways to handle problems through being able to communicate. There is now a recognition programme that has been put into place which enables people to be recognised for good work that they achieve.” There seems to also be a shift in power relations. Zukav in (Ray Rinzler, 1993:240) introduces the notion of authentic power where it is suggested that, in place of external power as the ability to manipulate and control, humanity of the person with his/her innate ability to develop and evolve. The ability of these new sources of power to challenge all our institutionalised norms and indeed understanding, is summarised as challenging the legitimacy of entire systems, ‘the whole idea of leadership, power and hierarchy will have to be rethought’ (Ferguson, 1980:94).

From the data it seems, that the coaching of EQ competencies elicits a distinct knowledge that is beginning to form the basis of a discursive practice of critique and challenge. However, old intellectual habits die hard. By no means can I reason that what has happened in the corporate context of one theoretical sample, can be generalised to corporate SA. A further profound way in which we are thinking needs to happen. This has not yet reached most corporate leaders. The business literature still seeks to confine the notion of systemic to the organisation’s internal context. To repeat and paraphrase Einstein: the world that we have made as a result of the level

of thinking we have done thus far creates problems that we cannot solve at the same level as they were created: therefore the necessity beckons for new and different approaches.

5. Leadership development by means of delegation and innovation

In the beginning stages of coaching, the participants did not delegate responsibilities to members in their departments and project teams- notwithstanding that they were in a position to do so. They seem to lack assertiveness. They complained of "being caught up in the detail and not having any time for strategic thinking", as reflected in the following; "Although my job should be 80% strategic and 20% operational orientated, I am functioning in the space of my time being 100% caught up in the detail of operations. I need to now start being honest to myself and understand my reality I am in. I need to get my line manager to also understand my reality and together commit to working a plan that is going to help the situation immediately."

As has already been discussed, by initiating open communication channels, they gained the recognition of both their peers and superiors. As their assertiveness grew, they started to self-disclose more of their strengths and weaknesses pertaining to their current position. Contrary to their assumptions the self disclosure enhanced trust between themselves and the rest of the team resulting in increased self confidence on their part. With higher self confidence their assertiveness increased which provided them with the necessary authority to delegate. This created a positive feedback loop that resulted in them having more time to strategise for a way forward. By means of this acquisition they then displayed leadership capability by creating a vision for their team.

As their leadership abilities developed more, the participants began to provide the following feedback during the coaching sessions, "I have started to separate the medium and long term goals of my team's deliverables. I have also started to restructure the team according to these goals. I still need to get buy in from the team in order for the changes to work, but I'm positive I'll get it." Another one remarked, "I am seeing the importance of how my team members see me. It is becoming more and more important to show my values of who I am as a person. If people are going to believe in what I am doing they first need to believe in me as a leader. I need to also become more aware of how I behave in front of people."

From the above it is clear one can reason that the central theme of that comes to the fore focuses on helping managers to identify areas for behaviour change, then giving them opportunities to practice new habits real-time. Developing EQ competencies in potential leaders requires of the coach to guide each participant through a process of discovery. By using the reflection sheets, it gave them time to think of how to use their day-to-day and week-to-week experiences as the basis for learning. It was important to let them develop their own style, and think in terms of a blue print. What is also very important is a development of a trusting relationship. As they worked in action learning teams, they practiced new leadership behaviour using emotional intelligence, meanwhile experimenting and practicing new organisational norms. By starting to start orientating themselves towards thinking about the future they became self-directed in the learning process. They are developing their new culture while solving real problems. They are also forming trusting relationships that are the basis for the new organisational culture.

Literature suggests that once self-directed learning within an organisation is achieved through EQ competencies, sustainability is assured. It is believed that the potency of focussing one's thoughts on the desired end state of a condition is driven by the emotional components of the brain (Goleman, 1995). The ideal self is a reflection of the person's intrinsic drives. Numerous studies have shown that intrinsic motives have more enduring impact on a person's behaviour than extrinsic motives (Deci and Ryan, 1985).

6. Conclusion

As was emphasised in Chapter three, this study is explorative in nature. I did not set out to test an existing theory, but rather open myself up for what may come from doing analysis.

Where I initially set out to develop black leaders by means of enhancing their EQ competencies my research has shown that for these competencies to be developed a pre-cursor or condition would be that an organisation's culture is susceptible to such changes.

