

**EXECUTIVE PERFORMANCE: A FRAMEWORK FOR
EXECUTIVE COACHING IN UGANDA**

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Disclaimer: The views expressed in this document are mine and are not necessarily the views of my supervisory team, examiners or Middlesex University.

DEDICATION

To my friend, mentor, promoter and husband – Sam, here is to you!

To my mother and late father; they laid the foundations upon which I am building lives.

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ABSTRACT

As the world is becoming more globalised, there is pressure to deliver better results using fewer resources. As such, performance of executives is core for the survival of organisations. This thesis is an ethnographic case study of corporate executives in Uganda, and what it takes to get the executives to perform. With a Ugandan culture lens, I examine the determinants and obstacles of executive performance, and I propose a framework for coaching for performance. I used a qualitative research design and case study approach, and gathered data from 69 middle and top corporate executives in 22 organisations, and 10 coaching-practitioners. I employed purposive, snowball and convenience sampling techniques. Semi-structured interviews, client and coach records, and literature reviews informed this study. The thesis also draws on my 18 years of experience as a corporate executive at different levels, 9 as an executive coach, and 4 years of scientific research. The study revealed that: 1) Ugandan executives do perform under the 'right' conditions. 2) Performance is mostly dependant on: the leaders' background, experience, ethos, mind-set, and motivation. 3) The major obstacles to performance are typically poor work ethics, and socio-cultural factors such as: disabling beliefs; executives' perceptions about self, about their leaders, and about performance; and lack of a sense of urgency. The framework I propose combines a self-assessment tool showing 8 critical pillars of executive performance, and a goal alignment model for igniting intrinsic motivation to perform. I recommend: A change in focus from performance interventions directed at knowledge and skills building, to those targeting mind-set and attitude change of executives at top and middle management levels; and a deeper consciousness about socio-cultural issues

underlying the performance environment. I also recommend areas for further study including: testing the effectiveness and effects of the proposed framework.

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ABBREVIATIONS

ACCA	Associate of Certified Chartered Accountants
APCM	Association of Professional Coaches and Mentors
BDS	Boss-Dependency Syndrome
CA	Coach Africa Limited
CACR	Coach Africa Client Records
CCL	Centre for Creative Leadership
CCU	Coaching Community in Uganda
CEO	Chief Executive Officer
CICS	Coach in Control Style
CIMA	Chartered Institute of Management Accountants
COACH	Connect, Open, Apply, Check, Highlight
CV	Curriculum Vitae
EAC	East African Community
ECS	Empowered Coachee Style
EVP	Employee Value Proposition
EPP	Executive Performance Pillars
EPT	Executive Performance Tool

FACTS	Feedback, Accountability, Courageous Goal, Tension, Systems Thinking
GAM	Goal Alignment Model
GAS	Goal Attainment Scaling
GPO	Government Parastatal Organizations
GROW	Goal, Reality, Opportunity or Options, Will
HRMAU	Human Resource Managers' Association of Uganda
HRM	Human Resource Manager
ICF	International Coach Federation
ICSA	Institute of Chartered Secretaries and Administrators
IGT	Informative Group Training
INGOs	International Non-Governmental Organisations
ISO	International Organisation for Standards (ISO 9001:2008)
MBA	Masters in Business Administration
MBTI	Meyers Briggs Type Indicator
MDD	Music, Dance and Drama
MDG	Millennium Development Goals
MMR	Mixed Methods Research
MNOs	Multi-National Organisations

MTN	Mobile Telephone Network
NDP	National Development Plan/s
NGO	Non-Government Organisation
OJT	On-Job-Training
ON	Observation Notes
OD	Organisational Development
PIP	Performance Improvement Plan
PRISM	Personal, Realistic, Interesting, Specific, and Measurable
PCC	Professional Certified Coach
PESTEH	Political, Economic, Social, Technological, Environmental, and Historical
RACSR	Relationship, Assessment, Challenge, Support, Results
SCO	Social Cultural Orientation
SPSS	Statistical Package for the Social Sciences
SMART	Specific, Measurable, Agreed, Realistic, and Timeline
TRG	Training Resource Group
USE	Uganda Stock Exchange
UTL	Uganda Telecommunications Limited
WHO	World Health Organisation

CHAPTER ONE: INTRODUCTION

1.1 Introduction

To frame the context of this study I give a background to the study specifically introducing the setting in terms of five perspectives: 1) the country, Uganda; 2) the coaching industry in Uganda; 3) Ugandans and performance; 4) the cultural conceptualisation of performance in Uganda; and 5) the background of the researcher. The introduction also covers the problem statement, objectives, research questions, conceptual framework, and the rationale and scope of the study.

Uganda has been striving to develop economically over the past 50 years, since independence in 1962. With a population of 34.9 million people and per capita income at USD 506, about USD 1.39 a day, Uganda is classified as an underdeveloped country (Uganda Bureau of Statistics 2014: 6, 13). Among the most critical challenges Uganda is facing is the low productivity of its labour-force and therefore, there is a drive to increase productivity to eradicate poverty. In fact, Uganda's planning authority reports that, 'Uganda is faced with low labour productivity levels with a total factor productivity index of less than a unit compared to the global competitiveness standard of at least five units' (National Planning Authority 2015: 65). There are also documented policies and strategies that are hoped to enhance poverty eradication by 2040. This drive towards poverty eradication is further documented in the National Vision Statement: 'A transformed Ugandan society from a peasant to a modern and prosperous country within 30 years' (Uganda Government n.d. :3).

Movement from peasant to modern economy calls for strategies to improve labour productivity. Uganda government is focusing on removing the critical barriers to productivity through skills development, curriculum and education system change, infrastructure development, and performance tools. Among the number of strategies that are being employed towards improving labour productivity is massive skills development and re-deployment of human resources into modern export oriented goods and services, and the private sector (National Planning Authority 2010). In addition, these strategies target rural communities and youths because they form much of the working population in Uganda. This thesis is positioned within the context of improving labour productivity in urban settings; especially that of corporate executives since they offer leadership that is core to organisational performance. Most specifically, this study focuses on executive coaching as a performance enhancement intervention, and addresses cultural issues, attitudes, mind-sets and perceptions.

1.2 Coaching Industry in Uganda

Coaching has been defined differently among Ugandans as will be discussed later. The International Coach Federation's definition informs this study: 'partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential' (International Coach Federation, n.d.). Since coaching is about optimising potential, executive coaches keep searching for more effective ways of mining executives' potential.

While executive coaching is a relatively new intervention in Uganda (just over ten years), elsewhere in the world coaching has become widely recognised. For example, there were at least 44,000 coaches in the world by 2008/9 compared to 20 in Uganda (Frank Bresser Consulting 2009). Over the years, it has become desirable, even fashionable, to use coaching as a tool to support talented leaders in achieving stretch goals (Blakey and Day 2012). To remain relevant, coaching needs to suit the changing environment, corporate needs, and client expectations. This study contributes a coaching framework for the Ugandan context as well as exposing the Ugandan coaching industry to the rest of the world.

1.3 Ugandans and Performance

There is a general view among top managers (that I have worked with as an executive coach) that Ugandans are poor performers. Ugandans are the laziest people in East Africa with the lowest labour productivity in terms of its value-added per worker (Baguma 2010). In fact, the World Economic Forum (2014) ranks Uganda's labour productivity in position number 126 out of 144 countries. Further, in Figure 1.1, I give a comparative ranking to position Uganda's productivity within the East African region, using the findings Schwab (2014).

Figure 1.1: Labour Market Efficiency—Pay and Productivity Ranking

Country	Value	Rank/144
Kenya	4.1	56
Rwanda	4.0	68
Tanzania	3.3	122
Uganda	3.2	126

Data source: Global Competitiveness Report (2014: 233, 323, 359, 371, 377) (Schwab, 2014)

As shown in Figure 1.1, compared to other countries within the East African Region, Uganda has the lowest labour productivity. The Government of Uganda also acknowledges that: ‘Addressing labour productivity and opportunity remains a major challenge for the Ministry [Ministry of Gender, Labour and Social Development] and the Government as a whole’ (Office of the Prime Minister 2012:14).

It is important to note that the level or quality of performance in Uganda is also informed by the work ethics, which is rooted in the cultural environment in which Ugandans are socialised. In fact, the World Economic Forum (2014:370) lists ‘poor work ethic in the national labour force’ as number seven (out of sixteen) of the most problematic factors for doing business in Uganda (and business is usually about productivity). The poor work ethic in both private and public sectors have a historical trace from the 1960s:

Uganda has witnessed persistent poor employee performance in public organizations since mid-60s, which researchers attribute to the 1966/67 crisis and the political turmoil of the early 70s up to mid-80s. Despite government’s effort to avert the crisis by

introducing reforms to improve employee performance, the situation has not improved.

Kyamanywa (2011:15)

The timing mentioned matters because there is no record of having had baffling performance issues before the mid-60s. Until 1962, Uganda was a British protectorate but communities were still much connected to the local kingdoms / chiefdoms and traditional customs. In the mid-60s the kingdoms and chiefdoms were abolished and with them went the emotional connection to authorities and the sense of community. What, within those changes, could have caused the change of mind-sets? I discuss that question briefly in Chapter 5.

From the point of view of individual employers in the Ugandan labour market, one expatriate client complained: 'I have tried all the rules in the book to get my executives to deliver results and nothing seems to work'. Another client, a Ugandan, from a higher education institution had turned down an opportunity to be promoted to senior management level within her department before I met her in a coaching session. She told me that: 'people do not want to perform and I do not know how I can make them perform. It is so difficult to change their attitudes towards work; they want to be paid for work not done'. Performance at the work place is a challenge irrespective of sector, industry, or employee category.

1.4 Cultural Conceptualisation of Performance in Uganda

Having explored the concept of culture, Plaister (2015) writes that culture is not only complex, it has varying definitions which are also sometimes conflicting. She presents culture as, among other things, the cultivation of learning. ‘Culture is to a human collectivity what personality is to an individual’ (Hofstede 2001: 10). In this study, when I use the word culture I mean one’s beliefs and total way of life. In a similar way that Reuel Khoza (1994) describes the ‘collective unconsciousness’ that encompasses specific distinctive ways of behaviour, expression, and spiritual self-fulfilment. Since there are indications that the performance problem is also rooted in the history and traditions of the peoples of Uganda, it is important to shade some light on the cultural dimension of performance. Cultural orientation plays an important role in shaping perceptions and work ethics (Ernst and Chrobot-Mason 2011). Uganda has a wide diversity of cultures originating from many different African peoples: Bantu, Sudanese, Nilotics and Nilo-Hamites (Trowell and Waschmann 1953). As would be expected in such a diverse community, there are many languages (at least 45) and numerous dialects (Jjingo 2011). While Ugandans have different languages and cultures, there are some common elements that cut across most ethnic groups. For example, all cultures promote obedience, respectfulness, friendliness, politeness, calmness, and patience with other people, most especially the elders.

Ugandan work ethic requires people, including corporate executives, at all levels to apply these characteristics, collectively called *Ubuntu*. According to Brubaker (2013: 101) ‘*Ubuntu* is a term commonly used within Bantu languages in East, Central and

Southern Africa to refer to a worldview, or philosophical approach to human relationships, that elevates the importance of humanness and shared community'. The concept developed out of the need to depend upon, and support, each other (Gade 2011: 317). In its use within management, *Ubuntu* is often conceptualized based on five social values (survival, spirit of solidarity, compassion, respect, and dignity)' (Brubaker 2013:101). Further, '*Ubuntu* is associated with kindness, gentleness, humility, respect and love' (Mayer 1980 cited in Gade 2011: 309). For example, it is not uncommon to get staff taking a day off because a neighbour has lost a close family member. A person with *Ubuntu* is expected to treat his or her neighbours as they would a member of their family. As Brubaker (2013: 101) suggests, in business environments, *Ubuntu* may be expressed through open-handedness and concern for the needs and interests of others in the organization'. In summary, *Ubuntu* is 'an excellent African quality' (Davis, et al.1936 cited in Gade 2011: 308).

While *Ubuntu* values may have advantages for performance, there are many traditions and practices in Uganda that do not support the conceptualisation of performance which focuses on optimising results. Some of these beliefs and practices are evident in proverbs, sayings and tales, (among other cultural archives) which are passed on from one generation to another. An example of such a saying is that among the Baganda (of central Uganda): '*Nkole mpoomye; Nalunga yagoya amayuni,*' literally meaning, to be creative, Nalunga went to the extent of mashing yams, yet among the Baganda yams are not mashed. Nalunga was a king's concubine who wanted to be different, or creative, by changing the way of cooking but she ended up committing a taboo. When people try to be different, they are seen as rebels or people that are

showing off, a behaviour that is criticised and shunned in the cultural context of Uganda.

Further, elders, leaders or generally people in authority are considered to be all-knowing and their views are highly regarded. Another saying among the Baganda illustrates this point: '*Etemwa omukulu: tenyiigirwa*. What is decided by legitimate authority [or an elder]: is not resented by the subjects' (Walser 1982, Proverb no.1798). This saying suggests that subordinates should implement their superiors' decisions without question. Yet, another saying goes: '*Akulembera: y'akuwa amagezi*. He who walks in front (of you): gives you wisdom' (Walser 1982, Proverb no.291). Moreover, another proverb says: '*Omutaka akulembedde: nti nnaabula?* Meaning that for if you are following the leader, you should not worry about getting lost' (Walser 1982, Proverb no.4337). Through these proverbs, the Baganda emphasise the dependence on leaders or elders for wisdom and decision-making.

Generally, Ugandans are socialised to trust in the ability of the leader to provide guidance and so, employees tend to believe that if they are following the leader, performance is guaranteed. Therefore, performance in the Ugandan cultural setting is understood as doing whatever one is told to do and respectfully following the guidance of leaders; which is performance by instruction. However, many leaders in the corporate setting do not appreciate performance by instruction; they would rather have staff that take the initiative to perform without being instructed. There seems to be a mismatch between the cultural idea of performance and the corporate understanding of performance. Plaister-Ten (2015) refers to coaching (which is an example of a

performance management intervention) having emerged from a western culture that has a tendency towards goal and performance-orientation. And yet, the *Ubuntu* cultural values primarily focus on people's feelings and maintaining social harmony. Performance, in form of results delivery, is therefore a foreign concept to many Ugandans and in many ways, it is perceived to be inhumane (lacking *Ubuntu*). The challenge for corporate leaders in Uganda therefore is how to express *Ubuntu* while enforcing performance and, sustaining that balance. When such a balance happens, leaders get a place in the 'hearts and minds of their employees' Nkomo and Kriek (2004: 87). However, if not controlled and if results are not emphasised, *Ubuntu* may have a negative effect on performance.

From the cultural and social perspectives of the Ugandan culture, performance mainly depends on the leaders' ability to make the right decisions and give the right instructions in a humane manner. In addition, performance considers the common good of a community and feelings of the performer. However, considering changing times and expectations, the traditional 'all-knowing' and humane leader that directs an obedient work-force may not be the way forward to enhancing performance in modern Uganda.

Another cultural aspect that affects the performance of Ugandans is time management. In Uganda, time is a period; it is a range, not a point. One of the common challenges that my clients present is; staff not keeping deadlines. A manager to say that one has not performed because he or she did not keep the deadline is considered as being malicious, petty and extremely unreasonable. Even in ordinary life, outside business,

it is common for someone to be 2 hours late for an appointment and still expect the person with whom the appointment was made to be waiting. The person that comes late would do as much in similar circumstances; and so, they expect the same from others. Addressing time management misconceptions takes a lot of effort.

The above sections have framed the environment within which executives in Uganda perform. Most noteworthy are: That poor work-place performance is a national challenge; the importance of the *Ubuntu* cultural values on perceptions about performance. There are good and bad aspects of this age-old concept; people in authority are given so much importance and power almost to a fault, and in addition, there is too much dependence on the leader; performance is understood differently by people with different cultural/education/working backgrounds; and lastly, that time is a period, not a point. There is generally no sense of urgency in results delivery.

1.5 Researcher's Background

This study draws from my educational and career background as well as experience as a practitioner-researcher. My education background includes: a Bachelors in Commerce (Accounting) Honours from Makerere University; Associate of the Australian Insurance Institute; and Certified Professional Coach (CPC). I bring to this study a work experience of 28 years, across 4 careers (accounting, marketing, insurance, and coaching), in 13 African countries.

I have been in full-time executive coaching business specialising in coaching for performance for over 10 years and I have offered service to top and middle executives in more than 100 organisations. Throughout this period, I have become increasingly interested in performance for top and middle corporate executives who are also my core clients. At the time of the study I was a coordinator of the Coaching Community in Uganda (CCU). CCU is an association of coaches in Uganda formed to spearhead the development of the coaching industry. Its membership includes professional coaches practicing in Uganda. I am also the founder of Coach Africa Limited (CA), the first coaching firm in Uganda. I established and managed CA for 6 years before handing it over to a management team. Apart from executive coaching, I develop and deliver coaching skills training programs for leaders. In addition, I facilitate learning and development of leadership skills for corporate executives at top and middle management levels.

This background has positioned me in a place where I have personally encountered numerous organisational performance challenges, and received many calls from my clients for solutions in addressing such challenges. As a performance coach, I have been drawn into the search for performance enhancement solutions and it is from that background that I will be sharing experiences and lessons learned in this study.

1.6 Problem Statement

On 1 July 2010, Kenyan President Mwai Kibaki officially launched the East African Common Market Protocol, which opened the way for the free movement of labour,

capital, goods and services within the East African Community (EAC). The EAC is an intergovernmental organisation comprising five countries: Burundi, Kenya, Rwanda, Tanzania and Uganda. With the advent of the free movement of labour, perception of the productivity of labour becomes a significant factor because employers in competitive sectors tend to opt for the human resource they perceive to be best value for money. There has been a perception that productivity of Ugandans at the workplace is relatively low compared to other countries in the EAC (Baguma 2010; Ssemogerere 2005). Considering that Uganda is part of the EAC, there is a danger that Ugandans will lose out on top corporate assignments.

My involvement with top private and non-governmental organisations over the past 20 years reveals that increasingly, non-Ugandans are running several big organisations in Uganda. Indeed, using the list of organisations in this study as an example, 9 out of the 17 organisations (53%) are headed by non-Ugandans. The organisations represented are a cross-section of the top employers in Uganda. If 50% of top private and international non-government organisations prefer non-Ugandan top executives, there is a problem. In neighbouring countries, a similar sample would show more nationals occupying the top jobs. Corporate organisations in Uganda choose to face the extra cost, and administration burden, of hiring expatriates because expatriates are perceived to perform better than Ugandans.

Indeed, this problem has also been recognised at the National level (National Planning Authority 2010) and is specifically addressed under the plans for mass capacity and skills development, and the improvement of performance management systems in the

National Development Plan (NDP). The NDP outlines a range of strategies, mainly targeting rural masses, to uplift capacity and skills of different categories of people that are the priority for the national government, such as: the unemployed youth, women and people with disabilities. However, in the NDPs published so far, there are no interventions specifically directed at improving productivity and performance of corporate executives within the private sector and Non-Government establishments. Further to that, these strategic documents (the NDPs) have so far not included coaching as an intervention for low productivity, or any other of the listed challenges. However, at a global level, executive coaching has been observed to be an effective performance enhancement intervention for leaders (ICF Turkey Chapter 2014; Lawless 2009), although it is little known among Ugandan corporate executives and policy makers in Uganda. This research contributes towards addressing the problem of poor performance among corporate executives in Uganda focussing on coaching as a key intervention. Specifically, I identify the pillars of executive performance and suggest a framework that coaches and leaders may adopt to improve executive performance.

1.7 Objectives

The overall purpose of this study is to develop a framework to improve the effectiveness of executive coaching for performance in Uganda. Specific objectives include:

1. To study executive performance in Uganda by examining the determinants and obstacles/challenges for performance to identify opportunities to improve the effectiveness of executive coaching

2. To suggest a framework for executive coaching in Uganda based on the findings of this study

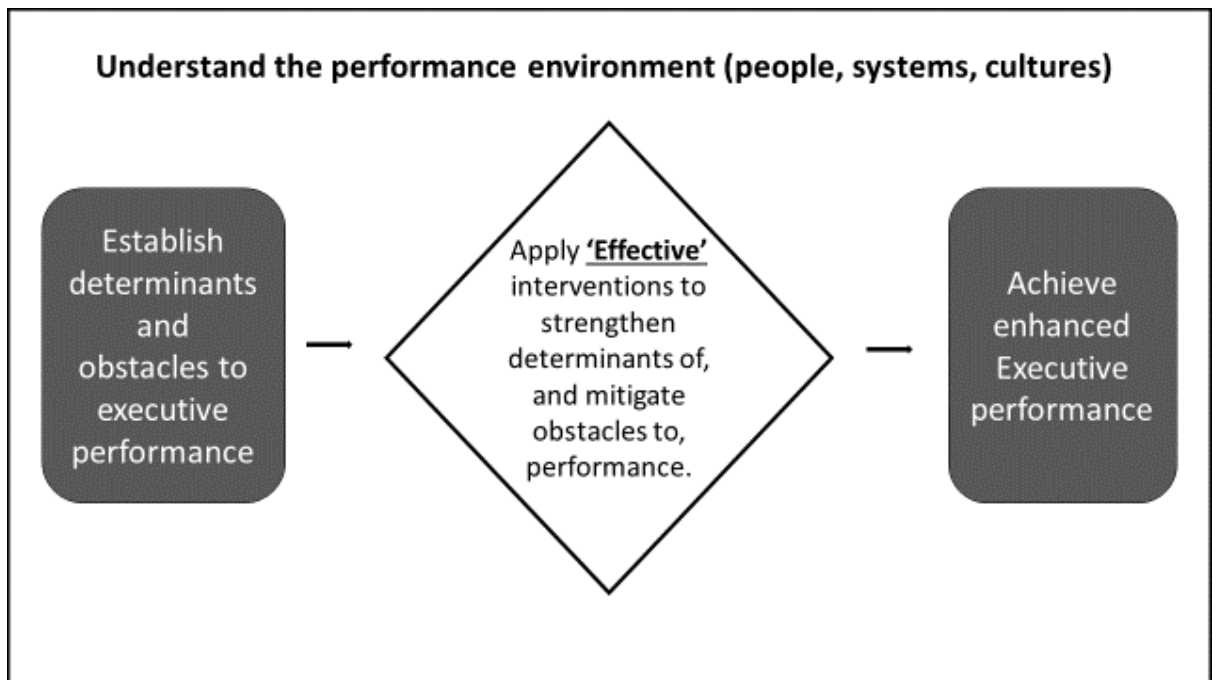
1.8 Research Questions

1. What are the key determinants of executive performance in Uganda?
2. What are the obstacles to executive performance?

1.9 Conceptual Framework

This study is prompted by the perception that Ugandans, and specifically Ugandan corporate executives, are poor performers. The conceptual framework is informed by 3 major elements: 1) understanding the performance environment. This includes the key players (executives, their staff and supervisors), their perceptions about performance, and the environment within which performance happens; 2) the factors that contribute towards performance (enablers and obstacles to performance); and 3) the models, tools and techniques that might successfully address poor performance. The entire study is about identifying new insights and gaps within the 3 areas, and using the knowledge to propose a framework that will positively impact executive coaching for performance. Figure 1.2 is a diagrammatic representation of the conceptual framework.

Figure 1.2: Conceptual Framework



This conceptual framework is based on Blakey and Day's (2012: 188) definition of performance: "Performance = understanding x capability x motivation". The authors contend that for one to perform, all the three factors (understanding, capability, motivation) must be considered: first, the degree to which the performer understands him and herself and their job environment; second, the performer's level of competence or capability; and thirdly, the performer's willingness to do the job. This definition summarises the concept of performance as presented by other researchers (West and Milan 2001; Baser and Morgan, et al. 2008; Shafudah 2011; Nassazi 2013) and the role that coaches and leaders play in supporting the executives to perform. Using Blakey and Day's formula, this conceptual framework suggests that I begin the search for performance solutions by understanding the performance environment (represented by the wider rectangle that embraces all the elements). With the lessons learnt from understanding the environment, including the socio-cultural aspects, I get

pointers to both determinants and obstacles for performance. These pointers in turn provide the raw material that informs the development of appropriate interventions for executive performance. And lastly, the conceptual framework shows that when appropriate interventions (including models, tools and techniques) are used to address performance obstacles and strengthen the executives' ability towards the determinants, executive performance will be enhanced.

1.10 Rationale and Benefits of the Study

I focus on coaching for performance because of the performance challenge that has been explained in the problem statement. It is also what is most relevant for my practice since I am a performance coach. The results of this professional doctorate will be used to strengthen service provision at Coach Africa (CA). The following stakeholders have been identified as beneficiaries of this study, each in a different way: 1) CA (the organisation under which I offer services as executive coach); 2) the Coaching Community in Uganda, representing the coaching industry in Uganda; 3) the Human Resource Managers Association of Uganda (HRMAU), HR managers are the biggest influencers and users of coaching services in Uganda; and 4) the corporate executives. For better flow, since the benefits are linked to results, I have given an elaborate description of the benefits in Chapter 4 where I present the results of the study.

1.11 Scope of the Study

Performance, in the organisational setting, could take numerous directions including: the individual performers, managers of performance, organisation structures and systems that support performance, and the wider society and environment in which the organisations perform. This study covers work place performance as it relates to corporate executives in Uganda, specifically targeting performance of middle and top managers as performers and as managers of performers. My interest as an executive coach is directed towards the executives that directly influence the performance of an organisation. The study also covers professional executive coaching in a corporate environment and tools that may be used by such executive coaches, and the executives, to address performance challenges. The scope of this project does not cover the tracking, monitoring and evaluation of the results obtained by applying the framework and ideas shared.

Executive coaching is just over 10 years old in Uganda (Bwaya and Coaching Community in Uganda 2013). However, there is a lot to learn from other countries and communities that have applied executive coaching for a longer period. While the scope is 10 years (2005 to 2015), I have included relevant studies from earlier periods.

Geographically, the study is positioned within an urban setting covering organisations that operate in Kampala District. Kampala, being the capital city of Uganda, hosts the largest organisations in all sectors, and most coaching-clients and executive coaches work and live in Kampala.

In the introductory chapter, I have given a background against which to understand this study. I have also stated the foundations of the study: the problem statement; research objectives and questions; the conceptual framework; rationale of the study; and scope of the study. In the next chapter, I present the review of related literature.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Given the fact that coaching in Uganda has had a short history, there is inadequate research on coaching corporate executives for performance. Until recently, employee training has been the most common human resource development strategy in both public and private sectors in Uganda (Nassazi 2013). As such, training as a performance tool has had more research attention and indeed research on executive coaching has lagged. While there is inadequate research on executive coaching in Uganda, there is quite a gamut of work done outside Uganda (Abbott 2006; Grant, et al. 2009) and this will form the bulk for this review.

In this chapter, I review literature related to the present research topic guided by the following themes: 1) executive performance; and 2) executive coaching for performance. For each of these themes, I review the state, type and trend of research, main arguments and research methodology. In addition, I identify the gaps in these studies and articulate the contribution of the present study.

2.2 Executive Performance

To get a better understanding of executive performance, I review the following areas: its definitions; what has been researched about executive performance; performance determinants; and performance obstacles for middle and top managers.

Since the declaration of the Millennium Development Goals (MDGs) in 2000, performance became an area of focus in the public and development sectors of the Uganda's economy. In fact, performance is reflected in a few Uganda Government policies and project interventions including the National Development Plan (2010) and the National Local Government Capacity Building Policy (NLGCBP) (2005). The subject of performance has also drawn international attention (World Bank 2002; International Finance Corporation 2006; Smith, et al. 2008; Schwab 2014). Organisational performance has also formed an important area of research by both national and international researchers. Research by Uganda-based authors has mostly taken the form of graduate dissertations (Katera 2003; Namusisi 2005; Mpanga 2009; Mwesigwa 2010; Kyamanywa 2011; and Nassazi 2013) while several international researchers (Nickols 2003; Therkildsen and Tidemand 2007; Baser, et al. 2008; Ryan 2010; Kuye and Sulaimon 2011; Prywes 2012; Bagorogoza, et al. 2013) have undertaken a wider range of studies and presented them in different formats including journal articles, reports and chapters or sections in books. As such, in the last decade, the growing literature on organisational performance in Uganda draws as well on studies from outside Uganda.

2.2.1 Research on the Definitions of Performance

Authors have defined performance in different ways depending on the disciplines from which they come, and therefore, there is no single definition that is universally accepted (Namusisi 2005; Baser, et al. 2008). Indeed, authors with an interest in

human resource have defined performance differently from those informed by business and organisational development perspectives.

Human Resource (HR) Perspective

Nassazi (2013) defines employee performance as the contribution the employee makes towards achieving the organisation's goals. In this case, performance is presented as a function of the employee's contribution towards the organisation's desired results. While that may be true, Nassazi's definition is silent about the employee's personal goals and how these may affect his or her contribution to the goals of the organisation. I argue that if performance is only about the achievement of the organisational goals, it is one-sided and therefore performance will not be optimized on either side. The employee will have performed if, in addition to meeting the organisational goals, he or she meets his or her personal goals. People are more motivated to perform if personal goals are also achieved. I articulate this argument in Chapter 4 and 5. Presenting a slightly different version of a human resource-based definition, West and Milan (2001: 18) suggest that, 'Performance = potential – interference'. In other words, performance is achieved by having the right person for the job (one with potential) if impediments, obstacles or interferences are minimised. Obstacles may be physical, psychological or even social.

The above human resource-based definitions assume that employees have the ability and willingness to perform. The two definitions are limited in a way that they place the responsibility of performance on the employer and yet, the employee has the key

to enhancing his or her performance. In Nassazi's case, whatever the employee does towards goal achievement (effort) may be considered performance irrespective of the quality and quantity of output. West and Milan emphasise that the onus is on the organisation to remove obstacles and offer the right environment for performance. Hinging performance on such a condition (removing obstacles) may not be appropriate in highly competitive sectors where an individual's personal resolve to pursue results is paramount.

Business Perspective

Contrary to the human resource (HR) perspective, business oriented definitions tend to put more emphasis on the performer (Katera 2003; Shafudah 2011). Katera (2003) adopts the Kaplan and Norton (1992) point of view and defines performance as production of quality in relation to the expected results or set goals. In the same way, Shafudah relates performance to work done in relation to the organisation's mission. Shafudah (2011: 8) states, 'Performance means an action by an employee that has produced an output relevant to an employee or organization's goals'. Shafudah's definition of performance, which recognises employees' goals as performance in a corporate setting, is rare. I would concur with this position if Shafudah used the conjunction 'and' instead of 'or'. This definition should read: 'an action by an employee that has produced an output relevant to an employee [and] organization's goals'. Adding 'and' is a recognition of the importance of both employee and employer in the performance equation. Although both authors refer to expected results, Katera emphasises the aspect of quality while Shafudah focuses on incremental contributions towards accomplishing the job.

Organisation Development (OD) Perspective

Informed by the organisation development perspective, Baser, et al. (2008: ii) define performance as, ‘the ways in which organisations or systems apply their capabilities, and the results of that application in terms of the ability to deliver and to function’. They further contend that performance ‘is about execution and implementation, or the application and use of capacity’ (Baser, et al. 2008: 85). In contrast to the business (output) and the human resource management (input) definitions, the Baser, et al. definition focuses on application of capability and capacity – this is working within the space between the input and the output. In this case, performance is not only the input and the output, but also the efficiency in working with the input to generate an output that is commensurate. This view implies that performance is not only about the functioning of the inputs or the outputs, but it also matters what capability and capacity is engaged in the mix; bringing into play the process of performance as a third dimension (after the inputs and the outputs).

Considering the viewpoints from different authors and practitioners, performance is defined in terms of the inputs that feed into the process, the effectiveness and efficiency of the processes, the outputs produced from the process and the outcomes or goals resulting from the outputs. It is also important to note that each successive step is cumulative and therefore focusing on outcomes automatically includes outputs, processes and inputs.

Coaching Perspective

As an executive coach from a business perspective, I define performance as the application and use of resources towards meeting personal and organisational goals. In this sense, 'resources' covers the abilities (active or latent), willingness, time, tools and facilities available to both the employee and the organisation for the execution of a task. Coaching is typically target-oriented and it also has interest in the innate potential (untapped capacity) of the performer and the organisation. The goal of a coach is to catalyse the coaching-client's performance process in such a manner that the available resources are used more effectively and efficiently than they would otherwise have been without a coaching process. As a performance coach, I measure performance in relation to the set goals and the resources available. Spencer (1998) as cited in Namusisi (2005: 34) has also established the linkage of personal and team goals. Spencer contends that, 'organizational performance arises from individual performance and team performance, which must be directed by the organisational vision, goals and strategy as well as their competencies' (2005: 34). In this case, performance may be the actual performance of the executive/ the leader; it could also be performance of teams that executives are responsible for, considering that leaders achieve some of their results through other people. The definition from the coaching perspective serves as a bridge to address the gaps in the reviewed definitions from the business, human resource management and organisation development perspectives. The coaching perspective seems to consider 3 variables: Inputs, the process, and the quality and quantity of outputs. It also includes goal achievement for both the individual and the organisation.

Having considered literature on executive coaching, next I present my findings from the literature on executive performance.

2.2.2 Research on Executive Performance

Examining the available research on corporate business in Uganda reveals that there has been significant focus on private organisations and social service departments in Uganda's public sector. There is substantive research on performance covering private multinational organisations (Namusisi 2005; Nassazi 2013; Bagorogoza et al. 2013). This is supported by the vital role multinationals play in the Ugandan labour market. In addition, multinational organisations have supported research on organisation performance because it helps them to develop better understanding of the local market and so there is mutual benefit between the researchers and the funding organisations. Further, donor agencies sponsor studies on the performance of the public departments they support to evaluate the value realised from the funds they invest (see also Nalule 2011).

Namusisi (2005) studies the relationship between what she calls operant competencies, empowerment, commitment and organisational performance in Uganda's insurance industry focusing on agents and their supervisors. Inclined with Druckman et al. (1997), Namusisi recognises that there is no proof to justify determinants of performance in organisations. She adds to the understanding of performance in the Ugandan setting by concluding that articulating specific skills and behaviours required

to perform a role would enhance results delivery. She points out the challenge of organisation survival in an ever-changing environment and advises that, commitment and empowerment of employees are critical ingredients in sustained goal achievement. Namusisi states that there is low performance in the insurance industry in Uganda and that answers to the performance challenge are still sought. While Namusisi's study focuses on the insurance industry, her research feeds into the present study on corporate executives. Her study is important in establishing my argument about low performance of executives in Uganda.

Focusing on telecommunications companies and specifically, Uganda Telecommunications Limited (UTL), Warid Telcom and Mobile Telephone Network (MTN), Nassazi (2013) examines the impact of training on the performance of employees in the telecommunication industry in Uganda. She concludes that enhancing staff capacity through training and development affects performance at the workplace. While the present study agrees that training is important in performance enhancement, training does not stand alone without other interventions. The current study fills the gaps in Nassazi's research as discussed in Chapters 4 and 5.

Mpanga (2009) carries out a study based on the argument that performance management is a key factor to achieving results in Uganda's public sector. He makes an evaluation of the implementation of performance management in Uganda's public sector and looks at how Uganda's Ministry of Public Service manages its human resource. Mpanga (2009: 83) recognises the performance challenges in Uganda's public sector and concludes that, while the Ministry of Public Service has a defined

performance management system in place, the system is not implemented as set. However, my personal experience has been that however good a system is, the expected results may not materialise if the people that are supposed to use it do not have the right mind-set. This forms my point of departure for discussion in Chapter 5.

Similarly, Nalule (2011) studies the relationship between performance management practices and employee performance in public organisations in Uganda. After studying 517 participants in 2 government institutions, she asserts that despite the various reforms, performance in government institutions has not improved. Her conclusion is that, 'selected performance management practices (decision rights, performance contracts, organization resources and performance measurement) had a significant positive relationship with employee performance in public organizations in Uganda' (2011: 170). In other words, the government reforms may not be focusing on the aspects that most affect performance. Both Mpanga (2009) and Nalule (2011) highlight the importance of employee engagement in results delivery and they also provide insights into performance in public institutions such as the ones included in this study. In this study, I explore more into the employee engagement aspect proposed by the 2 researchers (Nalule and Mpanga) to seek for determinants of performance.

To fill the gaps created by the limited scholarship on performance in Uganda, especially for corporate executives as individual performers, it is necessary to review studies on performance outside of Uganda. Binney, et al. (2009) studied forty leaders over four years to come up with a leaders' guide for influencing teams to optimise

results. Their book describes what it takes to achieve 'living leadership' and packages the recommendations in 6 guidelines: 1) don't be a hero; 2) get connected; 3) get real; 4) get help; 5) don't panic, you're only human; and 6) become more versatile as a leader. This study covers the same sample population as in the current study and it offers comparison with the performance situation in Uganda.

Further, Ernst and Chrobot-Mason (2011) carried out a research through two Centre for Creative Leadership (CCL) projects: Leadership Across Differences and Leadership at the Peak. They contribute enormously to the research on leaders' performance. Their ten-year project involved over fifty global researchers and 2,800 interviews across six world zones (the authors do not specify the zones). The result of their work is a book that gives instruction on how to achieve direction, alignment and commitment and therefore achieve peak performance with diverse work teams. They suggest 6 practices for solving problems, driving innovation, and transforming organizations: 1) buffering, defining boundaries to create safety; 2) reflecting, creating understanding of boundaries to foster respect; 3) connecting, suspending boundaries to build trust; 4) mobilizing, reframing boundaries to develop community; 5) weaving, interlacing boundaries to advance interdependence; and 6) transforming, cross-cutting boundaries to enable reinvention. They also studied personal identity as it relates to leadership, and concluded that identity is a critical issue in leadership because, 'it allows us to meet two fundamental needs: integration and differentiation' (Ernst and Chrobot-Mason 2011: 42). Writing on the performance context or organisation environment, the authors suggest that talent, culture and learning systems affect the effectiveness of leaders working across different boundaries. As such, any assessment of organisational performance should not focus on the leadership style alone, but the

environment of performance as well. And yet, these two factors do not function alone; it is also important to consider the employees' capabilities to perform and / or employees' motivation to perform. The present study considers the performers' environment as a key factor in performance as discussed in Chapter 5.

From the studies reviewed thus far, I observe that performance is still a challenge (Nalule, 2011) and so there is a justification for contributing towards the discourses on performance enhancement interventions. There are many different perspectives of performance that have been studied already in various contexts. I further note that most of the research that has been done about performance in Uganda has been based on case studies and personal experiences. Looking at individual performance from the point of view of corporate executives is a gap that this study addresses.

2.2.3 Research on Determinants of Executive Performance

Several studies have paid attention to strategies that improve performance. Mwesigwa's (2010) public sector study focuses on education and particularly performance of secondary school teachers. The study was conducted in Ibanda District (Western Uganda), a typical rural setting. Mwesigwa's work has a unique place in the study of performance because there is inadequate research on organisational performance from a rural setting. Mwesigwa examines the impact of training on employee work performance behaviour among secondary school teachers using a self-administered questionnaire, observation checklist and an interview guide. The findings revealed that training has a positive impact on the teachers' work behaviour and

improved performance. Mwesigwa's study findings are very similar to those of Nassazi (2013) even though the settings are different. While Mwesigwa's research is on public sector, education, rural and purely local administration, Nassazi addresses a private sector, telecommunication, urban, and multi-national organisation. Mwesigwa and Nassazi's differences in context notwithstanding, in both studies training is seen to have a direct relationship to results delivery.

Studying high performance in financial institutions in Uganda, Bagorogoza, et al. (2013) argue that performance is determined by, "management quality, workforce quality, long-term orientation, continuous improvement, openness and, action orientation". They advise that the high-performance organisation framework should be adopted to address performance challenges in the financial institutions. While I concur with Bagorogoza and team, I note that their findings do not cover the socio-cultural aspects of performance and this is one of the gaps addressed in Chapter 3.

Another area, which has attracted the attention of researchers, is about the factors that shape performance at the work place (Katera 2003; Nickols, 2003). In his study, Katera (2003: x) takes a business management perspective and examines "corporate governance (Transparency, Fairness and Accountability) and its predictive strength on perceived performance in selected cases of failed, poorly and well performing organizations in Uganda". Katera presents a range of indicators for business performance, "good corporate environment and the associated re-evaluation of production processes and adoption of innovative solutions" (p.41). However, he does not explain the performer's role nor does he present specific tools to generate the

performance. The current study covers the gaps in Katera's study of the performer's role and tools to support performance enhancement.

Similarly, Nickols (2003) examines seven factors that affect the performance of an individual in the workplace: 1) goal clarity; 2) repertoire; 3) knowledge of structures; 4) feedback; 5) mental models; 6) motivation; and 7) environment. He discusses how these factors contribute to achieving results. Building on Nickols' findings, Chapter 5 in the current study goes further to establish the techniques that leaders may employ in order to get executives to perform.

Meyer (2004) contends that executives play a pivotal role in the success of organisations and therefore, leadership is the major determining factor in organisational performance (see also Bacal 1999; Armstrong and Murlis 2004; Binney, et al. 2009; Lombardo and Eichinger 2009; Ernst and Chrobot-Mason 2011). In fact, Lombardo and Eichinger (2009) gave a detailed leadership competence framework of sixty-seven competences including their descriptions and how they can be achieved. They argue that leaders need to be competent in the relevant set of leadership competences if they are to perform. They contribute to performance enhancement by making it easier to isolate aspects of the key competences that may need intervention. The authors argue that a more accurate diagnosis of the competence gap is likely to lead to the selection of suitable interventions, and consequently performance enhancement.

Leadership style is a major factor in performance. In fact, Armstrong and Murlis (2004) argue that leadership style needs to be coupled with the organisational climate to determine performance. Indeed, there is a dialogical relationship between style of leadership and the organisational climate. While the organisational climate affects the leadership style, the leadership style in turn shapes the organisational climate. Similarly, in their search for what makes effective leadership, Binney, et al. (2009: 19) agreed that among other things, ‘the success or failure of leaders is dependent on the ability to work with the context’, which Armstrong and Murlis (2004) call ‘organisation environment’. Binney, et al. (2009) also suggest that in order to perform, a leader needs ‘to get connected, to get real, to acknowledge [his or her] limits and value who [he or she] really [is]’ (ibid.). As such, inter-dependence among the team is very important.

According to Wolmarans (2004: 211), performance is influenced by an intersection of three factors: 1) motivation – “want to do”; 2) competence “can do”; and 3) opportunity “allowed to do”. She argues that, to achieve expected performance, the performer needs to be motivated to perform, he or she should have the competences required to perform, and should also be given an opportunity to perform. The findings in the present study include all three of Wolmaran’s factors that influence performance. However, regarding the third factor, “allowed to do” the challenge in the context of Uganda is that staff often do not exercise authority even when they can do. Wolmaran’s findings seem to imply that a motivated and able performer will perform if they are given the opportunity.

Embracing a wide range of determinants of performance, Armstrong and Murlis (2004: 60) present four principles for continuous performance improvement: 1) planning [which affects understanding and motivation]; 2) managing, including coaching for performance improvement [which affect employees' capacity and motivation]; 3) feedback and reviews [affecting capacity and motivation]; and 4) reward and recognition [affecting motivation]. These principles culminate into what Armstrong and Murlis have called 'performance management'. The authors define performance management as the process for establishing a shared understanding about what is to be achieved and how it is to be achieved. It is an approach to managing people that increases the probability of achieving success. As such, performance should be managed, it does not just happen and the process of managing performance is critical to the outcome. Indeed, Bacal (1999: 93) advises that performance is determined by people, resources and systems".

In reviewing literature on determinants of performance, the following are my findings: Leadership related determinants [good governance, continuous improvement, openness, planning]; performance management related [goal clarity, performance systems and structures, performance monitoring and evaluation, rewards]; staff related [competence, motivation, openness, innovation]; and understanding of self, the work environment and people. While this debate is pertinent to performance, in the context of Uganda, there is need to go beyond what Ernst and Chrobot-Mason (2011), Wolmarans (2004), Armstrong and Murlis (2004), and Bacal (1999) have presented. In this study, I suggest that performance is also contingent on the performer's attitude and cultural orientation, which I set out in Chapters 4 and 5.

2.2.4 Research on Performance Obstacles for Middle and Top Executives

There are many challenges that leaders face, categorising and prioritising them generally is difficult. Studying leadership perspectives in Southern Africa, and specifically considering leaders' challenges, Makwana (2004) presents a structure that may also be used to identify challenges from different perspectives: PESTEH which stands for Political, Economic, Social, Technological, Environmental and Historical. That structure helps us consider perspectives that may otherwise be neglected. For example, in the case of South Africa, the historical angle in PESTEH is critical while scrutinising leadership. From his analysis of social challenges, he singles out moral authority as a big challenge for leaders in Africa and gives Nelson Mandela as an example of a leader that had what he calls, 'The most profound phenomenon of leadership – moral authority' (Makwana 2004: 40). He concludes that purposeful leadership goes beyond titles; he gives Nelson Mandela as an example of a leader that personified such leadership. (Makwana 2004: 41). In other words, developing a credible sense of purpose and having moral authority are big challenges for leaders, and yet purpose and moral authority provide the foundation for leaders' decisions and actions.

Many researchers have also addressed the challenges leaders face in the process of performing. For instance, Lombardo and Eichinger (2009) have studied the typical competences required for leaders to perform in corporate settings and categorised them under 8 factors including: strategic skills; operating skills; courage; energy and drive;

organisational positioning skills; personal and interpersonal skills; trouble with people; and trouble with results. They offer a tool, in form of a book, to help leaders assess and effectively address 167 leadership competences. Ernst and Chrobot-Mason (2011) attribute such performance problems to the very fast changing environment in the corporate world; and that it affects leaders at all levels, especially in terms of technology, expectations from growing number of stakeholders, systems, and diverse demographics, among others. In fact, Kotter (2002) concludes that leadership is about coping with change. In a situation where almost all the variables are changing, leaders are finding it difficult to hit the targets consistently while flexing their styles, and have the right competences to suit the different situations in which they work.

The review reveals that organisational performance research in Uganda has mostly covered private businesses and public sector social services. Many authors have focused their performance research on: determining factors that influence performance, strategies to improve performance, and how to handle performance in different settings. Organisations are awash with so many challenges: political, economic, social, technological, environmental and historical. The following specific challenges have been extracted from the studies reviewed: leaders having a sense of purpose and moral authority; delivery of results in a fast-changing environment; and managing so many changes including, technology, demographics, and stakeholder expectations. In other words, the obstacles are mostly leaders' credibility and effectiveness in a fast-changing environment.

In this review, I have identified a few gaps regarding executive performance: 1) There has not been specific attention to establishing the cultural specific issues that cause performance challenges for middle and top executives in Uganda. 2) There is a lack of models and tools that can be applied across sectors for middle and top managers. 3) There have not been large scale studies to assess the effect of different performance enhancement solutions on different categories of performers. In this study, I attempt to address the first and second gaps.

2.3 Executive Coaching

Executive coaching is a key element to explore because this study aims to enhance the effectiveness of executive coaching in Uganda. In this section, I review literature on: definitions of coaching; nature of research on coaching; coaching as a performance intervention; and executive coaching models and tools.

2.3.1 Research on Definitions of Coaching

Researchers and practitioners have defined coaching in terms of how it is done (the process); what is involved (activities); the parties involved and how they relate (relationships); and what coaching produces (outcomes). In other cases, definitions depict the nature of coaching, approach and types of clients. In constructing a definition, the areas of focus change depending on the nature of coaching and the background of the coach. It is not surprising therefore that there are as many

definitions as there are coaches and none of these definitions has attained universal acceptance. As Fillery-Travis and Passmore (2011: 75) put it, ‘there is as yet no agreed definition of coaching and the research focus has moved on’. They imply that for the coaching profession, the period when research was focussing on definition (the first phase of research in the evolution of a new profession) passed before a definition was agreed. As it is currently, the coaching profession is continuing to develop without agreement around the definition of coaching. However, having a variety of definitions may have some benefit to research because the different definitions give some insight into the authors / coaches’ backgrounds and their approaches to coaching.

On their official website, the International Coach Federation (ICF), currently the largest international certifying board for coaches, defines coaching as ‘partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential’ (International Coach Federation n.d). This definition combines issues of relationship, process and outcome of coaching. It also highlights the element of ‘personal and business’, which is not common in other definitions. By calling it a ‘partnership with clients’, the ICF’s definition depicts the existence of a rapport in which the coach and client are allies moving side by side. The definition also points to the coachee as being the decision-maker in the coaching process. The coach inspires the coachee and the onus is on the coachee to maximise his/her potential. The ‘thought provoking and creative’ environment indicates a process where options are generated and carefully evaluated.

Further, O'Neill (2007: xiii) defines coaching as 'helping leaders work through their dilemmas so they can transform their learning directly into results for the organization'. The reference to 'leaders' dilemmas tells about the kind of client and nature of coaching. This definition implies that executive coaching happens when leaders are stuck and the coach takes the role of assisting the coachee to understand the situation and generate solutions to attain better results. O'Neill, like Grant and Cavanagh (2004) and the International Coach Federation (n.d), presents coaching as a process that is coachee-directed and led. Coaching is portrayed as a process that generates learning and subsequently leading to delivery of better results for the organisation. And so, coaching may not only be relevant when a coachee is stuck; a coaching session could be intended to prompt a coachee to think through a choice he/she has already made and what the consequences could be. In such a case the coachee is not stuck but still coaching is being applied. Blakey and Day (2012) propose a provocative coaching approach: 'challenging coaching'. Challenging coaching, encourages coaches to confront and challenge clients to reach stretch goals. In challenging coaching, the coach may push for higher results if they believe that the coachee has unexploited potential and opportunities. Whitmore, in his foreword to Challenging Coaching (Blakey and Day 2012: xi) stated, '... the book challenges coaches too by giving them permission to break some of the 'golden rules' of coaching, for example, the principle of staying on the coachees agenda exclusively'. This is the model to apply when the client needs a strong challenge or even a healthy confrontation. It is a much welcome diversion to the support and encouragement culture that coaching is known for.

The other perspective of defining coaching is that posited by Rosinski (2003: 26) who defines coaching as, 'The art of facilitating the unleashing of people's potential to reach meaningful, important objectives'. This perspective highlights the existence of latent potential that is activated through the coaching process, which is much in line with ICF's definition. It also describes coaching to be an art, requiring creative skill and imagination as opposed to a science, which follows a systematically organised process. The steps in a coaching session may be generally standardised, but the coach should apply creativity in how the process within each step is run. In that sense, this author believes that there is an element of science within the art of coaching.

Specifically defining executive coaching, Douglas and Morley (2000: 10) state: 'executive coaching is a short-term relationship between an executive and a consultant [from inside or outside the organisation] that is created to achieve specific, mutually agreed-upon performance goals'. The definition infers that once there is a relationship purposefully set up to achieve a mutually agreed performance goal, then, it is coaching. This definition describes the nature of coachee and the outcome but it is silent about the approach and nature of relationship between the coach and coachee. Douglas and Morley stress the short-term nature of the relationship and the achievement of performance goals. While it is generally accepted that coaching is a shorter-term relationship (usually terminates within a year), there are not many authors that have stressed this to the level of including that attribute (length of the relationship) in their definitions. The authors also refer to the coach as a 'consultant', which might suggest a more directive style of coaching.

My view of coaching combines the general characteristics of coaching that many of the authors reviewed refer to. I suggest that the coaching approaches and relationships vary depending on a wide range of factors: coachee and organisation circumstances, background and cultures, resources available, past experiences with coaching, among others. Consequently, coaching approaches and relationships need to be flexible to accommodate the dynamics of the variables in the coaching process. As such, definitions of coaching that are not attached to specific approaches, models or relationships are likely to be relevant to more coaching scenarios because they can accommodate the wide variety of variables in the coaching process.

What I find lacking in many definitions is the prominence of personal goals. Through my experience as an executive coach, I have established that executive coaching for performance yields better results when it includes both personal and organisational goals. I therefore define executive coaching in a relatively broad sense and contend that executive coaching is a dialogue between coach and executive aimed at increasing the executive's capacity to use available resources to achieve both personal and organisational stretch goals. The definition is hinged on my earlier definition of performance, that is: the application and use of resources (like knowledge, abilities, willingness, time, tools and facilities) towards meeting personal and organisational goals. Executive coaching, in other words is about causing the coachees, in this case the executives, to perform beyond the ordinary level. This definition has a business orientation; it stresses the aspect of performance at both personal and organisational levels. The capacity to generate results includes a range of processes (self-awareness, self-management, self-development, awareness and understanding of the situation, its context and clarifying of the desired outcomes). I deliberately eliminate any inference

of model, and approach to allow for flexibility and release the coach to apply whatever is appropriate in each circumstance. The second aspect of my definition is the element of dialogue. In my opinion, a coach and a coaching-client are thinking partners and therefore, the dialogue is a critical part of the process because that is how the ideas develop between two people to yield a much-improved product. I find it difficult to detach coaching from performance. Coaching, in my opinion, exists to enhance performance, to get the coachee to achieve more than they would have done on their own. While coaching for performance may sometimes incorporate or lead to other features like: better work-life balance, better health, happiness, and other benefits that may be difficult to quantify, the aim remains performance. Such features may be either how better performance is achieved, or by-products of the process, or the eventual improvement in performance.