My research further indicated that I have a more eclectic approach where I link EQ with a systems approach. Practically this means giving a 360 assessment review and coaching not only to the BEE candidates but also the senior managers or people concerned with policy and decision making. BEE researching not only requires the acquisition of certain skills but also a shift in mindset due to the integration of different sets of values.

Sustainability is one of the most important outcomes of my model from the research findings. From the past EQ test and interview transcripts it can be concluded that sustainability is ensured because of the following:

1. As peer leaders they are engaging with one another within a professional context in order to provide support.
2. They have developed a vision for their teams and have engaged with their fellow team members and line managers who have bought into the vision thus showing emotional commitment.
3. Platforms to ensure open communication have been established from top down and bottom up (the line- manager and team members) which indicates a buy- in from senior management.
4. Willingness to be open to continue learning has been shown by continuing with the coaching relationship. The reason given for this was to further increase levels of self-awareness and self-management.

It seems that EQ competencies fit into the African mindset (Ubuntu) of doing business. This indicates the applicability of this coaching model for developing African leaders. The time is right, it seems, to make integrate the principles of EQ with Ubuntu, and come up with a more integrated approach that speaks the language of the South African culture.

CHAPTER 6

1. Introduction

This study emerges from society that is in the midst of dramatic changes; where previously established hierarchies of power and knowledge are being overturned, where narratives of resistance are turned into new dominant narratives, and where the periphery is drawn towards the centre. All knowledge is partial; no narrative can tell the whole story; no single instrument creates a symphony. This study offers a theme to serve as a source for further development and variation.

This study, like all knowledge, is but another narrative which recursively reflects upon its author. It is a qualitative account of my search as a coach and South African citizen, for finding a leadership style that will ensure that the future of business in this country is steered by visionary leaders with ethical principles. In my study I searched for overarching holistic patterns of meaning, and deconstructed and reconstructed it. This approach has definite limitations. Working with such a wide-angle lens prohibited me of including the texture of local realities, nor specific problems. Working with overarching integrations, such as strata of knowledge, may reify these same generalisations. Exposing and dwelling upon processes of the dominant paradigm of the current leadership may fix rather than loosen the constraints of the dominant style.

2. The practical value of the qualitative study

Without being fixated on the meta-theoretical perspectives on the research, it has definite practical value. Based on the findings as discussed in the previous chapter, I have reached the following conclusions:

- By creating open communication and self awareness, sustainable relationships can be developed between BEE candidates and South African organisations.
- My research has highlighted areas of possible conflict between different value systems as BEE is incorporated into corporate structures.
- Coaching is a relatively new profession and needs to show its applicability within the South African context and for the profession to show it is viable within the corporate sphere. It is a profession that can facilitate in addressing current needs that exist within the development of the South African economy.

BEE in South Africa is here to stay. It is a given that South African organisations need to adapt to the socio-political environment. They also have a social responsibility to support drives and initiatives to eradicate past imbalances in order to ensure future growth and stability. Therefore they have an ethical and moral obligation to develop black leaders. South African organisations need to make sure that coaching programmes are developed and are instilled as part of their leadership development programmes in order to facilitate the process.

3. The coach as a change agent and corporate citizen

For the country as a whole I am facilitating to really address the past inequalities pertaining to employment opportunities and integrating the value systems, making the business world representative of the South African population.

Reflecting on the research process, the length of the intervention could possibly have been longer with especially keeping in mind that the project focus was on developing sustainable relationships.

It would have been to the benefit of my research project to have established a continuous working relationship with parties outside the research context such as senior management so as to properly evaluate the significance of the coaching intervention.

This coaching / research intervention has made me aware of the fine distinction that exists between a mentoring and a coaching relationship. Where the former is much more a giving then receiving relationship and the latter is more reciprocal in the relationship. Bearing this in mind my own emotional competencies also increased, especially in the areas of my own values clarification within a rapid changing South African context and climate.

Taking from the context of Ubuntu, collective unity is important for the future survival of all South Africans. The key values of Ubuntu, such as solidarity, conformity, compassion, respect, human dignity and collective unity are important for relative development structures, strategies and processes. These values are important for reconstruction and development.

Taken from these values and my research, the following changes will have to be made:

- a. The need to move from exclusive governance and performance structures with little or no communication to inclusive governance and clear performance structures.
- b. The need for more professional and managerial prerogatives to demystify participative performance and decision making.
- c. The need to move from professional relationships characterised by high degrees of mistrust, intolerance and polarisation, to unity in diversity characterised by a high degree of mutual trust and co-operation.