2.3.2 Nature of Research on Coaching

In reviewing the nature of research on coaching, it is necessary to unveil current gaps that this study may fill. As already mentioned at the beginning of the chapter, coaching in Uganda draws on a short history and therefore, the review on coaching will mostly be on studies outside of Uganda. The pioneering publication on coaching in Uganda (Bwaya and Coaching Community in Uganda 2013) is rather more informative than scientific.

Fillery-Travis and Passmore (2011) offer a comprehensive review on the state of research on coaching between 1937 and 2011. They build upon Kampa-Kokesch and

Anderson's (2001) work which covers coaching from 1937 to 2000. Fillery-Travis and Passmore's publication gives a history of a hundred years of scholarship on coaching offering; 'a frame of reference for researchers and reflective practitioners interested in research to ensure that future studies build on previous work and add to our knowledge and understanding of coaching as a unique domain of practice' (2011: 70). From their review, we learn that the research on coaching has covered a range of areas including: nature of coaching, definition, types of coaching, processes, coach behaviour, client behaviour, coach-client relationship, and coaching impact studies. Fillery-Travis and Passmore also discuss the methodologies that have been applied in the different kinds of studies and they make predictions about what is likely to come up in the next 10 years from 2011. As would be expected, there are no references to any Ugandan studies on coaching. However, this publication offers many references, which have informed the present study.

Frank Bresser Consulting (2009) offers the first global study on coaching where coaching in Uganda has a brief mention. The objective of this study was to establish and document the status and development of coaching across the globe. Bresser's study covered 162 countries, 88% of the world-wide country population. For each of these countries, the author addresses the following issues: status of coaching; number of coaches; approach to coaching; and the ratio of coaches to the country population. This study gives a global perspective of coaching in which to position the Ugandan status on coaching for performance. Unlike the Frank Bresser Consulting's study, which is a broad survey, the present study carries out an in-depth research on coaching in Uganda with a focus on coaching corporate executives for performance.

Coaching tools have received little attention in scientific research. Many practitioners, either through their practices or associations have shared a lot in terms of the actual tools used, for example: The Coaching Tools Company (n.d.), Delaney (n.d.), Cross (2001), Ruben and Schmuckler (n.d.), and The Executive Coaching Forum (2008). Even though there are so many (over 43) journals that publish current research on coaching (The Executive Coaching Forum 2008), in my review I found there was inadequate scientific research on coaching tools and models. This is a gap that I hope will be addressed by other researchers in future. In this study, I use a case study to discuss tools that have supported effective executive coaching in Uganda.

From the review of literature on coaching as a performance intervention, I find that coaching in Uganda has not been exposed much to international authors. The two pieces of information I found were based on small case studies. Uganda especially lacks major empirical works that would support theories and models. That may be related to the level of development of coaching in Uganda. According to Fillery-Travis and Passmore, as professions evolve, ‘Researchers seek to develop and test new interventions, products or protocols. The initial part of this phase is often marked with case studies and small qualitative research’ (2011: 71). It is not surprising therefore, that Uganda’s coaching industry research, at this point in its evolution, is based on case studies and small qualitative studies like this one.

Apart from the scanty references on coaching in Uganda by foreign researchers, this study draws mostly from Bwaya & Coaching Community in Uganda (2013). It is a documentation of the status of coaching in Uganda and all the contributors were practicing coaches in Uganda. As such, the data is entirely based on their experiences with limited perspectives from scientific research. Nonetheless, this study offers important historical source of information such as: The status of coaching in Uganda, the different coaching tools and models, as well as profiles of some practicing coaches. Further, despite its limited scientific nature, this publication inspired me to undertake a more academic and scientific study on coaching and performance in Uganda.

That has been the research on coaching in general, in the next section I delve deeper to study coaching as a performance intervention.

2.3.3 Research on Coaching as a Performance Intervention

There are several researchers who have studied coaching as a performance intervention. Armstrong and Murlis (2004: 244) propose that: ‘The quality of day-to-day management and coaching for performance improvement is where the battle for effective performance management and the creation of a high-performance culture is won or lost’. Coaching has also been related to concrete outcomes like goal attainment and improved performance as well as better relationships and working environments (Johnson 2004; Grant, et al. 2009).

In Uganda, training is the conventional performance enhancement intervention. In comparison, coaching for performance is still a new strategy in organisational performance improvement programs (Frank Bresser Consulting 2009; Bwaya and Coaching Community in Uganda 2013). As such, training as a performance tool has had more research attention (Mwesigwa 2010; Nassazi 2013). In the Ugandan set-up, the concept of coaching for performance is more related to performance in schools as described in Russo (2004). Russo (2004: 1-4) discusses school-based coaching, which is directed at improving classroom practice and student achievement. He reports that school-based coaching makes for effective staff development in schools. While the intervention may not be widely known or extensively practiced, there is a growing need for coaching and other non-conventional performance improvement interventions. We learn from Meyer (2004) that in South Africa external executive coaching is becoming common within the corporate arena. Uganda hosts many leading South African based corporations that play a major role in shaping workplace practices in Uganda. These include DSTV, MTN, and Standard Bank. Through these, and the growing number of other multi-national organisations, we expect the demand for coaching in Uganda to grow over the next few years.

Apart from performance enhancement, coaching has also been reported to produce other related outcomes like: being an effective leadership development strategy (Ernst and Chrobot-Mason 2011), work-place stress management, (Jaffe and Scott 1994) and career advancement (Johnson 2004). These are all challenges for today's middle and top executives in Uganda. It means that executive coaching for performance has a place in middle and top management because, the higher the rank, the fewer are the options to support an executive's growth and learning. Executive coaching therefore

provides the much-needed support that top executives would not otherwise have readily (Johnson 2004).

Coaching encompasses a wide range of areas of specialisation: ‘Personal or life coaching which focuses on the individual perspective ... Business coaching which helps the client to figure out the role that they are in as well as improve it, in order to achieve business success; ... Executive coaching ... helping leaders get unstuck from their dilemmas and assisting them to transfer their learning into results for the organization’ (Executive Coach Academy 2010). There are other specialized areas of focus for coaching in the corporate setting: Team coaching, group coaching, feedback coaching, coaching for performance, to mention a few. Coaching may also take different approaches for instance ‘evidence-based’ (Grant 2005) and ‘solution-focused’ (Walter and Peller 1992).

West and Milan (2001: 3) offer a structured description of types of performance enhancement coaching through what they call ‘a training to development continuum of coaching’. In this continuum skills coaching is at one end and development coaching at the opposite end. In between the two sits performance coaching. With the description of the three points, it is possible to place other forms of performance enhancement coaching at different points along the continuum. In their description, West and Milan state that development coaching is in a form of reflective learning where senior executives are supported to develop enhanced effectiveness in leadership and management roles. While skills coaching—also called content or targeted coaching—is where clients need to develop specific skills and abilities. A form of on-

the-job training that is individualised, happening one-to-one. The authors further present performance coaching as one where clients need to learn or unlearn behaviours with a purpose of enhancing performance. The distinction between the three forms of performance coaching are very clear, it is possible for a coach to place their position at a point in a coaching cycle or to use them to prescribe the dominant form that may relate to a client. However, it is important to note that within one coaching cycle, the client's needs may keep changing and hence the different forms of coaching may apply even for the same individual in a coaching session or cycle. This is where I disagree with West and Milan's position that development coaching is best for executives handling a wide span of discretion and it is applied to longer term interventions of about 1 to 5 years. That argument gives an impression that the forms of coaching relate to levels of executive leadership. Coaching needs to be flexible because the development needs of clients are diverse. However, performance coaching is attractive to organisations because it focuses on results in a shorter timeframe compared to development coaching and it is less directive than skills coaching (West and Milan 2001: 7).

2.3.4 Research on Executive Coaching Models

'A model is an intellectual device that highlights the key elements of a process and their interrelationships. It can be visual or verbal. A model includes whatever elements the developer considered most essential and eliminates others. It does not replicate every detail of a process, event, or phenomenon' (Lennard 2010: 3). Coaching models influence, and are influenced by, the relationship between the coach and coachee, and

the cultural factors at play in the environment (Lennard 2010). Hence, the author encourages coaches to develop their own approaches to coaching to consider diversity in terms of cultural socialisation, experiences, training and uniqueness in personalities, among others. He presents fundamentals to understanding coaching models and their development: 1) Coaching models are tools for coaches; 2) Cultural factors influence coaching beliefs and practices; 3) There is no one right way to coach; 4) Coaches learn and coaching models evolve; and 5) Start from where you are (Lennard 2010: 3). I consider a coaching model to be the structure or frame that gives a general direction to the coach on how to execute coaching. A coaching model helps a coach to capture the targeted elements and it also supports effective delivery of coaching services.

Review of Coaching Models

Previous research on coaching models has been mainly about the nature of models being used by different practitioners or in different geographical areas. Much of this research is being done at a small scale by practitioners (Bresser-Consulting 2009; Sherpa Coaching 2013; Ruben and Schmuckler 2003; Bwaya et al 2013), and at a relatively higher scale by coaching associate bodies (ICF 2012; Executive Coaching Forum 2008). The application and use of different models has also been studied, although at a smaller scale (American Management Association 2008; Prywes 2012). There is still a significant gap in researching the comparative advantages of models, their effects and effectiveness (Grant and O'Connor 2010). This part of the current study, I review models used in executive coaching in Uganda. The rationale for focussing on models used in Uganda is, that I seek to find a framework that will

enhance executive coaching for performance in Uganda. I therefore find it necessary to take a closer look at what is in practice in the country at this point.

Models Used and How they are Selected

I discovered during the study that there is inadequate scientific research on coaching models and tools in Uganda. However, there are many tools that have been shared by practitioners elsewhere in the world, either through their practices or through associations (Allen 2011; The Coaching Tools Company n.d). There is still a lot yet to be done in this area. Bwaya and Coaching Community in Uganda (2013) was the only publication I came across that had some information about coaching models used in Uganda. Some of the models presented by the authors as being used by coaches in Uganda in 2013 are: Bob Garvey's 3-Stage Model; GROW Model; Peter Szabo's Solution Focused Model; and Blakey and Day's FACTS Model for challenging coaching. There is a narrow range of models on the market because of: 1) The infancy of the industry; 2) the small number – just over 20 – of practicing coaches; and 3) the lack of diversity in training backgrounds of the coaches (Bwaya and Coaching Community in Uganda 2013). I note too, that all the models mentioned were developed by foreign coaches. Similarly, Frank-Bresser (2009) also observed that there are no exclusively African models. Coaches in Uganda therefore seem to have been selecting models from the vast choice of models developed around the world. From my personal experience at Coach Africa, the models that coaches choose depend much on the models they are exposed to during their respective coach training programs. For instance, the solution focussed approach was the predominant model used by most

coaches (Bwaya and Coaching Community in Uganda 2013). In addition, most coaches that participated in that study had been trained in solution focused coaching by Peter Szabo of Solution Surfers. Similarly, Bob Garvey had been to Uganda to run a mentoring program for the British Council around 2007/8. During that period, he offered a few mentoring skills training programs using his 3-Stage Model. Likewise, many the coaches had been exposed to GROW Model in in-house training programs. To a lesser extent, coaches may take on models they come across especially when a model addresses specific challenges faced by a coach in their practice. For example, I came across Blakey and Day (2012) and was attracted by the notion of ‘challenging coaching’ which seemed to speak to the situation I was struggling with at the time. My issue was how to handle situations where I felt the coachees were not stretching enough and the supportive approach I had learnt was not yielding desired results.

Is it Necessary to Use a Coaching Model?

The discussion of models led me to question whether models are necessary for executive coaching. Coaching and Mentoring International (2006: 14) gives advantages and disadvantages of using a coaching model. Advantages being, ‘having a structure within which to operate as the Coach; maintaining focus with and for the client; making each session as productive as possible; and giving confidence to the Coach’. In addition, in case a client learns the model, they too can use it to coach themselves. Coaching models, on the other hand, may: ‘inhibit spontaneity; limit what could be achieved or discovered in the session; diminish intuition; and become directive’. However, while discussing coaching Models, Miglino (Oct. 2013) pointed out that models offer us both flexibility and framework at the same time. And in any

case, most successful coaches use clearly defined models (International Coach Academy 2013). Using my practice as an example, right from the time I started as a novice coach without a defined model, I realise that even at that point my approach had some form of order. I may not have had definite steps, but I did certain things at different points of the coaching process and used the coaching skills in an orderly manner. It makes sense to say that whether a coach has a defined model, they subconsciously will be following a model any way (Grant and O'Connor 2010).

Review of 4 Coaching Models Used by Coaches in Uganda

For each of the four (4) models I cover: A description of the model, and the perceived strengths and limitations of the model. The strengths and limitations are drawn from both reviewed literature and my personal experience using the models. I must add that I use a variety of coaching models and I tend to select them depending on the complexity and nature of the issue at hand, the time available, and my perception of the mental frame of the coachee. I have used the 3 models that were most used by coaches in Uganda according to Bwaya and Coaching Community in Uganda (2013) and I include a 4th model which I personally use quite often:

1. Solution Focused Coaching (Szabó, Meier and Dierolf 2009)
2. Bob Garvey's 3 Stage Model (Alred, Garvey and Smith 2000; Garvey 2011)
3. GROW Model (Whitmore 1992; Dembkowski et al. 2006)
4. FACTS Model of Challenging Coaching (Blakey and Day 2012)

1. Solution Focused Model (Szabó, Meier and Dierolf 2009)

Peter Szabo (PhD) is a Master Certified Coach and Trainer at several European Universities. He is a highly regarded member of the International Coach Federation (ICF) coach accreditation panel. He is founder and Managing Partner of Solution Surfers, the largest coaching school in Switzerland. The Solution Focused Model was introduced to coaches in Uganda by one of the proponents – Peter Szabo, who trained 23 coaches over a period of 9 months. 15 of them graduated and all use the model most of the time (Bwaya and Coaching Community in Uganda 2013). According to Szabó, Meier and Dierolf (2009), the Solution Focused Model is mainly about getting the coachee to move into a desired future rather than get stuck with challenges and limitations they are faced with. It deliberately disregards the reasons and circumstances that led to the current situation. The questions asked in Solution Focussed coaching are mainly around: 1) Articulating the desired position (2009: 32); 2) establishing how far along the journey the coachee may be at the point (2009: 47); and 3) the next step/s they need to take to move towards the desired position (2009: 51). It also emphasises the use and application of lessons learnt from past successes (Walter and Peller 1992). Some of the special characteristics of Solution Focussed coaching include:

- The miracle question (Szabó, Meier and Dierolf 2009: 35)

The miracle question may present in different ways but generally, it is about asking the coachee to imagine they go to sleep and wake up when a ‘miracle’ happened while they were sleeping. The outcome they had wished for has materialised already. What would be different? How would they get to know that things are different? The coachee is asked to imagine the miracle scenario and say everything that would be happening that is different from the normal world.

- Scaling (Szabó, Meier and Dierolf 2009: 47)

Scaling is about getting coaches to recognise that in most situations they will have already attained significant achievements by the time of coaching. A scaling question could be; on a scale of 1 to 10, where 1 is the starting point and 10 the finishing point, how far are you from attaining the goal you just stated?

Advantages of the Solution Focused Model

Research has found solution focused approaches to be superior in terms of goal attainment. Grant and O'Connor (2010: 108) have this to say, 'In terms of goal approach, it would appear that the solution-focused approach was superior to the problem-focused condition'.

In situations where a coachee is so focussed on the limitations, the miracle question is a good tool to apply in helping coachees go beyond the limitations and, to articulate the desired situation without encumbrances (Szabó, Meier and Dierolf 2009). Grant and O'Connor (2010) also established that by focusing on the solutions, participants got a better understanding of the problem compared to questions that were more directed to the problem. At the very essence of coaching is the concept of solution focus. Coaching typically aims to end in a better place than would otherwise have been.

The model is useful in getting clients out of a negative, defeatist and possibly disabling mind-set (Szabó, Meier and Dierolf 2009: 34). Reporting about their results with the application of MBTI and Values in Action assessment tools, Choong and Britton (2007) illustrate how their clients get extra-ordinary ideas by concentrating on the application of their strengths to overcome challenges. See also Kauffman & Linley

(2007: 95). Apart from the above advantages from other authors, I have found the solution focused approach to be faster in delivering results where it is applicable. I therefore tend to use it when I need to have a quick short session. Grant and O'Connor (2010: 109) having reviewed both solution and problem focused approaches concluded as follows: 'We suggest that coaches aim for a solution-focused theme in their coaching work if they wish to conduct effective goal-focused coaching sessions that build self-efficacy, reduce negative affect, increase positive affect and support the process of goal attainment'.

Limitations of the Solution Focused Models

Solution focussed models deliberately discourage coaches from considering the negative aspects, or causes of the challenge/s. This may not always be in favour of the clients; sometimes coachees wish to talk about their problems and do get some benefit from such conversations. Grant and O'Connor (2010: 109) found that, 'Having the time and space to talk about problems can be cathartic, and stopping them from doing so can alienate them'. When I have used the model, I have found it hard to apply in cases where stepping back to look at the root causes is necessary in determining right interventions, or to let the coachee 'let off steam'. For example, coaching sessions held with people who have been recommended for coaching to address non-performance. Allowing some time to discuss what led to the current situation may expose key insights that are critical to the solutions generated later. Starting where they are, and mapping the best-case scenario from their current position sometimes doesn't lead to optimal results.

2. Bob Garvey's 3-Stage Model (Alred, Garvey and Smith 2000; Garvey 2011)

Bob Garvey, the proponent of the 3-Stage Model, is an academic practitioner in coaching and mentoring (Garvey 2011: viii). The model was introduced to Uganda by the proponent Robert Garvey when he visited Uganda in 2007 to launch a mentoring program for British Council in Uganda. The model was exposed to scores of human resource managers and people development consultants. It was introduced as a mentoring model, but many coaches adopted it for both coaching and mentoring. In Uganda, it is now mainly referred to as Garvey's 3-Stage Coaching Model. The 3 stages are: 1) Exploration, 2) New understanding and 3) Action planning (Alred, Garvey and Smith 2000: 25 – 64).

Advantages of Garvey's 3-Stage Model

My search for academic publications that reviewed Bob Garvey's model did not yield results. However, I use the 3-Stage model for at least 30% of my executive coaching sessions. I am therefore in a good place to give an opinion based on my personal experience with the model in my day-to-day practice. I took some time to learn it but once understood, I found the 3-Stage model easy to use and to explain to other coaches. What makes it easy for me is the fact that it starts with the known and then builds up to the unknown. Therefore, while it may be a bit challenging for the coach to learn, it is easier for the coachee to follow. In contrast to the GROW and Solution Focused Models which start by setting a goal, the 3-Stage Model goal-setting happens at Stage 3 after having collected substantial information to support the goal being set. The goal is therefore supported by information generated from Stages 1 and 2. The 3-Stage Model encourages spending some significant time 'exploring' the context and status.

I find that such a deep background is critical in cases where a coach uses a more directive approach – and this is the case for most coaches in Uganda (Bresser-Consulting 2009). The background allows the coach to get on board and to inform the direction of the coaching session.

Limitations of Bob Garvey's 3-Stage Model

The down side of the 3-Stage Model, from my own experience, is that it requires significantly higher level of experience of the coach using it. Each of the stages requires careful selection of coaching questions and a host of other techniques to generate the targeted outcome for the specific stage. Compared to the GROW Model whose steps are easy to navigate, the 3-stages may not be obvious to a novice coach. In addition to that, the focus on the exploration stage may lead the coach to get entangled into the same perspective that may have limited the coachee. The coach therefore needs to be grounded enough professionally to detach and remain non-judgemental and neutral in the coaching process.

3. GROW Model (Whitmore 1992; Dembkowski et al 2006: 83-85)

The GROW Model was developed by Graham Alexander and Sir John Whitmore in the 1980s (Dembkowski et al 2006) and it was first published by Whitmore in 1992. The acronym represents; G – Goal; R – Reality; O – Opportunities; and W – Will. It is recognised as the backbone of coaching models and since it was first published, it has had numerous reviews and modifications Baek-Kyoo 2005; Dembkowski et al

2006; Coaching & Mentoring International 2006; McGuinness 2007; Wilson 2010; Miglino 2013; Performance Consultants International 2014; Bishop 2015).

Description of the GROW Model

Goal	<p>Defining the desired result.</p> <p>Coaching is about achieving goals and in this model setting the goal at the start gives the rest of the coaching session focus. At this stage the coach helps the coachee to paint the picture of the result as clearly as possible.</p>
Reality	<p>Describing the current situation.</p> <p>Clearly stating the current and the desired positions exposes the gap, the magnitude of the challenge that the coachee faces. The model encourages users to start wherever the current reality is.</p>
Opportunities or Options	<p>Exploring various routes that would get the coachee from where they are currently to where they want to go. After identifying the options, each of them is evaluated and the most optimal option is chosen.</p>
Will	<p>Establishing and developing what it takes to get there. This may cover time, funds and human resources. It could include the knowledge, skills, level of commitment and, mental and spiritual attitude. The coach's role at this stage is to support the coachee in getting ready to take the journey in the most effective and efficient way.</p>

Advantages of the GROW Model

'The GROW Model has proved successful all over the world to a diverse mix of people with a variety of backgrounds and experiences. It forms the most common basis of coaching in many organizations and universities globally' (Performance Consultants International 2014). The GROW Model serves as a guide through the coaching session with each step building onto the previous one. GROW has four simple, linear and very clear steps. That makes it easy to use and popular among Ugandan coaches. The model is also good at helping coachees to generate alternative solutions using 'reality questions' that enhance the coachee's awareness of the current

situation. Furthermore, being a form of solution focused approach, the GROW Model ‘creates energy and shrinks the problem’ (Wilson 2010: 9).

Limitations of the GROW Model

The numerous modifications I mentioned above testify to the fact that the GROW model does not address all aspects required in coaching situations. For instance, the relationship and trust building, and the follow up processes are not explicit in the model. According to Bishop (2015: 127), the model misses two important aspects: 1) Engage – which is about engaging the coachees to establish what motivates them to support their will to execute the options of choice; and 2) Routinize – which speaks to making changes sustainable. Bishop therefore proposes a model he summarises as, GROWER. There are also cases where the acronym is maintained and variations are made in form of the content of the letters. As an example, McGuinness (2007) has modified the GROW model making the ‘W’ to cover What, Who, and When questions. In addition, there is limited attention given to underlying causes of the current situation and so the limitations indicated under solution focused models would also apply to the GROW Model. Sometimes it is necessary to expose and address the root causes to make room for new opportunities (McClean and Hudson 2012). From my personal experience, the coachees do not always have a goal at the time of starting the coaching sessions. I have experienced that mostly in cases where the organisation arranges for coaching and the coachee is attending the sessions because they have been asked to. In such cases the coaching session starts at a point before goal setting.

4. The FACTS Model of Challenging Coaching (Blakey and Day 2012)

While in Bwaya and Coaching Community in Uganda (2013) only 1 player indicated that they use the FACTS model, I have chosen to include it in the review because I use it at least 20% of the time, and it has significantly influenced my perception of what coaching is and how I do it. I came across Blakey and Day (2012) in a workshop run by Centre for Creative Leadership (CCL). We had a session to discuss the model and it appeared like it would cover a felt gap in my coaching practice.

The FACTS model was developed by John Blakey and Ian Day. The authors refer to their ideas as being ‘provocative’ (Blakey and Day 2012:5). Challenging Coaching has its roots in the credit crunch of the late 1990s which caused major changes in the use and application of human resources to sustain businesses. Blakey and Day fault other coaching models for being overly focused on supporting the coachee as opposed to challenging them to go for higher targets, being too diplomatic, and not stretching coachees enough. They argue that a ‘healthy challenge, when delivered from a relationship of trust and mutual respect, serves to stretch people’s thinking and drives them to dig deeper into the reality of their situations and the true potential of the future’. FACTS is not sequential; it is an ‘integrated suite of thinking’ that a coach may adopt through the process of coaching (2012: 10).

A Description of the FACTS Model (Blakey and Day 2012)

F – Feedback that is balanced and challenging. Stretching the coachee to go beyond their comfort zone.
A – Accountability in terms of personal and organisational commitments.
C – Courageous goal as opposed to SMART or PRISM goals. Goals that force the coachee to aim for what they previously could not imagine.
T – Tension that is significant enough to lead to extra-ordinary results but low enough not to cause burnout.
S – Systems thinking as opposed to having a silo mentality but at the same time remaining focused on the specific goal.

Advantages of the FACTS Model

Blakey and Day's FACTS Model addresses unique situations where coachees are faced with tough situations, steep targets or where what is considered 'normal' is no longer good enough. For example, when higher targets are expected to be delivered using less resources. 'Challenging Coaching is for tougher market situations which demand more than good relationships and working environments' (2012: 6-7). In my practice I have found FACTS to deliver good results when coaching executives who have a tendency to relax too much or those who do not push themselves hard enough. In some cases, the organization requires a sense of urgency that is not replicated in the coachee's thinking and a 'challenging' or 'healthy confrontation' approach pushes the coachee out of their comfort zone.

Limitations of Blakey and Day's FACTS Model

Blakey and Day are the first ones to admit, 'Applying the FACTS approach either as a coach or a leader will be dependent on the organizational and country culture in which it is being done. Each culture has its own norm on the support / challenge axis' (2012: 203). The authors are very clear about situations in which the model is most appropriate. For example, it is not for situations where the coach / coachee relationship is not firm enough to withstand the tension it creates. I have also found it difficult to apply FACTS Model where the coachee is already very low and discouraged; cases where more support is required to build their confidence. While coaching has been said to be mostly for high performers and generally positive reasons (American Management Association 2008: 20), in my experience coaching in Uganda still presents a significant number of coachees requiring a push to improve performance.

Apart from the coaching Models in use in Uganda, there are other coaching models and frameworks that are available on the market, for example: Goldsmith, Lyons, and Freas (2000); Cavanagh and Grant (2002); Baek-Kyoo (2005); American Management Association (2008); Hargrove (2010); and Stout-Rostron (2014). While I do not cover them in detail in the review, they have also influenced what I eventually offer as a framework for executive coaching in Uganda.

In summary, there are so many models and approaches to coaching, and since 'it is difficult to pin down exactly what best-in-class coaching looks like' (American Management Association 2008: 18), it is equally difficult to tell which ones are the better models. At the end of the day, what is critical is: Meeting the client's needs in

terms of using a directive or non-directive style, and being mindful of what each coaching situation demands (Baek-Kyoo 2005: 479). Any model will serve the purpose as long as it delivers the essence of coaching; ‘enhancing motivation, developing understanding, increasing positive affect and self-efficacy for change, as well as helping the coachee to move closer towards their goals or objectives’ (Grant and O’Connor 2010: 103), see also Baek-Kyoo (2005: 485). Therefore, no one model will be suitable for executive coaching in Uganda. What the current study offers is yet another framework that may have additional dimensions which are culturally appropriate for the Ugandan context and which may be missing in models generated for other environments.

CHAPTER THREE: METHODOLOGY

3.1 Background to the Research

As researchers have stated, a person's ontology [world view] and epistemology [theory of knowledge] are critical in the way they approach research (Gray 2014; Groenewald 2004). My epistemological positioning tends towards a constructivism view, that meaning is constructed as opposed to having some truth that is to be discovered. In my position as a Ugandan [nationality] and a Muganda [tribe] woman, I have also come to accept that meaning may be constructed by those higher in status or authority and imposed upon their subjects. Therefore, while meaning is constructed, it may not always originate from the holder of such meaning. As such, in addressing executive performance, I have considered not only the targeted executives as subjects but also their social environment. I believe that pointers to what it takes to enhance executives' performance are found among: The executives that I coach, how they perceive success, and the positive and negative experiences they have had with performance. I also believe that opinions of leaders of these executives matter just as much. The choice of research approaches and methods I took were also influenced by my theoretical perspective being symbolic interactionism – 'Human interaction with the world is mediated through the process of meaning-making and interpretation' (Gray 2014: 24). I believe that what people choose to do is a result of their understanding and interpretations of phenomena and therefore, if we are to influence what they do, we need to first understand their definitions and interpretations of things. Symbolic interactionism is a phenomenological paradigm (as opposed to positivism)

and per Gray (2014), researchers with this background will tend to: 1) focus on meanings; 2) try to understand what is happening; 3) construct theories and models from the data (in other words inductive); 4) use multiple methods to estimate different views; 5) use small samples – in-depth, and 6) do qualitative research. That description fits my situation and in addition, the methods I used have been influenced by my deep and passionate engagement in executive coaching. I typically take a coaching approach to the way I work and in my communication with people. Therefore, it was natural to me to extend coaching to research – as I explain later.

As a practitioner-researcher, my project is based on a real-life need to enhance the effectiveness of executive coaching within my [the researcher's] coaching practice. The overall objective of the study, as stated in the introduction, is to develop a framework to improve the effectiveness of executive coaching in Uganda. I could have chosen to study previous research findings in this area, however, as indicated in the introduction, performance is a big issue now for my country—Uganda and the individual players within almost all sectors. The environment is fast changing as we are blending into the East African Community and the wider global market. Solutions generated 2 or 5 years ago would not be good enough for tomorrow, and besides, I focus on performance as it relates to my clientele to make the research useful to the practice. I therefore chose to take fresh data to come up with new findings.

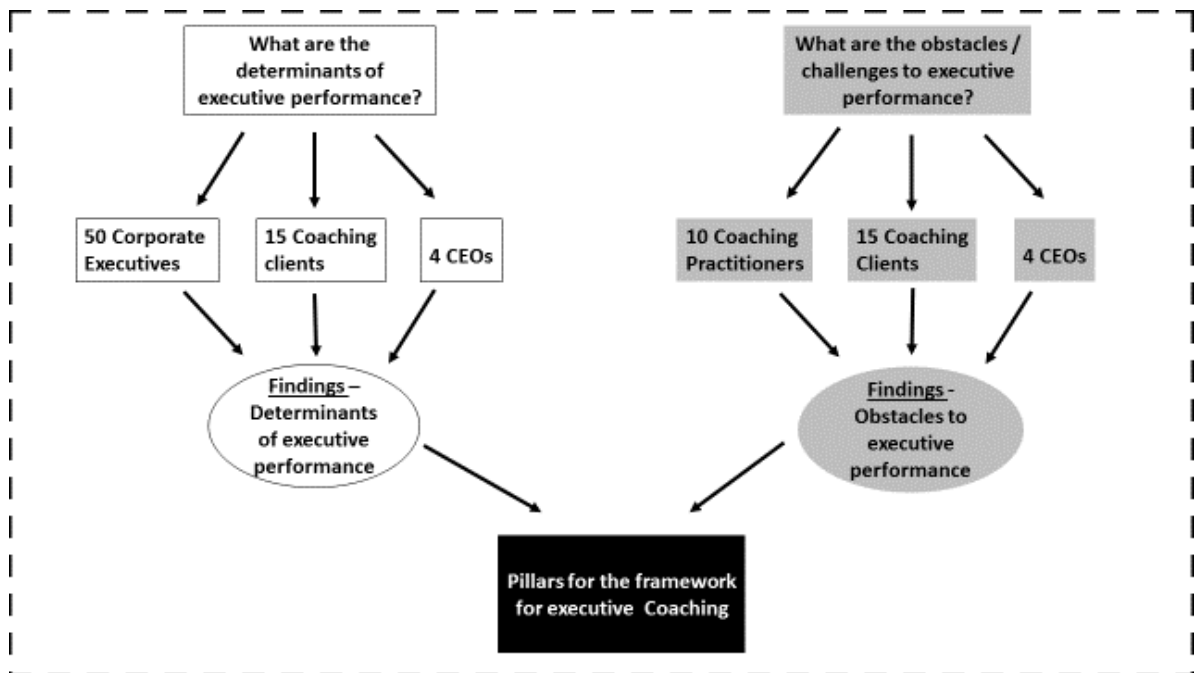
To get a better understanding of how to enhance performance I considered 2 research questions:

1. What are the key determinants of executive performance in Uganda?
2. What are the obstacles to executive performance?

The first question about determinants of performance helps me as a coach to get pointers to look out for when coaching for performance. It also clarifies what needs to be in place, and what should be strengthened to enhance the executives' performance. Certainly, each coaching-client has a different environment, different aspirations and a whole different set of variables that affect their performance. However, the coaching process needs to start somewhere and these generalised indicators that are determined from a sample of executives in similar circumstances gives us a good place to start. The second question about the obstacles to executive performance provides insights about major impediments to watch out for, and 'black-spots' in the executives' road towards performance. Together the determinants and obstacles lead to pillars of the executive coaching framework, which is the essence of this study.

This chapter gives detailed description of the research approach and methods used to address the research objectives and to obtain answers to the two research questions. Each question was addressed by multiple sources of data derived using different methods, and some of the data contributed to both research questions. The research process in Figure 3.1 illustrates the relationship between the research questions, different participant categories, the data generated, and how the process links to the main product of this study—a framework for executive coaching in Uganda.

Figure 3.1: The Research Process



As illustrated, the process starts with the two research questions. The questions are addressed using a variety of tools from different participant groups. Findings are given first under the research question they relate to and are then aggregated into what I call the pillars which form part of the framework for executive coaching.

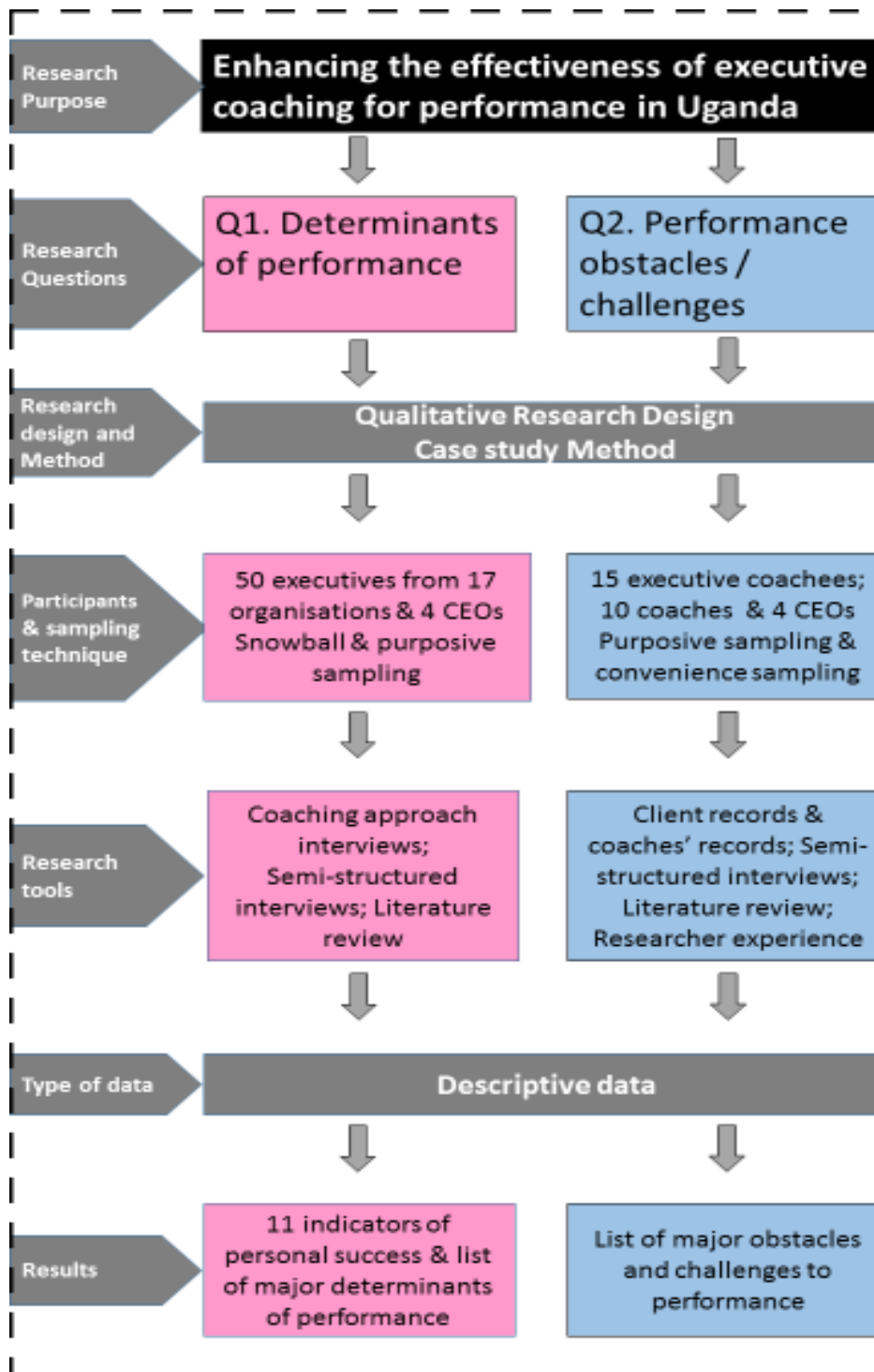
3.2 Research Methodology in a Snapshot

The 2 main research questions are addressed by a qualitative research design informed by multiple ethnographic case studies. Participants included 69 corporate executives at top and middle management, and 10 executive coaching practitioners chosen using snow-ball, purposive and convenience sampling techniques. I used a range of research tools and these included: coaching-approach interviews, semi-structured interviews, review of coaching-clients and practioners' records, and literature review. The data

collected was descriptive; in form of stories and key themes from the interviews. Data was analysed both in and out of field, and the result is a framework for executive coaching in Uganda and a model for prompting intrinsic motivation to perform. While the methodology has been fitted into a linear illustration below (Figure 3.2), the process was anything but linear. Phenomenological research has been known to lead to factors not previously anticipated due to its unstructured nature (Gray 2014); and so it was with this study. I have maintained the purpose and original intention of this research project. However, during the 4-year journey, the specific questions expanded and then shrunk, participant categories increased, research tools were modified and in the process, so much data was collected than could be used in one study.

I describe this thesis as an ethnography (LeCompte & Schensul, 1999) for a number of reasons: It draws from the current practices of people involved in executive coaching for performance in Uganda; I collected data from a variety of participant categories, using multiple techniques and tools; it involved detailed face to face interaction with participants, and the findings are reflections of these participants' behaviours and perspectives; I took into account the socio-cultural context of the participants and their environment; and I also share my personal experiences of what I have seen and heard during my executive coaching sessions. These characteristics suit LeCompte & Schensul (1999: 9) description of an ethnography. Figure 3.2 presents a summary of the research methodology.

Figure 3.2: Summary of the Research Methodology



3.3 Research Design

Researchers have used a variety of designs, there is no defined research design that researchers have adopted when studying executive performance. So far researchers have employed either qualitative (Lasch, et al. 2010; Abbot 2006; Grant, et al. 2009), quantitative or mixed research designs. Grant, et al. (2009), for example, used a qualitative approach to carry out a randomised controlled study on coaching conducted by professional executive coaches external to the organisation.

In order to collect data to answer the two questions of this study, I used the qualitative research design. According to Myers (2009), qualitative research enables researchers to create meaning out of the lived lives of the people they study. Key (1997) points out that descriptive research design helps provide answers to the, what, when, where, and how questions, which is also the purpose for the present research.

I decided not to use quantitative research design because, as Smith (1983) says, whilst it provides information about relations, comparisons, and predictions, it attempts to remove the investigator from the investigation (Smith 1983). Abbot (2006: 82) also noted: 'Quantitative controlled-variable research approaches tend to remove the effect of context. While this is important in some research applications, with executive coaching it may be problematic as context is a key feature of the intervention'. Indeed, this study intended to understand the experiences of all major stakeholders in organisational performance and executive coaching; studying the environment and experiences was core.

3.4 Research Method

This research is informed by the case study method. Baxter and Jack (2008: 544) describe a qualitative case study as; ‘an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources’. They further assert that: ‘The case study approach is based on a constructivist paradigm ... that truth is relative and that it is dependent on one’s perspective’ (Baxter and Jack 2008: 545). Case study is a research method that focuses on one, or a few, samples to study a phenomenon in detail (Gable 1994; Yin 2003; Baxter and Jack 2008). Baxter and Jack (2008: 544) put it this way, ‘case study allows for multiple facets of the phenomenon to be revealed and understood’ (ibid.). While case studies often target a small sample, they provide greater depth and are therefore suitable for research issues that target understanding of events, relationships, experiences, processes and perceptions. The case study method was appropriate because it enabled deeper understanding of the organisational performance and executive coaching and also to address the objective of finding ways of improving performance in Uganda. The case study approach in researching executive coaching has also been used by Grant and Cavanagh (2002), West and Milan (2001), Denscombe (2004), and Abbott (2006).

However, the case study method is not without its own constraints. In fact, Abbot (2006: 92) observes that: ‘knowledge gained may only be applicable to the context of the case study’. However, executive coaching for executive performance in Uganda being a new area, both in practice and scholarship, it may be necessary to document

in-depth experiences of pioneers in the executive coaching industry as a means of capturing a baseline for future studies.

My unit of analysis is the corporate executive. To determine this, I was guided by a list of questions offered by Baxter and Jack (2008: 545-6) in helping novice researchers using the case study method to articulate the focus of their case: 1) Do I want to “analyse” the individual? 2) Do I want to “analyse” a program? 3) Do I want to “analyse” the process? And 4) Do I want to “analyse” the difference between organizations? What was important to this study was to identify the factors that affect the executives’ performance; determinants of, and obstacles to, performance. Following these simple questions as a guide, I narrowed down from 6 research questions to the current 2. When I started the process, I was targeting to study organisational performance and tools and models used in executive coaching for performance. At that point I had 6 research questions and the study was very broad. The study now focuses on only 2 aspects of executive performance. As Baxter and Jack (2008: 546) observe, ‘One of the common pitfalls associated with case study is that there is a tendency for researchers to attempt to answer a question that is too broad or a topic that has too many objectives for one study’. Yin (2003) categorises case studies as explanatory, exploratory, or descriptive. In Yin’s categorisation, this study uses multiple descriptive case studies. The case studies are used to describe the kinds of factors that either promote or impede executive performance. All case studies in this research project are instrumental as opposed to intrinsic (Stake 1995). As a researcher, I have no specific interest in the actual cases, I study their contexts to extract data that serves an external interest – establishing factors that affect performance.

3.5 Research Process

In this section, I describe and justify the process that I followed in responding to the research questions. I present the procedures under each of the 4 categories of participants that contributed to the study: 1) the 50 top and middle corporate executives; 2) the 4 CEOs; 3) the 15 coaching-clients (coachees); and 4) the 10 coaching-practioners (coaches). For each category, I explain the following aspects: 1) sample population and size (including a description of the participants); 2) selection criteria; 3) sampling technique; 4) data collection, analysis tools, and processes; and 5) the summary of data collected.

3.5.1 Participant Category 1 – 50 top and middle corporate executives

I used a non-probability sample, in which participants were selected for the purposes of representing certain characteristics of the population that were particularly relevant to understanding the definition of personal success to corporate executives in Uganda.

The distinguishing character of non-probability sampling is that subjective judgements play a role in the selection of the sample, in that the researcher decides which units of the population will be included in the sample.

(Tansey 2007: 14)

Such sample techniques are mostly used in qualitative research methods where there is a need for classified data, which may be with members of a population. Probability

sampling was not relevant to this study since I am not intending to generalise the findings. Advantages of non-probability sampling according to Tansey (2007) include: having control over the selection process, which allows the researcher an opportunity to listen to the targeted kind of participant. That generates more relevant data and reduces the time it takes wading through so much data from participants that have no connection to the purpose. However, non-probability samples also have flaws such as having higher chances for selection bias.

As explained earlier, the purpose of this study is to yield results that are relevant to my coaching practice—CA, and therefore the decision of locating and recruiting participants was based on relevance to the practice. I started by looking at the corporate client list of CA to pick up characteristics that fit the typical corporate client. The characteristics are: Multinational organisations; large private local organisations either on the Uganda stock exchange or those listed among the large tax payers; international non-government organisations; government parastatal organisations and a coaching firm (as a source of coaching-clients to review). I used these characteristics as criteria of selecting organisations from which I recruited individual participants. A cross section of individual coaching-clients (within the selected organisations) indicated that they are usually Ugandan corporate executives in the middle and top management ranks, in full-time employment, and with a minimum of a university degree. There were other characteristics that were so varied that I could not summarise them into any specific category, for instance the nature of profession. I took the 4 parameters as my selection criteria for the individual executives. It was easier to locate participants within specific organisations rather than hand pick top and middle managers off the street. First, we work with corporate clients who send their executives for coaching

programs, we do not have walk-in clients. Secondly, gauging whether independently selected executives fit the criteria of a typical client would be much harder and would probably take unnecessarily long. In addition, there would not be significant value added to the process.

Once I set the criteria, I asked colleagues in my office to suggest organisations (both client and non-client) that I would recruit for this study. In the initial stages, my workmates were still very enthusiastic about this research. It was the very first scientific research by any member of the team. The prospect of Coach Africa getting something that would differentiate it from the crowd was very attractive to the team. I did not want to take only CA client organisations because we also need to understand positions in the wider corporate community who are potential clients. The first list had 36 organisations, which I contacted by calling the respective human resource managers. During the calls, I introduced myself and the project I was undertaking, and then asked the managers whether they would be available to support the project by getting participants from within their organisations to participate in the study. I got 15 positive responses; later on I was approached by 2 more organisations that had come to learn about the study from one of the HRMs and wished to participate. I recruited them since they fit the criteria. The reason for their opting-in was because I had promised to share results with all participating organisations. The final composition of 17 participating organisations is listed in Figure 3.3.

Figure 3.3: Organisations that Participated in the Study

	Category of Organisation	Number of organisations
1	Multinational organisations (MNOs)	4
2	Private enterprises mainly selected from companies listed on the Uganda Stock Exchange (USE)	3
3	International Non-Governmental Organisations (INGOs)	3
4	Government Parastatal Organisations (GPO)	7
	Total	17

From the above organisations, I recruited corporate executives using snowball, or chain sampling. ‘Snowballing is a method of expanding the sample by asking one informant or participant to recommend others for interviewing’ (Groenewald 2004:9). My initial contact in the organisations was the Human Resource Managers (in some cases I worked with other authorised officers within the human resource function). Snowballing enabled me to find participants that suited my criteria in a relatively short time. To gain support of the HRMs I gave them a written brief about the project including the consent forms. I had a separate consent form for the HRMs and the targeted participants. I physically visited each of the HRMs to explain the project and the assistance I needed. I specified the total number of participants I needed from their organisation targeting bigger numbers of participants from organisations that have higher numbers of staff (from my knowledge of the market). Together with the HRMs we split the set quotas of participants to indicate specifically how many participants would be in each of the demographic categories I was tracking: gender, management level, and marital status. I needed the insiders’ help in splitting the categories because it depended much on the composition of the different organisations. Specifying targeted participants helped me to keep the sample reasonably spread out to cover the

categories and it also made it simpler for the HRMs to nominate potential participants and replace those that could not be available. Further, the demographic categories were important for me to check if the results would be similar or different. Figure 3.4 summarises the composition of the 50 corporate executives.

Figure 3.4: Composition of the 50 Corporate Executives

Management level	Marital status	Private Co.s (3 Orgns 15 pax)		Multinationals (4 Orgns 12 pax)		International NGOs (3 Orgns 6 pax)		Parastatals (7 Orgns 17 pax)		Totals
		Male	Female	Male	Female	Male	Female	Male	Female	
Top Management	Married	4	3	4	1	3	0	6	2	23
	Single	1	1	1	0	0	0	1	1	5
Middle Management	Married	2	1	2	2	1	1	3	3	15
	Single	1	2	1	1	0	1	1	0	7
Totals		8	7	8	4	4	2	11	6	50

In summary, the 50 participants included: 31 male / 19 female; 28 top management / 22 middle management; and 38 Married / 12 singles. While I did not take stock of the CA coaching-clients to use as a guide in splitting the sample, the numbers received from the process are similar to the demographics of our clients: Generally, men are more than women, more top management receive executive coaching, and there are more married than single executives within the top and middle management ranks.

After the potential participants had been identified, the HRMs introduced me to the nominated participants. In most cases this was via e-mails; in a few instances, I had a chance to be introduced physically. Once the connection with potential participants was made, I shared a prepared written brief on the research and a soft copy of the informed consent form, and in the same note I requested for an appointment. In a few cases, less than 10, nominated participants had different reasons why they could not participate in the study and these were replaced by other participants within the

targeted demographics. The informed consent format I used was an adapted version of the 'Required components of informed consent' (Cornell University, 2007) which also conforms to Bailey's (1996) list of recommended items for an informed consent. A sample is attached as Appendix 1. The process of seeking and obtaining appointments was so long and laborious because the category of participants targeted are by nature busy people. Furthermore, the research was probably not considered a priority for them. This part of the process went on for over 6 months.

Gathering Data from the 50 Corporate Executives:

I use the term 'data' to refer to statements collected through the interviews and review of records (Polkinghorne 2005). The 50 corporate executives were recruited to help understand executive performance by sharing their personal definitions of, or what they understand by the words, personal success. In Chapter 1, I defined performance as "the application and use of resources towards meeting personal and organisational goals". Therefore in getting to understand the determinants of performance, I consider both organisational and personal perspectives. From the personal perspective, performance is more about achieving personal success; it is that success that I needed to understand through the descriptions given by the corporate executives. The definition of personal success gives me an indication of what may motivate the executives to perform; and whether it is an enabling factor or a blocker to workplace performance.

To extract the information, I needed from the executives, I constructed a semi-structured interview guide (see Appendix 2). Since I was intending to tap into the

participants' deep understanding of what personal success comprises, I used a series of questions, which collectively painted a picture that I was looking for. Qualitative researchers like myself are advised:

Experience has a vertical depth, and methods of data gathering, such as short-answer questionnaires with Likert scales that only gather surface information, are inadequate to capture the richness and fullness of an experience.

Polkinghorne (2005: 138)

The pre-set questions were:

Question 1:

'As we get started, I request that you take a moment to think about what personal success means to you'. (*Pause for about ½ a minute*) What images come to mind when you think; 'personal success'?

I started the interviewing by asking participants to think about images and create a visual impression of personal success. This would help them to put into words their thoughts and feelings. Similarly, Polkinghorne expresses his experience with the conversion of thoughts into language:

Recollections and thinking often occur in visual images and that language is often an inadequate presentation of a visual experience. ... To capture the richness of experience in language often requires the use of figurative expressions such as metaphors and narratives. These expressions expand the meanings contained in literal language to those that more closely indicate experienced meanings.

(2005: 139)

To improve the quality of the data, it was important to tap into the participants' feelings about personal success and not to rely entirely on their first mentions (see also Groenewald 2004: 12). Before recording data for this question there was a lot of probing as will be explained later.

A follow-on question to the definition was: Now that you have articulated what personal success means to you, how could you make use of that knowledge? A related, more specific and direct question followed: Of what relevance is that knowledge to your performance at work? This was supposed to develop the follow-on question making it more directly linked to what I wanted to address and summarise the relevant components of the follow-on question.

One of the questions I asked was to counter check the information given as the definition of success: What is the relative importance of the different aspects of life given below? Figure 3.5 shows the 12 values that the participant's rated.

Figure 3.5: A Selection of Life Values

1	Physical environment	5	Family and Friends	9	Contribution to society
2	Career / Business	6	Love / romance	10	Spiritual connection
3	Financial security	7	Personal growth	11	Self-image
4	Health	8	Fun and recreation	12	Power / status

The essence of this question was to check the idea of success against some of the common values based on the wheel of life concept – Tibetan Buddhist teachings. I expected that there would be a relationship between the two data sets. Data from this

question was purely for cross-checking to see the consistency for each interview set. The interview guide was used in what I have described as coaching-approach interviews below.

Coaching-approach Interviews:

Since I did not have much previous experience in academic research, my choice of tools was also based on what I use to gather information in the coaching practice. Other researchers in similar fields have also been influenced by their approaches to professional service when conducting research projects:

“There is considerable overlap between the skills involved in research interviewing and those needed by counselling psychologists in their counselling and psychotherapeutic work. Both practices require an ability to form an accepting relationship, skill in active listening, and focus on the other’s experiential world.”