In order to coach EQ competencies to future leaders there needs to be a shift:

- a. Away from the current mode of hidden agendas to the creation of negotiated common shareholders agendas.
- b. From the management of people and resources to the mobilisation process of people and resources.
- c. In thinking that enables senior management to understand and value the influences that diverse people can bring to the business world in South African organisations.

The suggestions and insights highlighted in this chapter are in light of rapid changes that are taking place in the economic as well as the political sector. Due to the rapid changes of this transformation, any recommendations made will need to be adjusted and re-evaluated with time. They are not to be regarded as the only available

solution when dealing with Black Economic Empowerment in South African organisations.

4. Conclusion

In broadening our view of knowledge we are obliged to reframe the process of research so that we can recognise that the significance of knowledge is not simply epistemological, but ideological, political, ethical and moral as well.

I hope that the conclusions of this study is a fertile source of potential and possible hypotheses that can be explored in the identification and reformulation of the construct paradigms necessary to move leadership research forward.

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- b) Commitment:** Aligning with the goals of the group or organisation.
1 2 3 4 5 6 7 8 9 10
- c) Initiative:** Readiness to act on opportunities.
1 2 3 4 5 6 7 8 9 10
- d) Optimism:** Persistence in pursuing goals despite obstacles and setbacks.
1 2 3 4 5 6 7 8 9 10

Social Competence

These competencies determine how we handle relationships.

4. Empathy: *Awareness of others feelings, needs and concerns.*

- a) Understanding others:** Sensing others feelings and perspectives and taking on active interest in their concerns.
1 2 3 4 5 6 7 8 9 10
- b) Developing others:** Sensing others development needs and bolstering their abilities.
1 2 3 4 5 6 7 8 9 10
- c) Service orientation:** Anticipating, recognising and meeting customer's needs.
1 2 3 4 5 6 7 8 9 10
- d) Leveraging diversity:** Cultivating opportunities through different kinds of people.
1 2 3 4 5 6 7 8 9 10
- e) Political awareness:** Reading a group's emotional currents and power relationships.
1 2 3 4 5 6 7 8 9 10

5. Social Skills: *Adeptness of inducing desirable responses in others.*

- a) Influence:** Wielding effective tactics for persuasion.
1 2 3 4 5 6 7 8 9 10
- b) Communication:** Listening openly and sending convincing messages.
1 2 3 4 5 6 7 8 9 10
- c) Conflict management:** Negotiating and resolving disagreements.
1 2 3 4 5 6 7 8 9 10
- d) Leadership:** Inspiring and guiding individuals and groups.
1 2 3 4 5 6 7 8 9 10
- e) Change catalyst:** Initiating or managing change.
1 2 3 4 5 6 7 8 9 10
- f) Building bonds:** Nurturing instrumental relationships.
1 2 3 4 5 6 7 8 9 10
- g) Collaboration and Co-operation:** Working with others towards shared goals.
1 2 3 4 5 6 7 8 9 10
- h) Team capabilities:** creating group synergy in pursuing collective goals.
1 2 3 4 5 6 7 8 9 10

Appendix B

An extract from *The leadership Challenge*. By Kouzes/Posner
Values are guides, pg 49.

“Values influence every aspect of our lives: our major judgments, our responses to others, our commitments to personal and organizational goals. Values set the parameters for the hundreds of decisions that we need to make everyday. Options that run counter to our value system are seldom acted upon; and if they are it’s done with a sense of compliance rather than commitment”.

“Values constitute our personal bottom-line”.

“Values also serve as guides to action”.

“Values are empowering”.

“Values motivate”.

Appendix C

Dealing with the leadership challenges of today demands a suite of abilities that encompass both the head and the heart, including stamina, courage and emotional intelligence" (*D Goleman, R Boyatzid & A McKee: The New Leaders: transforming the art of leadership*)

Goleman and colleagues have conducted research into leadership across the globe. The research shows that emotionally intelligent leaders are more likely to achieve results, and are effective in dealing with the complexity involved in leading organisational transformation. This is because emotionally intelligent (EI) leaders excel at building sustainable relationships which result in a fast-moving, adaptive and resonant organisational culture.