(Polkinghorne 2005: 142)

I use the term “coaching-approach interview” to refer to a method of gathering qualitative research data employing the C.O.A.C.H Process (Bwaya 2006) which I use in my practice at Coach Africa (CA). C.O.A.C.H. Process (Connect – Open – Apply – Check – Highlight), was developed in 2006 to put a structure to executive coaching sessions in CA. I used this tool for the 50 corporate executives and the 4 CEO semi-structured interviews. To make a distinction between a coaching session and research, I had to adapt the tool for research. C.O.A.C.H is a five-step process, which I adapted as described below:

Step 1: Connect

Connect is the entry into the session and involves building rapport and trust between the coach and the coachee. The coach begins with an opening comment to prompt a conversation on a familiar and pleasant topic. The connection phase takes about 5% of the total interview time. It is applied in different ways and takes different length of time depending on variables like: time, personality, skill of the coach or degree of familiarity between coach and coachee. In this study, I communicated with the participants before the interview to allow them time to prepare for the sessions, which also enhanced our connection during the interview sessions. The purpose of the study was the main point of connection.

Step 2: Open

The opening stage is about setting the substantive coaching session in motion. After putting the coachee at their ease, the agenda of the coaching session is agreed. For example: the coach may lay out the agenda of the session and specify the mode of operation when it is the first session for a coachee; the coachee may set the agenda if he/she wishes to focus on specific areas; or, the two parties may both contribute to the agenda. During the interviews, explaining the process to manage the participants' expectations was part of the opening step. The guide we were following had been set in such a way that we start with lighter questions that open the conversation (see again Appendix 2).

Step 3: Apply

Step 3 involves applying the different coaching tools depending on the support or challenge that the coachee needs. These tools include, but are not limited to: asking different types of questions, giving feedback, challenging perceptions, encouraging, visualising, paraphrasing, summarising, role playing etc. Step 3 is the essence of the coaching session and therefore takes the bulk of the time; about 60 to 70% of the total coaching time. During the interviews ‘Apply’ was done by probing for more information. For example, asking questions like: What else? Say more about ...; What might ... represent in your mind? For the CEO interviews, I had questions such as: How did you do that? What was the result of ...? How did your staff react? What was behind that decision? I was aiming at getting the deeper reasons to explain the CEOs behaviours but also learn a bit about their staff and the environment within the organisations. My choice of questions was guided by the key objective: To discover how these CEOs had managed to get their management and staff to perform.

Step 4: Check

This step is about checking for confirmation and understanding or, aligning the coachee and coach’s perspectives about where the coachee stands in relation to what he or she is currently receiving / achieving during the session. The checking step helps the coach to make sure that the session is delivering the intended value to the coachee. For these interviews ‘Check’ was more about the completeness and / or correctness of recorded data. With the CEOs, the checking happened after the session when we sent the transcribed stories to the CEOs to confirm correctness.

Step 5: Highlight

Coaches may do the 'Highlight' or request their coachee to 'Highlight'. 'Highlight' is about summarising what has been covered in a coaching session and what is agreed as the way forward. It also includes agreeing pending issues that may be handled during the subsequent coaching sessions. The coachee commits to agreed actions and gives feedback about the session. Highlighting for the interviews was done by interviewers by way of summarising what had been recorded, appreciating the participant, and informing them what was to happen going forward.

Procedure in Using the Coaching-approach Interview Tool:

The general structure of the interview followed the interview guide (see again Appendix 2), which has been explained above. To ensure a smooth process and data quality, the interview guide was tested on people that matched the description of the target group before I used it to interview the 50 executives. The trial sessions included CA staff (5) and clients (4), all 9 within middle management. The purpose of the trials was to give an indication of the effectiveness of the tool and the process in terms of delivering the required information.

Researcher Assistance:

Given the magnitude of this project, I enlisted 3 research assistants (two men and one woman) to support the process of interviewing the 50 corporate executives. All of

them were graduates with experience in research. I appointed the more experienced assistant as team leader. He was a full-time researcher with a donor-funded research project. He secured leave to support my study. A Professor at Makerere University recommended the other two. They were researchers experienced in conducting qualitative studies. After recruiting the research assistants, I arranged a day's training session in which I presented the key aspects of the proposal and the specific task they were to undertake. We reviewed and discussed especially the unique aspects of the coaching approach interview which, for this research, were:

- Capturing of the images named under question 1. Recording all images mentioned without interrupting the thought process of the participant.
- The use of the yellow sticky note pads.
- Obtaining more data by using: probing questions like; 'what else'? Or using silence as a tool. Emphasising the importance of prompting participants to give as many images as they could connect to "personal success" so that the data from each participant was as complete as possible.
- Taking participants through the sorting process - sorting the sticky notes to put similar images together and at the end of the sorting process asking them to give a name or label to each cluster of stick notes. This was a critical part of the methodology because it generated the raw data captured.
- Making notes in the margins against each of the questions during the interview.
- Compiling the 'interview pack' consisting of: the signed consent form, the interview sheet (with code number), the clusters of yellow sticky notes and the interview sheet.

- Emphasising the 4 key outcomes expected from each interview: 1) themes explaining meaning of personal success; 2) a list of uses of the definition, if any; 3) relevance of the definition to performance at work; and 4) a list of the top 3 values from question 2 and the researcher's opinion as to whether the values are related to the list in the first outcome.

We practiced the entire process in form of role-plays. This was necessary because the researchers had to adopt the 'Coaching-approach'. Although the research assistants did not have prior coaching experience, they had significant experience in carrying out qualitative research, which helped them to adopt the coaching-approach quickly.

After the training session, each researcher took one CA staff member to work with as a trial participant. These trials were only for giving the research assistants practice. In the second meeting, I gave out assignments and agreed on the targets for each researcher and they started working. For the first three days I was communicating with the researchers every evening to get updates. After that, I only got in touch with the team leader at least once a week and whenever necessary. The team leader gave me some support in verifying sheets and checking quality. The research assistants supported the research process in the following ways:

1. They made the process more efficient.
2. They took up cases where I personally knew the participants. I felt constrained to handle such participants because I imagined that being non-judgmental would be difficult when interviewing a person I knew well.

3. They formed the technical team that discussed the findings and thus improving the quality of my thoughts and objectivity of evaluations.
4. In addition to supporting the process, I learnt a lot working with academic researchers who had between 3 and 8 years of experience in research work. They offered me an orientation into the world of scientific research, and that became a foundation for the rest of the research project.

Verification of Data from the Coaching Interviews:

For each set of interviews, it was necessary to verify that the data collected was as close as possible to what the participants intended to present. Participants were also given an opportunity to confirm that what was recorded represented their thoughts and feelings. The verification process was as follows:

- First, during the interview there was the checking of the words set in each cluster before the participant gave a label / name to the cluster. The participants were asked to check the different words to confirm that the images given in each cluster are similar.
- The other point for verifying was after the clusters were all labelled. The interviewer would ask whether the set of labels would collectively represent what the participant perceives to be personal success. At that point there was still an opportunity for the participant to add, subtract or otherwise adjust the data.
- The COACH approach provides for a check-point towards the end of the process where all the answers given were reviewed before closing the session.
- Question 1, was about indicators of personal success. Question 2 was about what the participant considered to be most important to them (arranging a list

of 12 values in order of importance). I assumed that what a person considers important would be related to the way the same person defined as personal success. After the interviews, interviewers used the results of question 2 to manually compare responses and verify the answers given in question 1.

Following data verification, materials were stored ready for further analysis. However, there were some challenges with the sticky notes; some of them could not stick firmly on the interview sheets. In the process, some sticky notes fell off and could not be identified. Fortunately, interview sheets had summaries of the final themes that were proposed by the participants (written along the margins). Where we did not have all the sticky notes that supported the themes, we used the list of themes in the margins of the interview guides.

Analysis of the Data Collected from the 50 Corporate Executives:

To some extent, this being a qualitative research, data analysis started during the data gathering process (Baxter and Jack 2008: 554). Broadly, I used two types of analyses: 1) in-field and 2) out-of-field. The tool I had used was participatory and so some data was analysed as it was being collected as I have explained above. For example, during the coaching-approach semi-structured interviews participants had to sort their own ideas, clustering words and giving the clusters titles that eventually led to the themes used in this study.

All labels from the 50 interview packs were pooled together and I facilitated the process in which similar labels were clustered by the team of researchers. For each cluster, the most representative label in the pack (in the opinion of the researchers) would become the indicator of personal success for that specific cluster. 23 clusters of indicators emerged and 11 top most frequent were selected. Frequency determined what was selected as indicators of personal success; labels that had less than 3 were considered outliers and therefore dropped. If in a group of 50 only 1 or 2 people have an idea, dropping it would not drastically affect the outcome. It was necessary to reduce the indicators to make manual analysis manageable.

3.5.2 Participant Category 2 – 4 Chief Executive Officers

In the search for ideas about determinants and obstacles of workplace performance, I surmised that CEOs that had experience in getting Ugandan executives to perform would have relevant information for this study. I used purposive sampling since I needed classified information from chief executives with particular experience. The number of CEOs (4) was based on the detailed nature of the case study and expected large volume of data. I employed a semi-structured interview tool targeting in-depth and elaborate experiences of the participants. The interviews were expected to take up to 3 hours, generating 5 to 10 pages of notes. Having 4 cases made it possible for me to effectively manage the data. As Boyd (2001) cited in Groenewald (2004) (see also Creswell 2012) contends, 'two to ten participants or research subjects [are] sufficient to reach saturation for a phenomenological study'. While I intended to have a small number, I also had a minimum of 4 targeted because I wanted some diversity in

demographics: 2 females and 2 male; of whom 2 are expatriates and 2 Ugandans. The diversity gave me an opportunity to analyse the results and check whether gender and nationality had an impact on executive performance.

To recruit participants, I set criteria based on my experience of the local market and the 2 questions I was to respond to. To learn about executive performance, it made sense to me that I should target people that had a record of getting Ugandan executives to perform. Since proof of performance would be challenging to get from individuals, I chose to use organisational performance as a reflection of the CEOs' performance. Below I present the criteria used and thereafter a rationale for each criterion (Appendix 3 – CEO Brief). I also outline the process of applying the criteria in selecting the 4 CEOs. The criteria were:

1. The CEO should have turned around a previously non-performing institution or organisation from a steadily declining trend to a positive and sustainable trend within 2 years. The turnaround was the evidence of their ability to get results from Ugandan executives.
2. Have a track record of performance in previous roles. This study was seeking to learn what works in the Ugandan situation. I therefore targeted people that had good performance records in their previous assignments to learn what was behind their trend of successes, but also to reduce the chances of getting people that will have hit success by chance.
3. Have a positive public image: Their public image was important to lend credibility to the study but also, to view performance holistically,

considering not only the results achieved, but also how such results are achieved.

4. Heading a significantly big organisation: As explained earlier, these are organisations that employ the target participants and ones that use executive coaching. It is also easier to gain access to (or at least be aware of) performance and operations of large organisations since they are often in the limelight. The size of organisation was based on:
 - a. Employ a workforce of more than 100 people; or
 - b. Have an operating annual budget of at least US\$ 5 million

The selection of CEOs also considered elements of diversity such as: gender, ethnicity, nature of business and sector, kinds of staff employed, size of operation and, the work environment. The wider the elements represented, the less would be the bias in the results and conclusions made.

To identify the organisations and CEOs that matched the criteria, I arranged for a special discussion session with 6 CA staff (excluding myself). I facilitated the discussion using individual reflection and team activities as would be typical in a team coaching session. My aim was: to test the viability of the criteria; and to come up with 4 CEOs that matched my criteria. The team was already aware of the research and had supported me in various ways prior to this activity. The process included a series of activities as outlined below:

1. I introduced the objectives of the session and gave an overview of the criteria
2. The team set rules to govern the process:
 - a. Members of the team were allowed to check any details they needed to justify their positions during the exercise.

- b. Time was going to be flexible and if we needed to set up another session to complete we would do that.
 - c. Members were to apply a spirit of collaboration and not competition since all we wanted was to come up with the CEOs that would be a good learning ground.
 - d. The criteria could be challenged in case it did not make sense or in case it did not work for whatever reason.
3. I presented the task and justified the criteria.
4. [Individual activity] Think about, and write down, a list of organisations in Uganda that have gone through a major turnaround of the business—from steady decline to major improvement over the past 5 years. Write the names of the organisation and the CEO who was in charge at the time of the change. Each person generates their own list although consultations were allowed. 30 minutes targeted (but flexible)
5. With the list generated, each person was asked to cancel the names of CEOs whose record of past performance matched the following: 1) they did not know, 2) they questioned, or 3) was the only known outstanding success for a CEO. Again, consultations were allowed both within and outside the working group.
6. Next, members were asked to cancel out names of CEOs (and the organisations) where the public opinion of the CEO, or the organisation, in their opinion, was not positive. And / or, if they felt they would not like to associate with the organisation because of its image.
7. [In trios] Discuss your lists; critique and challenge each other on the suitability of the choice of organisations and their CEOs compared to the criteria used to

make the individual selections. Each trio was asked to present up to 5 CEOs and their organisations. This process generated 7 organisations. Having a limit was a way of getting the trios to distil/shortlist the choices so that we come up with the better choices.

8. After the initial short listing, I subjected the selection to demographics; handling gender first. We had only one lady in the set of 7. We therefore allowed teams to present any ladies they had dropped during the shortlisting. Two (2) ladies were presented and we chose both because one was Ugandan, one expatriate, and I needed both.
9. The list of 6 male CEOs was written on a flip chart and against it I wrote the elements of diversity that we needed to consider in picking the 2 CEOs one being Ugandan and the other an expatriate. I allowed a few minutes for everyone to think about and note down their choices. Through an open discussion and using size of organisation as a tie-breaker, the team finally agreed on the 2 male CEOs; one Ugandan and one expatriate.

I was aware of the subjectivity of this approach but it could serve my purpose well enough in the circumstances. Uganda has a relatively small economy and ordinarily when something big happens to a large organisation – like laying off staff, losing market leadership, or changing CEOs, people within the corporate world will get to know. Further to that, like in many places around the world, what happens in the lives of Ugandan leaders is typically a matter of public concern. This would apply to corporate, government, faith-based, even traditional leaders. It was therefore possible for this small team of 6 people to agree on a list of 4 CEOs that fit the set criteria. The

characteristics of the 4 CEOs are given in Figure 3.6 below. Several details have been modified slightly to protect the identity of the participants:

Figure 3.6: Description of the CEOs in the case study

	Gender	Nationality and background	Nature of business
1	Female	<ul style="list-style-type: none"> • Born in Uganda, Ugandan and studied in Uganda and abroad • Post-graduate education • Wide exposure studying and working in many countries around the world before current job • No experience in the technical aspects of the organisation she was leading but a highly experienced people manager 	Key player in the media industry in Uganda
2	Male	<ul style="list-style-type: none"> • Born in Uganda and Ugandan • Studied in Uganda and abroad • Wide exposure studying in the western world • Post-graduate education • Wide exposure to challenging roles in organisations going through mergers and other major changes • Highly experienced in turning around ailing businesses 	Financial services sector
3	Female	<ul style="list-style-type: none"> • European (expatriate in Uganda) • Post-graduate education in USA • Worked in 3 countries before coming to Uganda • Highly experienced in development work 	A donor funded nation-wide development organisation
4	Male	<ul style="list-style-type: none"> • European (expatriate in Uganda) • Born, brought up and studied in Europe • Had working experience in 2 countries in Europe before Uganda • Highly experienced in agri-business • Very technical in the business he was heading 	Agri-business

The sample was diverse in many respects but there were common elements that emerged on scrutiny of the 4 CEOs' backgrounds as given in the narratives:

1. The CEOs had post-graduate education

2. They had been exposed to at least 3 countries across their working careers
3. They had built their careers steering themselves in specific directions.

From the stories told, each of the CEOs had mapped out their desired career paths and were pursuing those plans. They had purposed to encounter the challenges they were facing.

4. All 4 CEOs were well known and respected names within the corporate circles in Uganda.

The factors above play a part in the findings of this study.

Data Gathering for the 4 CEOs:

As indicated earlier, I gathered qualitative data using a semi-structured interview tool (see Appendix 4). I used the coaching-approach explained earlier to administer the tool. Semi-structured interviews were most appropriate because:

1. They offer the opportunity to go deeper than the initial surface answers to the questions in the guide. Semi-structured interviews gave me the benefit of covering the same topics per the set questions and yet be able to divert to cover unique aspects in the participants' stories;
2. I had an open mind as I set out to discover the determinants and obstacles of performance and what it took to get Ugandan executives to perform. I needed a tool that would allow exploration and flexibility to generate probing questions as they suited the situation.
3. The coaching background draws me towards a discussion format where the participant has more room to explore their inner world as they respond to questions. At the same time, I realised that I needed to gather data in a

structured format to allow for meaningful analysis and interpretation of the data. A semi-structured tool met my needs.

Data was gathered in a storytelling style, what Van Manen (1990) cited in Polkinghorne (2005) calls a 'narrative account'. Discussing the theoretical and empirical foundations of using storytelling in instruction, Andrews, et al. state that 'a story facilitates instruction directly through verbal or linguistic means and indirectly by aiding in the mental construction of a sequence of events enacted for or by the learner' (Andrews, et al. 2009: 7). Storytelling as a research format has been used by a number of scholars to gather qualitative, phenomenological data (Pommier 2000; Groenewald 2004; Tobin and Snyman 2008; Andrews, et al. 2009; Coller-Peter 2015). Stories and storytelling are a traditional, culturally appropriate and effective way of communication (Tobin and Snyman 2008: 131). In fact, African communities have a special connection with storytelling which is still an important part of knowledge and wisdom sharing (Tobin and Snyman 2008). I chose storytelling for this part of the study because I needed an approach that would be interesting and enjoyable to make it easy to retain and recall as much of it as possible during the documentation. In addition, it was important to use an interesting and informal method to relax my participants and get them to give as much information as possible in one sitting. Denning (2000: 133) affirms these advantages of storytelling; 'stories provide the ability to communicate quickly, naturally, clearly, truthfully, collaboratively, persuasively, accurately, intuitively, entertainingly, movingly, interactively'. In a later publication, Denning also presents storytelling as a tool that may drive action [performance] (Denning 2011). Storytelling is also more flexible and it allows the interviewer more opportunities to probe into areas that would otherwise be sensitive.

Like everything else, the method has its own flaws, storytelling is a self-report format that is not only subjective but may also provide deliberately falsified or imaginary data as noted by Boje, et al. (1999). This is one of the reasons why we chose organisations whose history is in the public eye.

Preparing for Interviews of the 4 CEOs:

The preparation process for both the CEOs and the researchers was an important part of the process. For the CEOs, I had a small window in which to gather all the data and so, I needed to prepare the participants mentally and emotionally. I personally called the CEOs and secured appointments for a preliminary face-to-face briefing session. During this first meeting, I explained the study and what would be their part in it. I explained the process that had led to their selection and how the interviews would be conducted. I shared the lead questions and informed them that many other questions will be asked to clarify or explain data points during the interview. I went through the informed consent form and left a hard copy behind (see again Appendix 1). Among other things, the consent form advised them of their right to withdraw from the process at any time. I secured appointments for the actual interview asking for time slots that allowed the participants at least a week from the time of the first meeting. The time between the initial meeting and the interview allowed CEOs to reflect upon the questions I was to ask and collect their thoughts for the interview. After the face-to-face meeting, I sent a note of appreciation confirming the agreed interview date and time, and attached a brief about the study, the interview guide questions, and the CVs of the 2 researchers. The note was intended to further build the relationship and share important information.

On the interviewers' side, I had one research assistant with whom I gathered the CEO data. I chose the assistant based on her ability to write shorthand notes. I had made the decision not to use audio recorders and so I had to find some other way that would help me to capture as much data as possible. Although her role was exclusively to take notes, a proper brief was still necessary to prepare her for the nature of data that would be expected. We also agreed a sign (raising the left-hand side index finger) to use during the interview process in case she needed clarification or a repeat, or to slow down. I did not want the assistant to have any reason to break into the conversation because that could distract the flow of the story. I chose not to use audio recorders because I had used them before during my training as a coach and I found that whenever I knew I was being recorded my style would change slightly and the flow would not be as natural. But I also know that many other people have some discomfort about being recorded.

The CEO Interview Process:

All 4 interviews took place in the offices of the CEOs – this was their preference. The participants being in familiar surroundings, having met the researcher prior to the actual interview, and knowing what to expect, helped to set the scene and build rapport faster so that on the interview day we took less than 10 minutes to get into the actual interview process.

The full version of the interview guide is attached (see again Appendix 4). I used my experience as a coach to construct questions that would help participants to respond to provide relevant content for identifying the determinants of, and obstacles to, executive performance. In addition, I asked questions that would provide the background I needed to understand the CEOs context to help me better interpret what they were narrating. Below is an abridged version of the semi-structured interview guide:

1. CEOs background – education, brief working history, major work-related achievements.
2. Situation that the CEOs found in the organisation. Areas covered included: performance, operations, relationships, systems, and governance.
3. Current situation in terms of aspects covered in question 2 above.
4. How did the change happen?
 - a. Key challenges faced
 - b. The focus / priority for the leader
 - c. Strategies employed
 - d. Key insights
5. What were the key success factors?
6. What would you do differently, and why?
7. CEO's advice to leaders seeking results from Ugandans and any other comments

As I asked the questions and facilitated the process, I also took some notes on key points. My note-taking was mostly for guiding me on the process; for instance, areas of clarification or further probing. I recorded key milestones and anything that would

stand out for me. The research assistant was tasked to write a shorthand record verbatim (as much as possible). The interviews were intense in terms of focus and they lasted between 75 minutes and 120 minutes.

Data was gathered in form of written notes; what Miles and Huberman (1984) refer to as ‘Memoing’ or recording what a researcher hears, sees, experiences and thinks both during and after the data collection process. In our case we only recorded what we heard as opposed to observational notes (ON) — ‘what happened notes’ Bailey (1996). It was very important that the record is set up as soon as possible after each interview. Like Lofland & Lofland (1999: 5) also emphasise, field notes ‘should be written no later than the morning after’. In this study, both researchers had to write their accounts of what the CEOs said immediately after the interviews. We then arranged for a time within the following 2 days to meet and combine the notes/accounts into one story. I focused on recording what was being said for a couple of reasons: 1) It freed the researcher who was taking notes to concentrate on what she was hearing so that she could be faster and more accurate. 2) Using the coaching-approach, I pick a lot as people speak, and I use what I see and hear to construct questions or direct discussions. Consequently, most of what is important gets verbalised anyway. Besides, I am not alone in focussing on the spoken word – for better or for worse, commenting on limitations of self-reports Polkinghorne explains thus:

Because experience is not directly observable, data about it depend on the participants’ ability to reflectively discern aspects of their own experience and to effectively communicate what they discern through the symbols of language.

(2005: 138)

Language may not always be the best way for people to express their experiences especially in environments like Uganda where we interview and document in English – a language that is often 2nd, 3rd or even 4th for many Ugandans. That is a case for having in-depth interviews to allow participants to have a variety of ways to express a thought or point.

Analysis of the CEO Case Studies Data:

In this study the analysis process started during the data gathering and recording processes. Like other researchers have observed, the process of gathering qualitative research includes deciding what to write and what to leave, where to seek clarification and which aspects of the experience to probe (Groenewald 2004 citing Morgan 1997; and Caelli 2001). In addition, in-field analysis was in-built within the interview guide in form of summarising the key components of the stories: the question about key success factors and advice to other CEOs was meant to get the CEOs to reflect on the entire story and extract what they considered central to their success. Further, the CEOs participated in analysing their data in the process of confirming the correctness of the record, the kind of analysis that Nannyonga-Tamusuza (2005) calls dialogic data analysis. As Creswell (2012) contends, the analysis of qualitative data typically follows the path of aggregating words or images into categories of information and presenting the diversity of ideas gathered.

The process I used was adapted from Hycner's (1999) 5-step explication process:

Step 1 – Bracketing and phenomenological reduction;

Step 2 – Delineating units of meaning;

Step 3 – Clustering of units of meaning to form themes;

Step 4 – Summarising each interview (validating, and where necessary, modifying it);

Step 5 – Extracting general and unique themes from all the interviews and making a composite summary.

I adjusted Hycner's 5-Step process for purposes of simplification and adapting it to my study. The process was as follows:

1. Finding the total or wholesome meaning of the bits of information given under each question and validating the data:

A combination of step 1 and 4 of Hycner's 5-steps. We put together our notes and through discussion filled in the gaps identified. We then sent the narratives / written stories to the CEOs for them to verify if the record was representative of the information they had shared. In response, we mostly got adjustments and corrections around things like dates, quantitative or factual data points and some proposals to adjust phrases. There were a few additions to the data that had been given in the interview. In one case the CEO thought it was necessary for her to seek approval from her organisation before I could use the data. She followed up and secured the authorisation from the right authority by e-mail. In all 4 cases the authority was given by e-mail; sending back the story and allowing me to proceed with the study. This process gave us not only the total stories as had been told but also a verified wholesome experience of each CEO in terms of getting Ugandans to perform.

2. Isolating statements related to the phenomena and summarising the interviews:

This is combining step 2 and 4 from Hycner's 5-step process. Once I had the full stories that were approved by the 4 participants, I read each one a few times while highlighting the areas that had relevant phrases or content. I judged relevance basing on the two research questions—anything I perceived to relate either positively or negatively to the two questions was highlighted. The areas that were highlighted were transferred from the story to the summary sheet under each of the questions that had been asked. Each statement or combination of phrases or sentences would then be summarised while taking care to retain the meaning and to reflect the essence of the CEO's experience as much as possible.

3. Clustering of meanings to form themes from all the interviews and making a composite summary.

The clustering of meaning was done after the summaries for each of the 4 stories had been written in the summary table. It was easier for me to get meaning from the composite summary content for all CEOs organised by question rather than analyse each CEO's content separately and then collating as in Hycner's 5-step process.

4. Extracting general and unique themes from all the interviews.

The composite summaries made it easier to extract common themes, which are the findings from this part of the study.

That process helped me to handle data that at first appeared too broad. There is so much more that has not been used in this study. I probably used less than 20% of the data collected. I plan to make use of the remaining data in other forms of knowledge sharing.

3.5.3 Participant Category 3 – 15 Coaching-Clients

Initially I thought that I would get both determinants and obstacles to performance from reviewing coaching client files. I later established that extracting determinants of performance was not possible from the kind of data I was using—coaching session minute notes. The information in the minute notes had not been designed to meet this specific need. I therefore decided to use the data to address part of research objective 1 – to study executive performance in Uganda to identify causes of poor performance. The data was also used to understand the context of executive coaching in Uganda.

The 15 coaching-clients were selected from Coach Africa (CA). The choice of firm was done using convenience sampling based on 2 factors: 1) it is where I practice executive coaching and therefore the most convenient option, and 2) It was a credible choice judging from the following facts: At the time of the study, CA had been in the business of offering people and organisation development solutions for 6 years. The firm considers coaching as its core competence, and it was the only registered coaching firm in Uganda at the time of the study. Its clientele list had over 50 corporate coaching clients with over 130 individual client files which would provide a reasonable pool from which to select coaching-clients. The CA systems and procedures, including the coaching procedures, received ISO 9001 Certification in January 2012. Such a documented and standardised system would be easier to work with and the data collected would also have some credibility.

From the coaching-client files, and using purposive sampling, I chose 15 as the cases from which to draw data. At the time, Uganda had about 20 known practicing coaches. For this part of the study, I used document review as the method of data collection as opposed to in-depth interviews as for the 50 executives and CEO case studies. I could therefore afford slightly more cases because the process takes a shorter time and the data was being collected in a format that was easy to sort. However, I kept the number down because of the limited time I had with the authorised staff that extracted the data from these classified files. I used the following selection criteria:

1. Coaching-clients who had received performance enhancement type of executive coaching services [at CA executive coaching services are categorised by need. One of these categories is performance enhancement]. This category was the one most related to the current study of executive performance and I knew that the minute notes on these files would have some indication on the nature of performance challenges that the coaching-clients were addressing.
2. Top and middle managers: This specific category is the focus of the study and, as indicated before, I had already established that almost all coaching clients fall within this category. It was still important to highlight this as a category to ensure that we did not get any of the out-liers into the sample.
3. Fully documented coaching records as per the standard CA procedures (see Appendix 5 – Coach Africa Coaching Process). This meant a file that had the full range of file documents which include: The Preliminary meeting notes; contract, copy of the welcome note and coach/coachee agreement; Sessions 0, 1, 2, and ‘n’ (last session of a coaching cycle) samples in Appendices 6, 7, 8 and 9 respectively; the coaching plan – Appendix 10; Session preparation

forms (for e-sessions) – Appendix 11; and the final evaluation and close out note. Full documentation was important to avoid having gaps in the data from any of the selected cases and they would give the researcher a single source for all required information for each case.

4. Coaching-clients that had received at least 6 coaching sessions. Coaching service is given in units of time referred to as coaching sessions. A session at CA could be between 45 and 120 minutes. Different sessions cover different things depending on the session number and the nature of challenge that the coaching-client is addressing. For example: Session 0 is always about the coach / coaching-client getting to know each other, the technicalities of coaching being introduced to the client, and the working norms agreed; Session 1 is typically about doing the necessary assessments, analysis of the assessments and getting to understand the general areas that the coaching-client may want to focus on; Session 3 would be about completing the coaching plan and starting to move towards the desired goals. Typically, by Session 4 a coaching plan is in place and therefore, 6 sessions would allow for at least 1 or 2 post-plan sessions. Taking less than 6 sessions could bring up cases where the impact of coaching would be difficult to evaluate. It is important to note that at the time of setting these criteria I was hoping to find data related to both determinants and obstacles of performance.

Following the above criteria, participants were selected as follows: 6 female, 9 male; 2 single, 13 married; and 8 top and 7 middle managers. In terms of organisations represented, we had: 9 from the private sector (banking, education, agri-business, beverages, and petroleum), 5 from the development sector, and 1 from the public sector.

Coaching-Clients' Data Collection Tools, Process and Analysis:

I chose review of documents as a means of gathering data from the coaching-clients. Although 'documents are an underused source of data' (Polkinghorne 2005: 144), it was a good choice for me in this case. I considered that the bulk of obstacles to performance had been gathered from self-reports of CEOs. I wanted to vary the method of collection to one that was more objective than self-reports. Minute notes, which were the source of data, record real-life data that relates to actual issues that coaching-clients are facing. They are written without research in mind therefore, I considered them more objective.

This part of the study included scrutinising each file to look for specific information.

I gathered information about several issues relating to the coachees including:

1. Gender
2. Management level
3. Type of organisation
4. Challenges / obstacles they presented during coaching sessions

The selection of data was based on the research objective being addressed – to study executive performance in Uganda to identify challenges and obstacles to performance.

The gender, management level and type of organisation were selected because they would give an indication of the type of person that gets executive coaching services which is part of understanding executive performance in Uganda.

As part of the process, I decided that the only person, other than myself, who has access to the coaching-client files would do the selection. The process included:

1. Identifying the files that had performance enhancement clients. The filing system is by corporate client / coaching-client / date. The category of coaching, which was a key characteristic to look for could not be established easily. Since the officer knew most of the clients, he reviewed the list of coaching-clients and marked those that were likely to be performance enhancement clients. He was doing this from memory.
2. Having marked the names, he started checking them against the set criteria and kept putting aside the ones that met the criteria until he had 15 of them. The 15 were passed on to me.
3. I had a prepared template that had a column for each of the data points I wanted to capture. This is what I used to gather data.
4. I collected the data file by file, entering relevant points in a table format for easier access of data during analysis.

The performance challenges/obstacles of the 15 coaching-clients were mostly extracted from sessions 0, 1, and 2-minute notes. During the first few sessions, the coaching-client would be describing the current situation they are facing and exploring possible root causes of the challenges. A few challenges are also drawn from the last minute note in the cycle. In the last minute note the coachee would be articulating the way forward with whatever challenges they still face. Examples of session minute notes for Sessions '0', 1, and Session 'n' (last session) are attached as Appendices 6, 7, 8 and 9.

However, even though we had chosen clients whose files were complete per the CA procedures, we still have cases where some information sought was not available because either the coach who recorded had missed it out or it could be that such information was not relevant to the case. Minute notes were not recorded in the format required for the study. Coaches write minute-notes during the coaching sessions to help both coachee and coach to keep a trail of their progress and to remind them of the key discussion points. Coaches may write notes in short or longhand. They may summarise coaching-client statements or record verbatim. It is a coach's prerogative to pick and write whatever they consider significant during the conversation. The data picked is therefore from different coaches' understanding of their coaching-clients' key challenges.

3.5.4 Participant Category 4 – 10 Coaching-Practitioners

After the data from the 50 corporate executives, the 4 CEOs and the 15 coaching clients had been collected and analysed, I presented the preliminary results to the CA team. In the discussions, it was noted that I had a missing piece in the study. I had received obstacles and challenges of executive performance from the point of view of the employers (CEOs) and the executives that seek coaching services from CA. Since I had access to many of the coaches that do not necessarily work with CA, there was an opportunity for me to pick data from such coaches about: 1) Challenges to executive performance; 2) opinions about the results of the definition of personal success to the corporate executives interviewed; and 3) the context in which coaching is done in Uganda. I therefore applied purposive iteration sampling to cover this gap. Describing purposive iteration, one scholar put it this way:

Selection of sources most often remains open throughout the research process. After initial accounts are gathered, they are analysed to construct a preliminary description or a theory of the experience. On the basis of the preliminary description, additional participants are selected who are thought to be able to fill in, expand, or challenge the initial description. The research process is an iterative one, moving from collection of data to analysis and back until the description is comprehensive.

(Polkinghorne 2002: 140)

As was the case with the coachees, I used purposive and convenience sampling to select executive coaching practitioners. Convenience sampling is ‘A statistical method of drawing representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access’ (Business Directory, n.d.). ‘A convenience sample includes the most easily accessible measurements or observations, as implied by the word ‘convenience’ (Kazmier and Pohl 1987: 7).

The coaching industry in Uganda has a small number of professional coaching practitioners (just over 20) and one registered coaching firm, so I had a narrow choice of participants. At least 60% of the practicing Coaches in Uganda have at some point shared their CVs with CA – the registered coaching firm. Locating the participants to collect general information about coaching practitioners in Uganda was through coaches’ CVs picked from CA. Participants to comment on the results of the definition of personal success were accessed through the Coaching Community in Uganda

(CCU). Almost all active executive coaches in Uganda were members of CCU at the time of this study. CCU was an association of executive coaches that practice in Uganda. Members of CCU meet every first Wednesday of every month to catch up and share matters of common concern as a community of practice. I used the opportunity of having many coaches in one place at a scheduled time to seek their opinions on the results. In both cases (CVs and the monthly meeting) I was using convenience sampling. This method of sampling has been known to have disadvantages including: having characteristics that are over represented (not balanced), the sample may not represent the wider population from which it is picked and therefore resulting findings may not be generalisable (Johnston and Sabin 2010). Further, Polkinghorne (2005: 141) argues that: 'Convenience sampling most often fails to yield perspectives that expand and enhance the understanding of the breadth and depth of a studied experience'.

The criteria for participating in the focus group discussion on the results of the definition of personal success was being present at the members' meeting that was held on February 13, 2013. Out of the 19 registered members (Bwaya and Coaching Community in Uganda 2013) including myself, 10 participated in the review of the definition of personal success study (excluding myself). All members had been invited for the session but 10 turned up for this meeting. It is typical not to have all members attend the monthly meeting since it is not obligatory.

Selection of the coaches' CVs was a different exercise, for a different purpose. The CVs were meant to provide information about the kind of person that practices

professional executive coaching in Uganda. Permission to use the CVs was obtained from the Executive Director of CA on condition that we use only the CVs of coaches that had participated in the earlier study (Coaching in Uganda). These coaches had already given their consent to participate at the proposal stage of this study. It was also agreed that the coaches' identities would be protected. The criteria for selecting coaches' CVs from CA was:

1. Members of the coaching Community in Uganda (CCU); because these are the ones whose credibility as coaches I would be sure of since they would have been vetted by CCU.
2. Practicing professional coaches; because then they would know what they are talking about when discussing the application of the definition of personal success to the executive coaching process.
3. Involved in professional executive coaching; which, for this exercise meant; offering paid services for supporting executives to achieve personal and organisational goals. Practicing without being paid was not good enough because I surmised that coaches who have gone professional (charging for services) have more coaching experience.

In line with the criteria outlined above, 10 CVs were identified (excluding the researcher's): 5 female and 5 male; 6 were married and 4 single; 8 not certified by an accredited body and 2 certified by an accredited body. Of the 10 selected CVs, 5 were considered for in-depth follow-on interviews to provide further details about the nature of clients they work with in executive coaching, challenges they handle, and coaching models used.

From the curriculum vitae of the 10 coaches, I gathered data relating to: Gender, current occupation(s), background profession (main occupation before becoming a coach), working experience in total, work experience as coach, alternative occupations, and type of typical client. The phone interviews for the 5 coaches focused on: Typical challenges presented by their respective coaching-clients, and models they use most often. Data was collected in a similar manner as presented under the coaching-clients' category given earlier. The information collected from the coaching-practitioners has been used to provide a context for the framework for executive coaching in Uganda.

3.5.5 The Researcher as a Participant

As a practitioner-researcher undertaking a descriptive study, my work approaches and personal perspectives have influenced the direction of this study. Groenewald puts it this way: 'Phenomenologists, in contrast to positivists, believe that the researcher cannot be detached from his/her own presuppositions and that the researcher should not pretend otherwise' (2004: 7), see also (Yardley 2008: 237). I used my 9 years' experience in coaching and over 25 years working with corporate executives in Uganda to make decisions about methods used in the study. I also used personal experiences to illustrate points made in the discussion chapters. It should be noted, however, that the use of reflections from personal experience as a research tool is not very conventional in academic research. In fact, Agawu (1995) as cited in Nannyonga-Tamusuza (2005: 32) noted the tendency for conventional research methods to ignore knowledge accumulated over time in preference for knowledge collected during a

short focused research period. Indeed, Nannyonga-Tamusuza (ibid.) has also argued that, ‘While my formal field work was more focused [on] specific issues, my experience prior to formal research framed not only a number of questions of this study, but also the analysis of the collected data’. Nannyonga-Tamusuza (2005: 33) argues further that, if a person’s experience is what other researchers turn into knowledge, after interviewing him/her, why should that person’s ‘experience and knowledge as an informant qualify to be valid data only if someone else collects it from [him or her]?’ She questions further: ‘Why is it that other people’s experiences contribute to “objective” knowledge and yet mine only becomes objective knowledge if someone else collects it from me?’ Undeniably, it would have been inappropriate for me not to draw on my own experience, and rely entirely on conclusions based on a four-year research project. I share Cunningham’s (2013) contention that professional experience and opinion are critical in such a project. Like Cunningham’s case, this project was prompted by what I had been experiencing as challenges in my practice, the unanswered questions I had encountered, and my work approaches.

Further, my background influenced the choice of methods chosen. I have been exposed to a wide range of professions including: sales and marketing, accounting, insurance, leadership, and management. Indeed, the methods and approaches applied in this study cover a wide range of disciplines: coaching, psychology, human resource management and marketing.

Through the process of establishing CA, I engaged with several organisational performance issues and situations. In my practice as a coach, I learn from, and share

performance related conversations with clients. Given the fact that each client presents a unique challenge, I have had to find different ways of supporting the clients and these experiences have influenced the areas of focus for this study.

Data given as a participant and a researcher is mainly in form of reflections, notes, examples from real-life coaching conversations, and from coaching skills development workshops. I shared experiences in cases where a very relevant experience came to memory as I discussed a point. My experiences therefore have not changed the results of the study; they have been used to explain points that have emerged from the research.

3.6 Data Analysis

To make it easier to understand the chronology and rationale for methods used, I have arranged this chapter by participant category. Therefore, the analysis for the different data sets has already been addressed earlier in this chapter under each category of participants. In summary, data analysis for this qualitative case study was mostly informed by Baxter and Jack (2008) and Hycner (1999). As indicated, the study was designed to have both in-field and out-of-field analyses.

3.7 Validity

The validity of research, the extent of accuracy of the results of the study (Smith 2003), is core to any research (Oliver 2010) not only for the sake of generalisation of the collected data (which is not my intention), but also for the credibility of research and the knowledge building process. I focused on the descriptive validity (the degree to which descriptions of data results are true) and interpretive validity (how faithful are my interpretations). The entire research process, every part of it, contributes to validity of the data in some way. According to Baxter and Jack (2008: 555-6), research quality and trustworthiness is enhanced by: 1) clarity and appropriateness of the case study research question; 2) suitability of the research design to the research question; 3) application of appropriate sampling techniques; 4) systematic gathering and management of data; and 5) correct analysis of the data. Similarly, Yardley (2008: 242-4) proposes a range of principles for qualitative data validation. The main areas of focus in enhancing validity of data for this study were the 5 areas as outlined by Baxter and Jack above and in addition the following areas drawn from Yardley (2008): Review of relevant literature; rigour in recruiting participants to represent an adequate range of views; transparency in the analysis of data; and considering and explaining the socio-cultural setting. I have addressed validity of data in this research in the following ways:

1. Choosing and constructing two clear and concise research questions, which are relevant to my practice and the wider context of coaching in Uganda. I also identified the most suitable research design, approach, methods and techniques. I worked with triangulated research tools: coaching-approach semi-structured interviews, storytelling, document review, and contextual

analysis. Since each of the tools has limitations, combining or triangulating them counteracted the deficiency in each tool (Arksey and Knight 1999; Bloor 1997; Holloway 1997). In the Ugandan setting, it was important to pay attention to the fact that English is a second or third language for most participants. I therefore used plain English, imagery, and a lot of probing to help participants articulate their ideas, and for me to get a better understanding of the messages communicated.

2. I identified key themes that are relevant to the research and carried out literature review in the selected relevant areas, studying both local and foreign literature.
3. Triangulated sources of participants relevant to this study: 4 CEOs from different backgrounds and sectors; 50 executives from 17 different organisations, 15 coaching-clients and 10 coaches. Having diverse sources of data enabled me to compare data from different sources and make conclusions based on corroborated and supportive evidence.
4. I have described in detail the entire process of research for each of the participant categories and have also appended all tools used and the data collected.
5. In the introduction, I described the socio-cultural setting to give the research context.

In addition to the above, I took other measures to improve data integrity:

1. Testing the interview guide with colleagues and selected participants before I used it to collect data on personal success indicators. This helped me to ensure

that the tool would produce the data sought, and that it would be suitable for the targeted participants.

2. Having CEOs approve the final stories from which data was picked. Considering that I did not audio-record the stories, I used the participants to validate the record taken.
3. Having a team of researchers to review and discuss the data and findings. The discussions helped me to get different perspectives and to cover areas that I may have missed if I had done all the coding and analysis single-handedly. Throughout this study, I remained aware of my limitations as a practitioner turned researcher.
4. Extracting data from CA's official documented sources: Coaches CVs and coaching-client files. Since the records were kept without any study in mind, I expect that the data extracted was free of interviewer bias.

3.8 Ethical Considerations

Apart from the guidance and teaching obtained from Middlesex University about ethical issues in research, my world view of professional ethics, or my sense of right and wrong, is formed by a range of factors including: the ICF ethical code to which I am bound as a member; the '*Ubuntu*' values in which I was socialized since childhood; and Christian values that I subscribe to. In the next two paragraphs, I present the key ethical issues related to this present study and explain how I addressed them. The issues are broadly categorized into two: 1) Anticipated issues which were provided for in the planning of the research methodology; and 2) Emerging ethical issues that I had not anticipated.

Anticipated Ethical Issues

The first one was about receiving consent from participants, individuals and organisations. I received clearance from participating organisations and individual participants, and I got them to signed informed consent forms (see again Appendix 1). The second one was about ensuring that participants' views are not misrepresented. The research process explained earlier indicated the extra care I took using in-field analysis involving the participants in confirming and analysing the data collected. Some participants, especially the 4 case study CEOs, were requested to crosscheck the transcription of their interviews before I could use them in this dissertation. Research participants should be given full control of the information to be included in a research report, see also Banister, et al. (1994:67). Third, I planned to use archived records from Coach Africa and so, knowing the rules that apply in the organization, I sought permission from the Executive Director of CA to use confidential client records and coach CVs as a source of information. Fourth was regarding the protection of participants' identities. All participants' identities have been protected; for example, data gathered from client records does not include actual clients' names. I use pseudo names or codes when referring to such data.

Emerging Ethical Issues

In planning to address ethical issues, my focus was principally on technical matters of research based on the limited knowledge I had as a practitioner. During the study, I came across other issues that were mostly related to conflicts in personal values and

my being a practitioner researcher. In addition, there were more issues that kept emerging as my understanding of the breadth and importance of ethical considerations was expanding. The research process and methods kept evolving to cater for new lessons I was learning from: 1) Other authors (Banister, et al. 1994; Stout-Rostron 2009; Duffy & Passmore 2010; Smith and Gilbert 2011); and 2) Listening to supervisors' feedback and Middlesex University seminars on ethical issues in scientific research. These interventions enhanced my ethical maturity (Duffy & Passmore 2010). Examples of such emerging ethical issues were: One, business opportunities presenting during the research process. As part of building rapport, the conversation drifts towards business – the participant needs a service. When it happened, I declared the conflict as soon as I sensed the drift in the conversation, and I requested that I send another member of the team to follow up with the need. However, I have found that the research opened some doors to me which we have capitalised on after the research project. Two, there were opportunities I got to collect data that I would not have gotten if I were not the practitioner that I am. The meeting I had with coaches of the Coaching Community in Uganda is an example. The conveners communicated the subject matter for that specific meeting—my research. However, this was a regular monthly meeting. The questions then were: What if some members would have opted out? Did the leadership (to which I belonged) have a right to decide to convert that meeting into a research discussion? Was there consent? Fortunately, the data I needed was the coaches' written input following the meeting. Those who may not have wished to participate hopefully did not respond to the assignment they were given. That gives me a level of comfort. Third, how much detail is safe to take out in the process of protecting a person's identify, especially in a small economy like Uganda, without losing the substance of a story? Too much, and the

desired point is lost. Too little, it remains possible for people to read in-between lines and make out who the participant is. Re-reading the thesis after a gap of 6 months (while I waited for a viva date) helped me to balance the two positions. The time lag helped me to detach sufficiently to make more objective decisions in this respect.

Ethical issues have been a constant point of discussion across the duration of the study and I am confident that all those identified have been addressed through the methods I explained.

3.9 Limitations of the Study

Regardless of how carefully this research was planned and conducted, I faced many challenges. In the next paragraphs, I present the most salient limitations and challenges of the study.

First, I had no direct contact with some of the participants, I depended on the goodwill of the Human Resource Managers (HRMs) who were my contacts in the 17 organisations. While I had the criteria of selection spelt out, the human resource managers of the organisations made the final decision of who joined the study for the 50 corporate executives. This may have had biases that I was not aware of.

From my experience as a coach, I have noted that employees are very reserved in expressing feelings and opinions. It takes a process of building trust before any meaningful conversation can be held. The process in this study did not allow for ample time for the interviewer/s and the participants to build trust because targeted participants did not have time, and the project was not a priority for them. I depended on the HRMs and the expertise of the interviewers to fast track the trust building and have some reasonable outcomes from the process.

Moreover, there was limited access to, and availability of, the targeted executives in the case studies. Corporate executives are extremely busy people. For instance, it took me more than four months to complete the interviews for the 4 case study CEOs. In addition, I had planned to interview their staff as well, but it became difficult because of the conflict of interest the staff would have giving me information about their CEOs and their management styles. In addition, a couple of organisations selected for the 50 executive case studies were going through some publicity challenges at the time and they were very sensitive to any interviews. We had to take on different organisations to make up for the ones that fell off.

Furthermore, the processes of getting clearance to interview the corporate executives in the 17 organisations were rather long and complicated. I had to first get the HR managers to explain the research and engage them before sending the written communication seeking permission. Internally the HR managers had to get permission from other authorities. Once the permission was given, we had to contact the

individuals and seek appointments. Many appointments would be changed or cancelled. All these delays meant that we could not meet the planned timelines.

In addition, I had challenges with permission to publish some of the collected data even when I had been granted permission to collect the data. For instance, the donor funded-project had a rigorous process of getting clearance to publish the interviews. In fact, after carrying out the interviews it took an extra month to get clearance from the donor. At this point, I had almost changed the plan to engage another organisation to fill the gap.

The other constraint was the limited published literature on coaching in Uganda and therefore, I did not have much to learn from and compare with. Coaches in Uganda generally do not document their processes and tools. Most coaches do coaching as a part-time activity and mainly in informal settings. I therefore did not have a wide base to pick from. For instance, I would have benefited from studying the different tools and approaches that coaches use during executive coaching sessions in Uganda. This was not possible because the coaches I approached claimed that they did not have the documentation I needed. It could also be that the coaches were not willing to share such information with a competitor. The tools presented here are tools that CA, my own coaching firm, uses. The few other bits and pieces that I have used were drawn from only one publication (Bwaya and Coaching Community in Uganda 2013). Even what is presented on Uganda in the Global Coaching Survey (Frank Bresser Consulting 2009) was mostly my contribution to the survey.

I started this project as a new researcher coming from a practitioner background, which affected the choice of methods, the process and, possibly the results of the study. For instance, there are several actions that I had planned in the research proposal only to realise during the research itself that they could not work out in a scientific study. I had to scale down the research scope to be able to meet the standards of an academic research. Further still, I am considering an area that I am so passionate about and so it is likely that my personal beliefs, values, and perspectives have influenced this study. I also acknowledge that my biases about the Ugandan culture, performance and executive coaching may have influenced the process. As Lincoln and Guba (1985: 290) emphasise, it is important to note the ‘biases, motivations, interests or perspectives’ that inform such a research.

During the research and writing process, I had to maintain a fulltime job, which had its own challenges. The original scheduling as planned in the proposal did not work out. Many changes happened at CA and that disrupted the plan of action as given in the proposal. While the tracking process structures were in place, the priorities at CA and in my personal life changed and dislodged my study plan. It is also true that I underestimated the workload that would come with this project.

In this chapter, I have presented the research design, approach and methods. I have described the participants, sampling techniques used, and outlined the data gathering

procedures. I have also discussed data validity and the ethical considerations relevant to this project. The results and findings are presented in Chapter 4.

CHAPTER FOUR: RESULTS

4.1 Introduction

In the results chapter, I present the results and findings from each of the 4 participant categories in the following order: the 50 corporate executives, 4 CEOs, 15 coaching-clients, and 10 coaching practitioners. The results from the different categories are then consolidated under the 2 research questions as was illustrated in Figure 3.1. In presenting the results, as is typical of an ethnographic case study, I include some of the material from the case studies directly into the text to illustrate opinions of the participants of this study and what I have seen and heard in my executive coaching practice (LeCompte & Schensul, 1999: 2).

4.2 Results from the 50 Corporate Executives' Interviews

For the 50 executives, the key point to address was to get their definition of personal success. From the responses received, this meaning was given in form of 11 indicators as shown in Figure 4.1 below. The frequencies indicate relative number of times that the theme was shown among success indicators.

Figure 4.1: Summary of Corporate Executives' Definition of Personal Success

Position	Success Indicators	Selected success indicator descriptions from a collection of words under the themes	Weight by freq.
1 st	Material wealth	<ul style="list-style-type: none"> • The net worth of an individual • The amount of disposable income available plus the assets owned • No respondent made any reference to liabilities 	22%
2 nd	Having multiple sources of income	<ul style="list-style-type: none"> • Financial security • Not dependent on the job, can maintain about the same standard of living even if they left employment • Can supplement the salary with own income. Salaries may not always cover the desired cost of living. 	14%
3 rd	Status	<ul style="list-style-type: none"> • The position that one holds in society or in a community they belong to • Having some form of recognized authority 	14%
4 th	Living a luxurious lifestyle	<ul style="list-style-type: none"> • Can afford more than the basics of life • Have what is considered a good home, a good car; do not have to share a car with the spouse, can afford a holiday abroad every year • Children going to good private schools and university out of the country, can afford what makes one comfortable • Employ people to do chores e.g. driving, gardening, housework. • Can afford what is considered a high-class grocery list; food and other consumables in a home. 	12%
5 th	Attaining post-graduate education	<ul style="list-style-type: none"> • Have gone beyond a first degree to hold some of the qualifications that matter when targeting big jobs. • Hold a Master's Degree or professional qualifications like ACCA, ICSA etc. • Respected in professional / intellectual circles. 	8%
6 th	Having a family	<ul style="list-style-type: none"> • Married • Have children 	8%

Position	Success Indicators	Selected success indicator descriptions from a collection of words under the themes	Weight by freq.
		<ul style="list-style-type: none"> • Living together as a respectable family unit 	
7 th	Fulfilling duties	<ul style="list-style-type: none"> • Performing the expected duties whether at work, home or other setting. • Meeting expectations of self and others like supervisor and family members. • Accomplishing what one sets out to achieve in terms of work. 	6%
8 th	Having good health	<ul style="list-style-type: none"> • Have access to the best health facilities when needed. • Not in and out of clinics / hospitals. • Not on medication all the time. • Physically fit to do whatever one wants. • Life not threatened by health conditions. 	6%
9 th	Spiritual security	<ul style="list-style-type: none"> • Being anchored in religion. • Knowing that it is well with one's God. • Having assurance that there is some bigger power that has one's back. 	4%
10 th	Successful children	<ul style="list-style-type: none"> • When younger: They are good at school – good grades, exemplary behaviour, leadership positions and good at extra-curricular activities. • When older: They have good jobs, stable families, are happy, independent and secure future. • They are living comfortable lives and can support other people e.g. parents, siblings. 	4%
11 th	Being contented	<ul style="list-style-type: none"> • Being at peace with oneself. • Not being anxious about life and things. • Being happy to be where one is in the moment. 	2%

The second question was the use and application of the definition:

“Now that you have articulated what personal success means to you, how could you make good use of that knowledge”?