Goleman et al defined the EI competencies and developed a model to be used for enhancing EI competencies: internal competencies of self awareness and self management, and external competencies of social awareness and relationship management.

Appendix D

Glossary

Validity and Reliability

Validity – measuring or investigating what you set out to research by e.g. asking the appropriate research questions and using legitimate methods to obtain information which is analysed and leads to logical conclusions and recommendations.

Reliability – being able to gain consistent results from the application of the same research methods

Broad Based Black Economic Empowerment

The BBBEE Act of 2003 defines “black people” as a generic term that includes “Africans, Coloureds and Indians”. According to the Act, “ BBBEE” – with an emphasis on ‘broad – based’, refers to the economic empowerment of all black people including women, workers, youth, people with disabilities and people living in rural areas.

The Socio- economic strategies envisaged, include increasing black ownership and management of business, facilitating community and worker ownership of enterprises and productive assets, skills development, issues around equal representation in the workplace, preferential procurement, and investment in businesses that are owned by black people.

Head Coach

A head coach is a person (employed by the company) that is identified (by the organisation) at the beginning of the coaching intervention. The head coach will take the responsibility on behalf of the organisation for the feedback reports received from myself and the respondents then distribute this information back into the organisation.

Appendix E

Learning Log

There have been a number of critical instances and theories that have informed me and enabled me to develop my coaching model through the two years with I – Coach Academy.

While writing my research project a number of critical instances have been reflected on, in order to demonstrate how my experiences with these instances have contributed to my development as a coach. All of these different experiences in different areas have been written using The Kolb Learning Cycle methodology of experience, reflection, actual conceptualization and active experimentation.

Model Development and The Kolb Learning Cycle.

My exposure to experiential learning through the Academy has provided me with a skill that is integral to the way I coach and to the way I will continue to develop my practice into the future. It has also given me the responsibility to deliver within a certain time frame, which is also fundamental to my coaching model. I allow for my clients to accept full responsibility for the coaching process that they engage in with me over a specified time-line. As my clients accept responsibility it allows the client to develop ownership for their role in the decisions that they make. I have taken ownership for how this particular part of my model has been developed and because of this I am totally committed to focusing on putting in the time that is required in order to achieve the results that I expect.

The theory of the Kolb Learning Cycle has allowed me to understand and put together a structure for my own learning and development. The Academy has focused on the individual learner and this has assisted me in developing my own individual model based on my own purpose and context for coaching, and in doing so has helped me promote my own experience. The course has been extremely beneficial because of its approach of combining experience and integrating theory through skill practice. Using my model has helped me to assist the client to review and evaluate experiences that lead to change. My learning through the experimenting with certain coaching psychological theories and then reflecting on what I had experienced in me coaching clients has led to the creation of my coaching model. My model has provided me with a structure and allowed me to focus on the detail that is required for me to become a master coach. The detail is about making sure that I reflect on experiences and write up progress notes on each client's session. My work in the area of leadership development is about coaching leaders with the emphasis on productivity, skills and communication. This coaching solution has direct impact on helping individuals and organisation achieve set goals and key performance objectives.

In order for me to continue to help in creating change, I must give more questionnaires and tasks to the client so that he practices outside of the sessions.

The clients can then bring back his experiences back into the session so we can continue to work on those issues. By also getting the client to reflect using the Kolb model has got the client to understand how his development while learning takes place. It is an outstanding tool to get the client to reflect on what he does. It enables the client to get a better understanding of how his emotions affect him creating greater self awareness. I also need to assess myself as a coach, both personally and collectively and I am finding the assessment process essential for this purpose.

I fully support and relate to the need to define objectives and plan a cohesive set of activities to achieve the objectives. I am finding the process of preparing a plan for each client session extremely valuable. It is forcing me to think about every component of a session, its value to me as a coach and how it fits into the overall coaching intervention

Creating greater self – awareness and self management

It is important for clients to decide on their goals and at the same time understand their reality. Coming to terms with reality allows the client to see the gap between their reality and their goals. I use this time-line to help clients understand the current reality of their situation, the process they are employing and which one's they need to change. The goals that are decided on represent the destination of a client, but we also need to think about the starting point. The starting point for me is the reality of the client's situation. I am also becoming more aware of and I am beginning to recognize that everyone's reality is viewed through his or her own world view. The client's reality is new through his or her own perspective. I tend to help clients with my perspective or as I see their reality. I need to allow the coaching sessions to work with the client's reality and changes that occur must be measured to the client's reality. It is the client's version of reality that counts. I see how dangerous it is to impose my view of reality on to the client.