This Question was to gauge whether the participants would have any use for their articulated definition. All participants indicated that the information was useful. A few asked to note down details of what had been generated to keep a copy of their results. Most participants also gave details of specific uses as summarised below. I quote specific examples from some of the interview sheets using the codes allocated to each interview sheet:

- Connecting the idea of success to the work they do. One participant stated:

“I realise that the job rotations we have at [xxx] help me to prepare for self-employment. There are more benefits to this rotation when I consider it in terms of my future success”.

(Code: 34, 5 July 2013)

- Becoming more focussed in the pursuit of the defined success. One participant reported that she had gone through a similar exercise and that the way she had stated her vision [idea of success] before was very like the labels generated from the interview. She further reported:

“Since I developed my vision, I have done a lot more saving and investing compared to before because I have a very clear reason for saving. I do not find it as hard as I used to and the progress I am achieving drives me to work even harder”.

(Code: 41, 12 December 2013)

Another one is quoted as saying:

“Now I can pray to God for guidance and perseverance to achieve very specific things” (Code: 6, 12 October 2013).

- Setting priorities and personal resource allocation including time and money. Participants mentioned things like: Using the information to prepare for retirement; ensuring they invest in the right areas, and allocate time in a manner

consistent with their idea of success.

- Taking stock of where they are currently in relation to where they are aiming to be. For example:

“When I consider this as my success, I feel happy because I have achieved a lot of it. I am surprised at how well I have done. Maybe I need to aim higher? Maybe I should just be content and enjoy my success?”

(Code: 32, 31 July 2013)

- Several participants mentioned that their definition of success was a motivator for them to work harder and get to achieve the success. Some mentioned they would introduce the process to others including: children, friends, and colleagues at work.

Output 3 was about establishing whether the executives would have a connection between the definition of personal success and performance at the workplace.

“Of what relevance is that knowledge to your performance at work”?

The responses in this section were like those in question 2. Participants talked about: Being motivated to work harder, leading to better planning, focussed self-development and improving personal relationships.

Findings from the Definition of Personal Success to Corporate Executives:

Corporate executives in Uganda mostly define personal success in terms of material wealth, status and family; full-filling duties, which is the only work-related indicator, comes in position number 7 out of 11 indicators of success. This means that it is of relatively lower importance to the executives interviewed. Since this is a study about

executive performance, establishing the positioning of performance (or anything related to it) gives extra data points to people that intend to enhance executive performance. Now I know that these executives will not perform for the sake of performance because it is not among the first things that attract the executives. The definition of success gives us an indication of what may be used to increase the executives' motivation to perform. From the results, the indication is that the corporate executives studied would be motivated if the task is linked to gaining material wealth, improvement in their status and building their families. In a coaching session, it would make sense to ask an executive to describe how their goal is related to these priority success indicators. This idea will be discussed further in Chapter 4 where I discuss models that may be used in coaching Ugandan executives.

Is the perception of success common or does it change with; gender, status, employment sector and marital status?

The study establishes that the perception of personal success changes with gender, status, employment sector and marital status. The first indicator across all, but one, categories was 'material wealth'. Apart from that, the other indicators change from category to category. Below are the details of definition by category. I select the top 3 in each case to make comparisons easier; in some cases, there are ties. Figures 4.2, 4.3, 4.4, and 4.5 show the definition of personal success by the different categories:

Figure 4.2: Gender and the Meaning of Personal Success to Corporate Executives

	Men	Women
1	Material wealth	Material wealth
2	Status	Status
3	Fulfilling duties and post-graduate qualifications.	Having a family and good health

Both men and women executives define personal success as material wealth and status as their first two priorities, respectively. However, their third priority differs. The women’s third priority is having a family and good health and yet men had fulfilling duties and post-graduate studies.

Figure 4.3: Marital Status and the Meaning of Personal Success to Corporate Executives

	Married	Single
1	Material wealth	Material wealth
2	Status	Post graduate qualifications
3	Fulfilling duties and Having a family	Good health and status

Material wealth comes top for both married and single corporate executives. However, those who are married consider status, fulfilling duties and good health and yet executives that are single chose having post-graduate qualifications, good health and status.

Figure 4.4: Class and the Meaning of Personal Success to Corporate Executives

	Top Management	Middle Management
1	Material wealth	Material wealth
2	Status	

	Top Management	Middle Management
3	Having a family and post graduate qualifications.	Fulfilling duties, having a family, good health, post-graduate qualifications and spiritual security.

The top management is more decided about what personal success is. The middle management has 5 elements all ranking as number 2 (Since so many are in the second position, I have disregarded the third position). Status does not feature in the first 6 elements for the middle management.

Figure 4.5: Classification of Organisation and the Meaning of Personal Success to Corporate Executives

	Private Listed Companies	Multi-National Organisations	International Non-Government Organisations	Para-statal Organisations
1	Material wealth	Material wealth	Multiple income sources	Material wealth
2	Status	Having a family	Having a family	Status
3	Living a luxurious style	Multiple income sources	and post graduate	Post graduate

Executives who work in the development sector are the only ones who did not have material wealth as 1st choice. For them it is mainly about having multiple income sources then family and post-graduate qualifications.

From the study of the 50 corporate executives I have established that performance is not, by its self, likely to be a motivator for the executives. I also learnt that articulating the idea of personal success may be a motivator for driving work-place performance. The other result noted is that there is a wide range of definitions for personal success. However, what is surprising is that in all definitions of personal success, the '*Ubuntu*' values are conspicuously missing. Personal success is defined more in individualistic terms.

As a consequence of these results, the proposed framework needs to address the following: 1) Have a provision for coaches to help coachees establish specific definitions of personal success (motivators). This could add value to the executive coaching process.; and 2) Make coaches aware of the possibility that there is a cultural dimension under current, and to paint a picture of what such cultural factors might be. From the results obtained, there are 2 questions that come to mind: Do the executives define personal success from the point of view of what they already have, or what they would like to have? What's the story behind the shift towards individualism, and how might that be affecting work-place performance?

The results received from the 50 corporate executives will be amalgamated with those from other participant categories in the process of analysing findings under each of the 2 research questions. Next, I will present the details for participant category 2.

4.3 Results from the CEO Interviews – Participant Category 2

The study of the 4 CEOs provided a significant part of the knowledge on executive performance in Uganda and the proposed framework for executive coaching. Below I share the results from the CEO semi-structured interviews.

Data is summarised according to the questions that the CEOs responded to. Details are included in the transcribed stories; see attached sample of the stories in Appendix 12. The data was recorded in form of stories as narrated by CEOs, similar to a journalist recording a real-life story. However, I removed details that would identify participants. Figure 4.6 shows a summary of the relevant data points extracted from the CEOs' stories. The points are presented according to the questions they relate to.

Figure 4.6: Summary of Key Points from the CEO Stories

	Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
1	CEOs' background	<ul style="list-style-type: none"> • Post graduate education in business and humanities, in Uganda, Europe and USA. • Worked in Uganda, Nepal, Angola, Sri Lanka, UK, Egypt, Philippines and in Haiti. • Expert in handling human resource restructuring during major organisation transitions. Had no prior exposure to the business. She was heading at the time of the interview. • Currently heading a large private organisation. 	<ul style="list-style-type: none"> • Post graduate education in business, in Uganda and Europe. • Worked in Uganda and UK. Rose through the ranks in financial institutions. Has been at the forefront of innovations in the industry. • Successfully started a new financial institution in Uganda; led 2 mergers in the sector and earned a reputation of turning around ailing organisations. Also led an institution through the transition from being a private to a public – listed company. 	<ul style="list-style-type: none"> • Post graduate education in engineering and business, in two countries in Europe. • Comes from a farming background. He has been involved in agri-business since age of 15 and attributes his success to hard work right from when he was a young man. • Before coming to Uganda, he headed a company in Europe, and oversaw its growth from 3 to over 30 employees. • Currently heads a multinational agri-business in Uganda. 	<ul style="list-style-type: none"> • Post graduate education in public policy, in Europe and USA. • An international development expert with broad experience in advising and managing complex programs around the globe. • She grew up in Europe under a communist regime. The way government regulated all systems had a big impact on her outlook and development. She worked in a couple of other countries in Europe • Currently heads a foreign funded national development programme.

	Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
			<ul style="list-style-type: none"> • Currently heads a large financial services institution. 		
2	Situation that CEO inherited when he/she joined the current organization as CEO.	<ul style="list-style-type: none"> • High staff turnover. • Cash strapped [low working capital]. • Poor attitude towards work by staff. • Poor products and services that had persisted for over 2 years. • Lack of customer confidence in the station. 	<ul style="list-style-type: none"> • There was dissatisfaction with the performance of the organisation. • Clients were not complying with the statutory obligations. • Very poor business results. 	<ul style="list-style-type: none"> • Company was indirectly being run by Worker's Union. • The Worker's Union intimidated management. • A month after taking over leadership the Worker's Union demanded a 100% salary increase and dismissal of two line managers. • The staff went on strike. • Safety and security was an issue: Andreas and his family received threats; his house was once broken into and the company's greenhouse was burnt. 	<ul style="list-style-type: none"> • The programme had failed twice before. • Management was being changed for the third time. • Previous leaders had not been able to steer the programme and there was anxiety and uncertainty about its success. • Staff were concerned about job losses in case the programme was closed or an entirely new group of people were brought on board.
3	Changes they made.	<ul style="list-style-type: none"> • Set rules of engagement with board chair and board. 	<ul style="list-style-type: none"> • Focus on customer relationship management. 	<ul style="list-style-type: none"> • Andreas worked with the Ugandan Ministry of 	<ul style="list-style-type: none"> • Anna chose to work with the existing team rather than get an entirely new

Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
	<ul style="list-style-type: none"> • Started addressing the technical areas first to improve the quality of service. • Reviewed staff competencies and numbers. Recruited professional and competent people. • Reviewed staff working conditions. 	<ul style="list-style-type: none"> • Defaulters were given 6-month grace period to engender goodwill. • End clients were contacted directly, not through their employers, as had been the practice. • All other changes were driven by the focus on the clients. 	<ul style="list-style-type: none"> Labour to have the striking staff terminated. • Unprofessional line managers were terminated. • New managers were recruited. • Approach to work and supervisor / staff relationships changed. • Focused on improving quality of products [the product to meet customer requirements]. • Some staff, who could not cope with the changes, resigned on their own. 	<ul style="list-style-type: none"> management for the programme. • Programme deliverables were refined and clarified. • Programme work plans were streamlined to achieve key deliverables. • Focussed on improving staff morale and motivation.

	Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
4	How did the change happen? Key challenges faced; Strategies employed; and Key insights from CEOs.	<p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Winning back customers after the internal restructuring was a challenge. • Some staff with bad attitudes remained in the organisation. <p><i>Strategies:</i></p> <p><u>Empowering and encouraging staff to act and perform:</u></p> <ul style="list-style-type: none"> • Rewarded staff for initiatives and extra effort. • Worked together with staff, listening, inspiring, motivating, and cheering them. • Involved staff in rebranding the company rather than bring in consultants. <p><i>Key CEO Insight:</i></p>	<p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Results delivery was not a matter of concern to managers. • Government bureaucracy in decision making. • Lack of vibrant markets for investments. <p><i>Strategies:</i></p> <p><u>Customer-focus:</u></p> <ul style="list-style-type: none"> • Removing the huddles in service delivery [faster processes]. • Re-designing the information system and making it accessible by clients in order to be more transparent and open to clients. • Sending customers updates and sharing e-statements on a regular basis. 	<p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Handling a striking work force. • Confronting the powers of a Workers Union. • Personal threats to life for self, family members and property. • Malicious damage to property. <p><i>Strategies:</i></p> <p><u>Key stakeholder engagement and focus on 2 performance indicators: number of quality products and unit cost:</u></p> <ul style="list-style-type: none"> • Working with government to overcome the powers of Worker’s Union. • Working directly with staff – reducing gap between CEO and workers. 	<p><i>Challenges:</i></p> <ul style="list-style-type: none"> • Doubts about the on-going concern of the programme. • Anxiety about staff job-security. • Winning back donor confidence. <p><i>Strategies:</i></p> <p><u>Building staff trust and confidence:</u></p> <ul style="list-style-type: none"> • Renegotiating deliverables with the donor. • Reassurance to staff about job security. • Close working relationship with staff to improve morale and motivation. <p><i>Key CEO Insight:</i> Achieving results is down to teamwork but the role of</p>

	Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
		Repairing a broken staff spirit and building working teams led to regeneration. Staff has the capacity to deliver results when given the required support.	<ul style="list-style-type: none"> • Reducing operational costs by disposing of idle assets and reducing staff numbers. • Streamlining systems and structures – customer focussed systems. • Educating the public on benefits of the service. • Performance based remuneration for staff. • Focused investment. <p><i>Key CEO Insight:</i></p> <ul style="list-style-type: none"> • Internal changes were not enough, it needed changing clients’ attitudes about the service. • Need right people in right places. 	<ul style="list-style-type: none"> • Reducing operational costs with streamlined labour. <p><i>Key CEO Insight:</i> A Manager needs to respond quickly and decisively to threats to the organisation.</p>	leadership cannot be underestimated.
5	What were the key success factors?	<ul style="list-style-type: none"> • Leader’s passion which passed on to the team. • The pressure that had built up due to poor 	<ul style="list-style-type: none"> • Changing the compliance management model. • Changing the customers’ perceptions. 	<ul style="list-style-type: none"> • Empowering the people he worked with. • Belief that all people are capable of great results 	<ul style="list-style-type: none"> • CEOs vast knowledge of local government processes in various settings.

	Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
		<p>performance, lack of resources and broken lines of communication could not be endured much longer; there was readiness for change.</p> <ul style="list-style-type: none"> • Working relationship with staff. • Effective communication. 	<ul style="list-style-type: none"> • Putting the customer as No.1 priority • Broadening the product range. 	<p>once steered in the right direction – a well-defined direction.</p>	<ul style="list-style-type: none"> • Network of mentors and strong support group. • Consultative approach and empowering people she worked with.
6	What would you do differently, and why?	<ul style="list-style-type: none"> • Engaging customers immediately after taking up the job instead of starting with internal restructuring. • Even after streamlining processes, the customers were not convinced about the quality of service and it took a lot to win their confidence. 	<p>Would be more assertive. Some opportunities of acquiring real estate were missed due to bureaucratic processes. It would have been better to make the decisions to invest if we worked within the policy guidelines rather than expecting consensus from the committee.</p>	<ul style="list-style-type: none"> • Give 100% commitment and not keep doubting whether to stay or leave. The initial hesitation wasted valuable time and affected results delivery. • Building a stronger and more efficient management team from the beginning. 	<p>Putting aside more time to share my management philosophy with the team.</p>
7	CEO's advice to leaders seeking results from	<ul style="list-style-type: none"> • A leader needs to make people believe in the company and its strategic direction. 	<ul style="list-style-type: none"> • Having the right people in the right places. 	<ul style="list-style-type: none"> • Listen to all people from top to bottom. • Empower people. 	<ul style="list-style-type: none"> • Treat every experience as new experience.

Question	Nabweteme (Ugandan) (Interview, July 22, 2013)	Mugisha (Ugandan) (Interview, July 29, 2013)	Andreas (European) (Interview, July 23, 2013)	Anna (European) (Interview October 14, 2013)
Ugandans and any other comments	<p>Once they do, they will work hard for it.</p> <ul style="list-style-type: none"> • A leader needs to appreciate the contribution of staff and make them feel valued. • Feedback, highlight achievements to staff. • Clarify rules of the game, let everyone understand the consequences. • A leader sets the pace. 	<ul style="list-style-type: none"> • Have a management strategy: He recommends either the Football Model where good sales people are the strikers, back office as midfielders who are good at operations, risk control team as defenders and in the goal post are people who have been with the organisation longest. The alternative is the Triangle model with hard skills at the bottom (mostly clerks). Soft skills at level two (professional qualifications), Managerial skills at level three and strategic level at level 4. • He urges CEOs not to focus solely on qualifications. 		<ul style="list-style-type: none"> • Remain focused on the job. • Take time to reflect on your daily commitments. • Ugandan staff do not volunteer feedback; but when solicited they provide it in a safe environment (where there is likely to be no reprisals). • Group feedback is not as appreciated as individualized feedback.

From the above summary, data points from the 4 CEO case studies are sorted by question and themes to generate the summary in Figure 4.7.

Figure 4.7: Summaries of Findings / Themes from the CEO Case Studies

	Amalgamated Summaries by Question	Findings / Themes
1	<p>CEO Backgrounds:</p> <ul style="list-style-type: none"> • Varied backgrounds. • All CEOs have a proven track record of achievements and performance. • All are exposed to different cultures and countries' learning, living and working experiences. • A record of managing tough work-related challenges. • Had a personal drive 	<p>In the 4 cases, the CEOs' backgrounds have been a factor in their approaches to work and especially the drive towards performance:</p> <ol style="list-style-type: none"> 1. Exposure to different working cultures 2. Experience in similar challenges 3. Performance record of the CEOs 4. Personal goal oriented approach / all have a unique self-drive <p>An enabler - The right background, ethos and mind-set.</p>
2	<p>Situations that the CEOs inherited in their respective organisations:</p> <ul style="list-style-type: none"> • Leadership / management out of control • Flawed and weakened foundations – no strategic direction • Challenges with products / services offered • Non-performing staff and assets • Poor organisational performance 	<p>Different settings but the challenges were similar: Lack of direction / poor leadership and as a result, in a variety of ways, poor performance.</p> <p>Blocker – leadership</p>
3	<p>Changes made by the CEOs:</p> <ul style="list-style-type: none"> • Improved product • Staff quality and quantity • Staff engagement • Client engagement and focus • Company image / trust • Performance based rewards • Stakeholder engagement 	<p>The changes were diverse but similarities present in the intentions:</p> <ol style="list-style-type: none"> 1. Clarifying the strategic intentions 2. Building trust with staff, clients and other critical stakeholders and aligning their behaviours and actions towards the strategic intentions. 3. Improving the product / service / results

	Amalgamated Summaries by Question	Findings / Themes
	<ul style="list-style-type: none"> • Termination of non-performing staff and those that do not match the desired work-culture • Setting new work culture 	<p>4. Developing a new work culture that eliminated obstacles to achieving strategic intentions.</p> <p>5. Getting rid of staff that fail to adapt and those that don't fit the strategic intentions</p> <p>Enabler – leadership</p>
4	<p>Challenges:</p> <ul style="list-style-type: none"> • Winning back customer and donor confidence • Staff attitude • Bureaucratic decision making • Dull investment market • Unionised staff strikes • Threats to life • Damage to property • Staff security <p>Strategies:</p> <p>Various strategies to match challenges but in all leaders' ability to understand the situation and devise winning strategies was key. Strategies included: Empowering staff, customer focus, stakeholder engagement, focus on 2 performance indicators, and building staff trust.</p> <p>Key Insights:</p> <ul style="list-style-type: none"> • Renewal of staff confidence = regeneration [staff had lost confidence in the system and in themselves and so had resigned to the fate of closing down eventually] • Both internal and external changes necessary • Right people in the right places • Fast and decisive action are key • Role of leadership is critical 	<p>Apart from direction and performance related challenges, others were:</p> <ol style="list-style-type: none"> 1. External e.g. bureaucratic systems, managing the union, investment climate, customer / public perceptions. 2. Internal challenges were more than the external challenges. They can be categorized as: safety and security of people and property, and poor staff attitude and motivation to work. It also appears like all the internal challenges could be traced back to leadership. <p>The strategies were different depending on circumstances but similar in terms of intentions: All tried to understand the wider environment, identify the critical factors, develop and implement winning strategies. In each case it was very clear that the CEO chose an area of focus out of the myriad of challenges:</p> <ol style="list-style-type: none"> 1. Successfully managing the change process 2. Empowering and encouraging staff to act 3. Customer focus 4. Key stakeholder engagement 5. Focus on 2 performance indicators 6. Building staff trust and confidence <p>Reflecting on their achievements the CEOs gave insights that highlight their respective successes:</p> <ol style="list-style-type: none"> 1. The importance having the right quality and quantity of staff that are emotionally engaged. 2. Balancing internal and external focus 3. Acting with a sense of urgency 4. Leadership competence

	Amalgamated Summaries by Question	Findings / Themes
5	<p>Key Success Factors</p> <ul style="list-style-type: none"> • Role of the leaders - passion • The degree to which the organisation is change-ready [having the conditions that are conducive to change] • Effective staff engagement and empowerment • Understanding the business and environment • Customer focus • Believing in people • Support for the leaders • Consultative approach 	<p>Each CEO gave a different set of key success factors but when explored, to be able to get the factors mentioned, similar elements need to be in place:</p> <ol style="list-style-type: none"> 1. An experienced, passionate, committed and competent leader. 2. Understanding of people, the business and its environment. 3. The presence of an anchor or a business driver. They had for example: employee engagement and empowerment, customer focus and key performance indicators.
6	<p>What could have been done differently:</p> <ul style="list-style-type: none"> • Assertiveness in decision making • 100% commitment from the start • Building management team • Share own philosophy with managers • Customer engagement from the beginning 	<p>This perspective gives yet a new set of possible determinants of performance:</p> <ol style="list-style-type: none"> 1. Assertiveness in decision making 2. Commitment of the leader 3. Leadership development 4. Deeper discussion of thinking that supports the leader's vision <p>We note that what different CEOs give as regrets are mostly factors that have already been highlighted as determining factors by other CEOs.</p>
7	<p>CEOs' advice to leaders seeking results from Ugandans:</p> <ul style="list-style-type: none"> • Win people's trust in company and its direction. • Clarify and enforce consequences [positive and negative consequences] • Set the pace for others to follow • Have right people in the right places • Listen to people • Empower people • Maintain focus • Understand the environment 	<p>The underlying message from the CEOs about getting results from Ugandans is:</p> <ol style="list-style-type: none"> 1. The people factor: building trust, right people in right place, empowering them, listening to them and giving them individualised feedback. 2. Understanding the environment 3. Setting the pace for others to follow – leading the change process by example

Amalgamated Summaries by Question	Findings / Themes
<ul style="list-style-type: none"> • Give feedback to individuals not groups 	

Developing key themes from the findings for determinants of performance

From the above findings I have identified 5 themes for the determinants of performance: 1) The individual leader (background, ethos, motivation and personality); 2) Leadership style and competence; 3) the work-culture; 4) strategic focus; and 5) relationship management. Below I indicate the composition of each of the five themes using findings from the CEOs' stories:

The determinants of performance identified in the CEO stories above are listed under the corresponding themes:

1. The individual leader him or herself

The stories show that the single biggest factor that drove performance was the background and personality traits of the leader him/herself, and the styles and approaches that the leaders choose to exercise. The leader's background includes their education, experience and ethos. According to this study, the kind of leader that seems to get results for themselves and from other executives has the following characteristics: 1) the right background and exposure; and 2) a sense of purpose. From the data, background and sense of purpose had the following elements:

- Background / history of the leader

- The right training / knowledge
- Vast exposure to different working cultures and situations
- Extensive experience in similar challenges
- Having had previous records of good performance
- A sense of purpose
 - Clarity around, commitment to, and passionate about, their own and the organisation's vision
 - Being decisive and fast in action – having a sense of urgency
 - Being assertive in decision making
 - Being exemplary – they set the pace for others to follow
 - Being guided from within (having some internal compass that guides ones decisions)

2. Leadership style

Leadership in this sense includes the leadership style and competence of both the leader at the top and the team of leaders that form top leadership. Per the study, the leadership that positively influenced performance had the following characteristics:

- Empowering and encouraging staff to act
- Getting and retaining the right quality and quantity of staff. Dismissing staff that fail to adapt and those that don't fit the strategic intentions
- Developing other leaders
- Sharing and discussing his or her personal vision for the organization with other leaders

3. Work-culture

For performance to happen the mode of operation needs to support the strategic intentions of its key stakeholders. Some of the working cultures exhibited which supported performance were:

- The cultures were created along the way to serve the desired goals. It involved developing behaviours aimed at reducing obstacles to achieving strategic intentions.
- Building staff trust, confidence and then empowering and encouraging them to act in desired ways
- Balancing internal and external focus
- Acting with a sense of urgency

4. Strategic Focus

For the organisation to achieve its desired intentions, there should be a system that directs efforts towards such achievement. To get the right level of focus the CEOs did many things including:

- Clarifying the strategic intentions
- Understanding of the business and its environment
- Clarifying the anchor, or the business driver, so that people's energies, hearts and minds are aligned
- Focusing on a few top-line performance indicators
- Developing and implementing winning strategies

5. Relationship Management

Getting it right with people includes sustainably meeting the expectations of such people in mutually beneficial relationships. Results are generated, or blocked, by people. From the CEOs, we learn that people need to be won over to support the organisation's intentions and they did this by:

- Understanding of people and their environment
- Listening to, engaging, building trust, and involving key internal and external stakeholders
- Giving staff individualised feedback
- Addressing staff challenges that relate to the workplace performance
- Listening to the clients and seriously addressing their concerns
- Rewarding staff for excellent results

Change was a common factor although I have not highlighted it among the findings because; having successfully changed the performance of an organisation was a criterion in the selection of the 4 CEOs. However, I still note that these 4 CEOs who managed to get executives to perform also managed their respective change processes systematically and successfully.

Reflecting on the cultural aspects derived from the context in which the executives performed, I note that there are similarities between the determinants of performance and some aspects of *'Ubuntu'*. In the Ugandan culture and under the *'Ubuntu'*

philosophy, a community’s destiny revolves around the leader. ‘*Ubuntu*’ prescribes an ideal leadership style and how people should relate to each other; both are compatible to the CEO’s results. A trusting, supportive and community-based work environment is also supported by ‘*Ubuntu*’. It would appear therefore, that there are aspects of the cultural practices that support work-place performance.

4.4 Results from the 15 Coaching-Client Files – Participant Category 3

The details of the actual data collected are given in Appendix 13. From that initial set I categorised them in terms of type of challenge and whether it is a challenge related to the coaching-client as an individual or as a leader, or whether it is related to the coaching-client’s staff (team). The type of gap could be implied by the nature of interventions proposed in the minute note or the kinds of activities and action points that the client undertook; see Figure 4.8.