What I find that helps to create a better perspective for the client is reflecting on the goals and worldview of the client. A true picture of reality often only emerges after we have looked several times. The reflecting helps the client to see a balanced picture. Reflecting encourages the client to recognize that an accurate view of reality includes acknowledging what is going on around him.

As the client becomes more aware of his surroundings he begins to see things more clearly.

When I help clients to identify changes in their processes they use, I see that they achieve performance goals with greater ease. As a coach I must act as the observer and resist the temptation to voice my own views or opinions.

Challenges facing My Development as a Coach

Playing Rescuer

As a coach it is important for the client to take responsibility for tackling their own problems and developing their own abilities. It is important for me to be aware of **rescuing people**. I know it makes me feel good because I have helped someone. The other person also feels good because they have passed their dilemma on to me. I cannot take on other people's problems. It also creates an expectation from the client that whenever there is a problem it will be solved by me. If I take responsibility for the client I fail to develop that person and I reinforce the client's sense of dependence.

I must not put myself in the position of rescuer. Not even when the client is acting out the victim role. Allow the client to find the solutions to his concerns on his own, without me giving advice on being right or wrong. I must be able to hold the space between the client and myself when silence sets in. I do not have to break the silence

with the client. It is at this stage of being silent that the client is reflecting possibly on something quite important to him. Allow for the client to think for however long he feels is necessary.

I must establish trust between the client and myself. By raising awareness and generating responsibility I feel I will allow the client to perform at greater levels. It is important for the client to take full ownership for what they do and the outcomes that develop from their actions. It is important to be open and honest with the client at all times. This also helps to create a strong relationship of trust. Raising the awareness in a client's behavior will create a better understanding and reasons for a client acting a certain way. Just being aware of what is going on when we experience certain things is often all it takes to make improvements.

Skills Development

There are two main skills of coaching that I identify with. These are the ability to **ask probing questions** and the capacity for **active listening**. I have started to gain a better understanding of the knowledge that I need in order to coach. I have knowledge in the financial markets and that enables me to understand and feel comfortable in a business and an executive level of coaching. I am getting an understanding also that I do not need to be a specialist in a particular area to coach in this area. I do not need detailed knowledge of the matter in hand or underlying subject in order to coach another person effectively.

The anxiety for me is to allow the client to come up with the solutions to the issue that he is confronting. It is important for me to believe that the client has the solution but just needs to become aware of it by going through the coaching process.

In order for the client to take ownership of the solution the client needs to feel that he has created the solution to the issue that needs to be sorted out. The client will also take responsibility to actually action what needs to be done to sort out the concern.

Asking questions is the way that I can help clients to find their own solution in their own way. I find that asking questions helps to raise self-awareness and gets the client to take responsibility for the actions they need to implement. I feel that active listening is very important in the client interaction. Listening is not only about hearing what the client says but listening without any distractions. It is giving my full focus to the client discussion. Nancy Kline has enabled me to learn about the importance and the need to develop and practice the skills of asking good questions and actively listening. I need to create an environment in which the clients that I coach can indulge themselves in high quality thinking (Nancy Kline, *Time to Think*)

As clients become more self-aware so they are able to focus so much better on the things that they need to action in order to achieve. I also get the client to think creatively while in the process of moving towards his goals. Getting the client to think creatively allows for new ideas and new approaches to the issues that need to be worked.

It is important for me to also try and identify where the performance gap lies with the client. Does the client require new knowledge or new skills or does the client need a behavioral change due to attitude. It is also important to understand if the client has limiting beliefs towards their performance. It is important for me to raise a client's level of self-awareness and encourage them to make positive choices and to take action. My experience is that by building an honest and trustworthy relationship with a client lays the foundation for a successful intervention into the future. I find that the client needs to learn to think differently. When thinking differently the client develops new and fresh insights, which lead to new benefits. I teach the client to unlearn in order for them to learn in a different way. The art of listening plays a very important role of forming a trustworthy relationship with the client. It is important for me to show the client that I am interested in what he is speaking about. I listen to the whole message that the client is delivering. I listen to the facts and listen for feelings that the client might be experiencing.