Figure 4.8: Aggregated Challenges Listed by Nature and Gap Owner

Location of Gap	Knowledge and Skills gaps	Cultural Socialisation gaps	Attitude and behaviour gaps
Related directly to the executive (coaching-client) as a leader	<ul style="list-style-type: none"> • Building working relationships • Managing a culturally diverse team • Decision making • Managing staff dependency • Team performance management • Communicating a shared vision 	<ul style="list-style-type: none"> • Minding relationships at the expense of results • Managing upwards (e.g. the incompetent board or unfair boss) • Challenge with giving and 	<ul style="list-style-type: none"> • Procrastination • Low motivation / enthusiasm to drive performance

Location of Gap	Knowledge and Skills gaps	Cultural Socialisation gaps	Attitude and behaviour gaps
	<ul style="list-style-type: none"> • Leading and managing change • Supervisory skills • Lacking managerial courage 	receiving feedback	
Related directly to the executive (coaching-client) as an individual performer	<ul style="list-style-type: none"> • Managing multiple priorities • Personal effectiveness • Own performance management • Delivery of results • Stakeholder management 	<ul style="list-style-type: none"> • Self-awareness / understanding • Confidence • Giving and receiving feedback 	
Related to the coaching-client's staff	<ul style="list-style-type: none"> • Staff managing their own performance • Personal effectiveness of staff 	<ul style="list-style-type: none"> • Self-awareness / understanding • Confidence • Giving and receiving feedback 	Poor attitude towards work / performance Resistance to change Low motivation / enthusiasm to perform

Additional Data from the Coaching-Client Files:

In the process of reviewing the files, I realised that there was much more data that could be useful to the study in terms of understanding the context of executive coaching. I used purposive iteration sampling (Welman and Kruger 1999; Polkinghorne 2005) to gather this extra data which included: 1) Key stakeholders in the coaching relationships; 2) the coaching process; and 3) coaches' challenges as had been recorded in the minute notes.

Key stakeholders in the coaching relationships:

From the filed records, it was clear that there are multiple stakeholders involved in the coaching relationship: 1) There was the coaching-client and the coach; 2) the supervisor, or human resource manager from the coaching-clients' organisation. A record of key discussion points from such people was mostly found in the preliminary notes where they would give their impressions of the need and their expectations from the process. The records also included evidence of coaches who interacted with other members of the coaching-client's organisation; and 3) there was the administration section of the coaching firm to which the coach was accountable in terms of reporting progress for billing purposes and to whom coaching-clients' evaluations would go.

The coaching process:

Some characteristics that were picked up about the coaching process included:

- Coaches use both directive and non-directive coaching styles; directive style being used more often.
- The coaching models used by majority of the coaches at CA include: Bob Garvey's 3-Stage Model, FACTS Model of Challenging Coaching and the Goal Alignment Model (GAM).
- Sessions are mostly done face-to-face although telephone and e-sessions (skype) are also common.
- Typically coaching cycles range from 3 to 12 sessions running across 2 to 8 months.
- The process followed is attached (see again Appendix 5). The main sections within the process are:

- Contracting between the coach and coachee; using the standard coach / coachee agreement template (Appendix 14).
- Assessments, which may be (Meyers Briggs Type Indicator, 360-degree assessment, self-assessment against a leadership competence framework, managers' assessment against a set of competences). As part of the assessment coaching-clients are supported through the process of articulating their personal vision, mission and values, and to relate these with the purpose and key result areas of their jobs. This is similar to the Goal Alignment Model. An example of how these assessments are connected is given (see again Appendices 6, 7 and 8). The results of the different assessments are analysed taking into account the desired deliverables to generate the following:

- The critical area of focus – purpose and specific objectives of the coaching program. This may include both personal and work related objectives.
- Strengths that the coaching-client may use as levers to work towards the objectives.
- Areas of improvement to be addressed.
- Opportunities and threats within their environment

The assessment stage may take 1 to 2 sessions. The intention of the coach at this level is to raise the coaching-clients' awareness of who they are, where they are, the environment within which they work and what they want to achieve.

- Coaching plan – a sample coaching plan (see again Appendix 10). This stage takes a significant time (2 to 4 one-hour coaching sessions)

depending on how fast the coachee executes the tasks required to get all the necessary information to complete the plan. The samples shows the kind of information that will go in a real coaching plan including: the overall purpose and specific objective/s of the coaching program; what good performance will look like from the different perspectives of the key stakeholders, the roadmap towards the desired situation (what the coaching-client will do to get there), the support that the coaching-client may need through the process; key performance indicators that may be affected when the objectives are met and the extent to which they are expected to be affected. The coaching-plan is the most important deliverable of the coaching program.

- Implementation of the coaching plan. Sessions run during this stage typically start by the coachee providing information that helps the coach to plan for a session, see Session Preparation Form ‘x’ (see again Appendix 11). The coach gets to learn what the coachee has achieved, or has not addressed, since the last session; challenges they may have encountered; specific support that the coachee may need; and they also get feedback on the previous session. This form serves two purposes: 1) helping the coach to be better prepared for the session. This is critical in the Ugandan setting because most coaches are not very experienced so they need the time to reflect upon a session before they start. It also allows them time to look for ideas that would best serve their client during the scheduled session; and 2) The coachee gets an opportunity to review what was supposed to happen before the coaching session. This helps them to act upon actions they may have forgotten, to reflect upon how they might get more value from their

next session and what the coach needs to do to be more useful to them. During the implementation period, new actions may come up and be added to the plan and there may be adjustments as may suit the situation.

- Closing out, which also includes assessing the effectiveness of the coaching program, see Session ‘n’ Template (see again Appendix 9). The close out session (Session ‘n’), typically covers: a review of the extent to which the coaching objectives have been met. In some cases, similar assessments that were done at the beginning of the program are repeated before the last session to give comparative positions – baseline Vs closing positions. The session also covers: review of the entire coaching plan including the targeted work-based key performance indicators. The last session is about evaluating the effectiveness of the coaching program. Usually the coaching-client is supported through the process of collecting the data necessary for an effective session ‘n’.

Challenges of the Coach:

Some of the challenges that had been reported by coaches in their progress reports to the administrators at CA included:

- Explaining what coaching is, and differentiating it from other services. Often coaching-clients are not clear about the service they are to receive.
- Getting coaching-clients to learn to be time conscious and to take responsibility to act upon agreed actions.
- Supporting coaching-clients’ to build self-awareness and self-confidence, and encouraging them to draw from their own resources to find solutions.

- Managing the dis-connect between the coaching approach during coaching sessions and the coaching-client's wider work-culture that may not support a coaching approach.
- Managing multiple stakeholder interests.

Findings from the Review of the 15 Coaching-Client Files:

The challenges extracted from the 15 files are similar to those already identified from the 4 CEO case studies: competence of the executives and their direct reports, the working cultures and attitude / behaviours of the executives and their direct reports. Many of the gaps can be linked to the executive's level of self-awareness, appreciation, motivation and management. The highlights from this part of the study include the following:

1. Most areas of challenge result from leadership skills and knowledge gaps and own-performance management.
2. The cultural socialisation gaps are similar across the categories; coaching-client as leader, as performer and coaching-clients staff. They are mostly about: giving and receiving feedback, self-awareness and confidence, balancing focus on relationship Vs results, and managing up-wards.
3. The attitude and behavioural gaps were: Low motivation, poor attitude towards work and resistance to change.
4. Most of the challenges / obstacles identified from the coaching-clients' files were related to the coaching-clients as leaders as opposed to being related to them as performers or being related to the staff they supervise. The issues

related to the coaching-clients as performers were also higher than those related to their staff.

The new elements that I pick from this category of participants is what I identified as the common thread running through the challenges listed in Figure 4.8 above; the executives' self-awareness, appreciation, motivation and management. The other challenges; competence, approach or way of working have already been picked from the CEO case studies.

4.5 Results from the Coaching-practitioners – Participant Category 4

Data from coaching practitioners was gathered using two different tools: 1) Review of the 10 practitioners' CVs, and 2) structured telephone interviews to 5 of the 10 practitioners. Figure 4.9 shows the kind of data that was gathered by the tool.

Figure 4.9: Summary of Data Gathered from Coaching-practitioners

	Research Tool	Data Collected
1	Review of coaches' records – Curriculum Vitae	Demographics of coaching practitioners in Uganda: Gender, current employer, education, coaching certifications, previous employers and titles, and types of clients served (where available).
2	Structured interview – Telephone	Types of models used, types of clients served, and other activities in which they are involved, typical issues handled.

Results of the 10 Coaching-practitioner Study and Interviews:

In response to research objective 2 – developing a framework for executive coaching in Uganda, I collected information that would provide a context in which the suggested framework was to operate. A summary of the data is given in Figure 4.10.

Figure 4.10: Aggregated Results from the Coaching-practioners' Data

Certification	Level of education, professions and coaching training	Working experience	Types of jobs held currently and previously	Other occupations	Coaching models used, coaching clients and typical issues handled
<p>60% of coaches studied are female</p> <p>30% of the coaches are internationally certified whereas 70% have had formal instruction in coaching and hold local and regional certificates.</p> <p>40% of the coaches are self-employed. The 60% have a variety of employers:</p>	<p>All coaches have post graduate qualifications (PhD in Business leadership, FCCA, PGD, MBA, M.Sc. in Organisational development, M.A. in Education and Public Administration,)</p> <p>70% have had education outside Uganda (UK, Singapore, Netherlands, South Africa, Kenya)</p> <p>Coach training has been mainly through Solution Surfers – Peter Szabo and, to a</p>	<p>General working experience of between 7 years and 28 years. The average working experience is 19 years' experience.</p> <p>Assuming work starting at 23 years, the average age would be around 42 years of old.</p> <p>Coaching experience between 1</p>	<p>1 Human Resource Manager</p> <p>3 CEOs</p> <p>3 Coaches (as title)</p> <p>1 Lecturer</p> <p>1 Client Relations Manager</p> <p>A variety of previous positions mostly in management and leadership ranks.</p>	<p>Coaches are engaged in a variety of other occupations: Consultancy work; Mentoring; Training and facilitating; Serving as board members; Members of professional associations; Private school management; Horticulture and agriculture; Evangelism;</p>	<p>Types/classifications of coaching: Executive, Life, Business, Feedback, Team, Group, Career, and performance coaching.</p> <p>Models used: Solution focussed Model; GROW Model; 3 stage Model (Bob Garvey); and Challenging coaching – FACTS Model</p> <p>Coaching clients: CEOs and top management Board level In-house coaching to staff Middle managers Teams Individuals not linked to any organisation.</p> <p>Typical challenges handled: Leadership development (6); Change management (4); Managing people (3); Career development (3); Performance (2); and the rest had one entry each – Work-life balance, Financial investment management, Strategy development and implementation, Managing businesses, Self-awareness, Own performance, Creativity</p>

Certification	Level of education, professions and coaching training	Working experience	Types of jobs held currently and previously	Other occupations	Coaching models used, coaching clients and typical issues handled
Public, private and international NGOs.	lesser extent, Academy of Executive Coaching (Kenya) and CA.	and 5 years with an average of less than 4 years.		Research; and giving performance talks.	and Innovation, Transition, Reframing disabling perspectives, Attitude change, Conflict management, and Induction process.

Key Findings about Coaches and Coaching in Uganda:

1. Typical challenges handled in executive coaching sessions include (in descending order of number of coaches that mentioned each):
 - a. Leadership development (mentioned by 60% of coaches). This is already covered under both CEOs and coaching-clients.
 - b. Change management (mentioned by 40% of coaches). This is a new aspect that will be added to the list of factors affecting performance.
 - c. Managing people (mentioned by 30% of coaches). Already identified.
 - d. Career development (mentioned by 30% of coaches). Considered under self-development.
 - e. Performance (mentioned by 20% of coaches)
2. There are marginally more female than male coaches.
3. All coaches have had formal training and/or instruction in professional coaching through mostly foreign coach-training institutions.
4. Coaches come from a variety of sectors.
5. Almost all coaches have attained at least post-graduate education like: post-graduate diplomas, masters and doctorate degrees.
6. Most coaches have also been exposed to foreign education and life outside Uganda.
7. The estimated average age is 42 years of age; calculated from the number of years' working experience, assuming work starts at 23 years of age.
8. Coaches generally have a short experience in coaching – average of 4 years.
9. Almost all coaches have top management experience from previous work engagements.

10. No coach is in full-time coaching. Only 3 called themselves coaches by title. Others consider coaching as an 'add-on'.
11. The coaches reviewed mostly practice executive and life coaching although there is a wide variety of other forms of coaching.
12. From the review, only a few (4) models were named as being used by the coaches and the 4 are foreign models.
13. Coaching-clients are mostly within the organisation setting as opposed to being individual executives seeking services privately. Majority of the coaching clients are within management and leadership ranks.
14. Typical challenges handled in coaching programs are around leadership development, change management, performance and people management, and career development.

4.6 Results for the Application of the Definition of Personal Success

Focus Group Discussion (Coaching Community of Uganda Meeting – February 13, 2013)

The results of the semi-structured interviews of the 50 executives defining personal success were presented to coaching practitioners for discussion. The researcher wanted to establish whether or not this knowledge would be considered useful by the coaches. Most coaches did not think the information was useful to them. A few thought the information was useful but when asked to give details of how they might apply it in their executive coaching process only 3 gave submissions to that effect. The proposed

applications of the definition of personal success in the executive coaching process are listed in alphabetical order by title of the application as shown in Figure 4.11.

Figure 4.11: Applications of the Definition of Personal Success to the Executive Coaching Process

Application (name of its author)	Description of application
Application 1 Creating some understanding of the coachee and their environment. (Coach 1)	The generalised definition of success gives a coach information about the client’s category before they ever get to meet the actual client. For example, with this information the coach should ask how the set goals may be linked to the coaching client’s earning capacity, status or career development.
Application 2 Developing a higher self esteem (Coach 2)	The list may be presented to a coachee for them to pick the top 5 indicators of personal success. The coachee may substitute any of the indicators with what is more applicable to him or her. With the top 5, the coachee indicates what he or she has done so far to achieve the desired level of success. This process will highlight the coaching client’s effort and also get them to recognise that they are already successful and well on the way to the target.
Application 3 Life audit (Coach 3)	The eleven indicators may be used as a self-assessment of level of success. Each of the indicators could be ranked on a scale of 1 to 10. When necessary the indicators may be weighted to represent the level of importance of the individual indicators. This application would help a coachee to identify areas of strengths and those that may be lagging.

While the application of this information was not apparent to many coaches, the study indicates that the 50 corporate executives who participated in the study found the

definition useful and many linked it to performance. In this study, I use the definition of personal success in a number of ways:

1. It opens a window into the value system of the individual or team. In the Ugandan setting it would be hard to simply ask; ‘what are your values’? That kind of question would sound judgmental and would most likely attract responses that are biased. Instead, I considered asking; ‘what comes to mind when you think – personal success’?
2. To understand the relationship between the executives and performance. The study is about executive performance, but what value does the executive attach to performance? Is the subject anywhere within the things that matter to such executives? As established in the results, accomplishment of duties surfaces as an indicator of success but with a lower level of importance.
3. To get ideas about propositions that would make performance more attractive to a corporate executive in Uganda. The information gives us a glimpse into what could motivate the corporate executives to perform. This assumes that an executive would be attracted by something that they interpret as leading them to ‘personal success’.
4. To get a benchmark that I might use during the initial executive coaching sessions where coachees develop their personal visions.

4.7 Consolidation of Findings

As illustrated in the image that describes the research process (see again Figure 3.1), all activities in this process are meant to address the two research questions (determinants and obstacles) to generate raw material used in constructing a

framework for executive coaching in Uganda. The findings have been aggregated under the two research questions serving objective 1: 1) what are the key determinants of executive performance in Uganda? 2) What are the obstacles to executive performance? Objective 2 is about developing a framework for executive coaching in Uganda. The third set of results provide a context for the framework.

4.7.1 Key Determinants of Executive Performance in Uganda

In the next paragraphs, I discuss the 5 determinants as drawn from the study aggregating the 4 data points: 4 CEOs, 50 corporate executives, 15 coaching-clients, and 10 coaching-practitioners. The results show 2 types of determinants; individual and environmental. The individual determinants are inputs that are invested, or sown, within the executive. These are further explained below under determinant No. 1 - leaders' background. Environmental determinants are outputs from a leader which form the environment in which performance takes place. These are further explained in determinant No. 2 to 5.

1. The leader's background, education, competence, ethos and mind-set.

The determinants are mostly about what the leader has within him or herself, for example: 1) relevant knowledge and skills (training); 2) relevant experiences and achievements; 3) cultural socialisation; and 4) factors that lead to uniqueness in the executive's passion and approach to work – such as their sense of purpose, values, and personality. The externally driven factors like education, training, and working experiences of the leader do affect their

internal beliefs and therefore behaviours in numerous ways including: the way of thinking, manner of relating to peers/staff/bosses, approach to leadership, decision making, perceptions towards time, and everything that is related to performance (Plaister-Ten 2015). Case studies of the CEOs and the coaching-clients show that these are factors that participants also connected to performance, examples are: staff training (4 CEOs; see also Mwesigwa 2010; Nassazi 2013: 52); conducting workshops for clarifying goals and expectations and other capacity building techniques to equip staff to perform specific tasks (CEOs – Nabweteme and Anna). Further, the study of the CEOs indicated that having the right knowledge, skill and experience was a common characteristic among these high performing CEOs. In addition, the summary of results from the CEO case studies highlight having the right people in the right places as being a determinant of performance (CEO - Mugisha).

In fact, regarding academic qualifications, there is a tendency for employers to look out for people with high qualifications during recruitment in the hope of attracting the most competent employees. This trend has resulted in the pursuit of higher education among many executives in Uganda. The executives expect that higher qualifications will lead to higher level of competence, which in turn may win them a promotion within the organisation or, a better job in another organisation. An example of such expectation is from a disgruntled staff in one of the client-organisations that I have worked with. Muyanja (not real name) had previously been an excellent performer but he deteriorated in his performance and was enrolled on a performance improvement plan. During

one of the coaching sessions, while venting his frustrations, Muyanja explained:

I completed my Master's Degree in Mass Communication a year ago. I already have a Post-Graduate Diploma in Librarianship. That guy [his boss] has refused to sign-off my promotion even when some of the people working in the higher positions are just having one degree. How can I be supervised by people that have lower qualifications?

(Experience - Coaching Session, June 5, 2013)

Muyanja argues that higher qualifications should determine competence and should therefore attract a higher position at a workplace. He also thinks that people with higher qualifications should supervise those with lower qualifications. In fact, there is a rush for qualifications, certificates and any proof of acquiring knowledge and skills is common phenomenon in Uganda among employees. For example, in 2007, the British Council Management Forum invited me to give a two-hour talk to middle executives from both public and private organisations. After the talk, I held a question and answer session. One of the participants inquired whether they (the participants) were to get a certificate after my talk, he was actually acclaimed by other participants. This was an inspirational talk of just two hours, with no assessment of knowledge acquired, and yet, the participants expected certificates. As a matter of fact, in the definition of personal success, academic qualifications ranked number 5 out of 11. The score reveals that the executives considered academic qualifications as an important factor in personal success

[that would be a measure of performance at a personal level]. Indeed, most Ugandan corporate executives are university graduates and the average Ugandan executive has at least a post-graduate qualification. Generally, obtaining degrees like a Master's in Business Administration (MBA) and professional qualifications such as Association of Certified Chartered Accountants (ACCA) is the norm. However, it appears that these attractive qualifications do not necessarily translate into performance (Namusisi 2005; Mugisha, interview July 29, 2013), there are other determinants that are part of the performance equation as I indicate below.

The Government of Uganda advocates for training and skilling of the labour force because its interpretation of the problem is that the labour force is poorly educated and skilled (Uganda Government n.d.: 6, 26). Indeed, 'Uganda's human resource development strategy is anchored on the premise of maximizing the benefits of the demographic dividend ... proper policies and skilling and tooling of potential workers' (Uganda Government, n.d.: 68). As part of the execution of the Vision 2040, the Uganda Government has created a number of interventions including the Skilling Uganda Program under the Ministry of Education and Sports. Skilling Uganda is a 'comprehensive system of skills development for employment, enhanced productivity and growth. The main purpose is to create employable skills and competencies relevant in the labour market instead of educational certificates' (Ministry of Education and Sports 2011: vii). The Program aims to ensure that 'Ugandans and enterprises acquire the skills they need to raise productivity and income' (Ministry of Education and Sports 2011: viii). It is very clear that in considering the

challenges of low labour productivity all the environmental determinants of performance are conspicuously missing although the individual ones (skills, competence, clarity of goals and action) are provided for.

While I concur that training enhances staff potential to perform, this research has exposed cases where staff had multiple training programs but performance did not change. For example, Andreas (CEO of agribusiness firm that I studied) revealed that although the staff he found had been trained and had attained appropriate skills, they were producing poor results. As such, Andreas decided not to offer any more training as an intervention for performance. Instead, as his story indicates, he concentrated on empowering staff to be accountable for their results and focused the organisation on three performance indicators: attaining the quality, quantity, and efficiency targets. Nabweteme's case also shows a different twist to staff training. In her case, there were no funds to train staff, staff capacity was enhanced through working in teams. When I consider that among the coaching clients studied, training was the most frequently recorded performance enhancement intervention, which clients had used previously, I cannot help but wonder whether organisations are spending too much on training as an intervention. In this study, I establish that training is used as some form of first-aid for performance enhancement and that training organised by the organisation is not always necessary to get executives to perform.

Two other determinants were identified as patterns rather than being explicitly mentioned by participants. One of these is the exposure to different working environments and cultures. Rosinski (2003) emphasises the importance of culture in shaping people's beliefs and values; something that cannot be ignored especially when discussing executive performance. I assume that all cultures have good and bad aspects when related to performance. In this study the 4 CEOs created, rather than applied, cultures. Indeed, as Plaister-Ten (2015: 8) explains, 'People change as cultures change; the external influences on the internal mind-set evolve and vice-versa and the entire system or systems change'. The 4 CEO case studies (which were studies of successful transition of the organisations from steadily declining to steadily performing) all indicated that the working cultures that helped to turn around the institutions were not aligned with the cultural norms of Ugandan communities (already discussed in Chapters 1 and 3). I also observed that the CEOs had all been exposed to a wide range of working experiences / cultures in different countries and organisations. Being exposed to different ways of working seems to have an effect of broadening the executive's capacity to adapt and thrive in different and challenging situations. It also may have given them an opportunity to challenge their own beliefs about leadership and performance, and to create new working cultures that support performance.

The other individual determinant identified as a pattern is; acting with conviction and a sense of purpose. When I reflected on the results, I could see Coller-Peter's statement come alive: 'only when people are guided by their

own conscience are they highly motivated to act decisively ... When they did act, they showed astonishing conviction and energy' (2015: 16). This is true for the 4 CEOs. The passion and conviction with which they acted shows through the way they talked, the courage with which they took on challenging situations, the stretch targets they set for themselves and others, and the results they achieved.

One of the findings with respect to determinants of performance has been that performance is linked to the individual leader, himself or herself: Their background, education, beliefs, ethics, and motivations. In addition, that the leader is a critical element in, and a pre-requisite to, performance (See also Meyer 2004; Bacal 1999; Armstrong and Murlis 2004; Binney, et al. 2009; Lombardo and Eichinger 2009; Ernst and Chrobot-Mason 2011). Most determinants established in the literature review are also represented in this study with a few differences worth noting: 1) the Ugandan researchers studied do not put as much emphasis on the leader; 2) Nickols (2003) identifies knowledge of structures as one of the seven factors that affect performance of individuals but it did not come through as a clear determinant in this study; and 3) the cultural aspect that is so prominent in this study is not as pronounced in the Ugandan studies I reviewed. In the next sections, I cover the environmental determinants of performance No. 2 to 5.

2. Leadership Style

Leadership covers the leader's capacity to apply the right style and

techniques required to address both strategic and operational issues;
everything that makes a leader able to inspire his or her team to perform.

Leadership style as a determinant of performance appears in the results of 3 data sources of this study: the coaching-client files; the coaching-practitioner interviews; and the CEO case studies. In this section, I mostly draw from the CEO case studies where I pick examples of how leaders and their leadership impacts performance. I draw from the experiences of the CEOs who turned around the performance of organisations that were at the verge of collapsing. For ease of reference I briefly present the CEOs:

1. Nabweteme, a Ugandan female CEO from a company in the media industry;
2. Mugisha, a Ugandan male CEO from an organisation in the financial services sector;
3. Andreas, an expatriate male CEO from a multi-national agribusiness company;
4. Anna, an expatriate female CEO from an internationally funded humanitarian organisation.

Case Study 1: Nabweteme (interview, July 22, 2013)

In brief, Nabweteme was the CEO of a media company. Her background was in human resource management with post-graduate qualifications in Business Administration and a number of other academic qualifications. Nabweteme studied in Uganda until her first degree and went to UK for her Master's degree. She had a number of top management and expatriate positions in Asia, Europe and other parts of Africa and had a track record of performance with a

list of achievements on her CV. When Nabweteme joined the media company, she found what she described as a “below average” organisation. Nabweteme listed the following problems:

1. Poor quality and stale products, which had persisted for 2 years;
2. The organisation was not adequately responding to the competitive market dynamics;
3. New employees recruited would often leave within a few months of their appointment and the organisation’s most competent staff resigned and joined competitor companies;
4. Many members of staff, especially those that had worked in the company for a long time, had a poor attitude towards work;
5. There was a hierarchical structure in which managers delegated little decision-making, creating an environment of uncertainty and counter-productive team dynamics.

From Nabweteme’s account, this company was in a state of apathy and had a dysfunctional team. Almost all the problems presented were within top and middle management’s reach. Nabweteme’s opinion was that management had caused the spiral of events that had led to the near-collapse of the company. Evidence of poor leadership and performance was detected in a few areas: 1) lack of attention to the core function of the business; 2) lack of innovation and creativity in a very competitive industry; 3) lack of customer focus; and 4) low staff engagement and motivation.

The issues mentioned above were resolved within a year. She had retained 80% of the staff that she found in the organisation. A few multi-skilled and enthusiastic staff were recruited mostly in management ranks. During this period of change, the organisation achieved progressively higher targets with no additional funds injected into the operations and had less staff. What changed drastically were the CEO, the leadership, and management approaches. This case study illustrates that leadership can ignite or stifle performance. In this case, the leadership was critical. Later in this chapter, I make more references to the specific actions that the CEO took to create a significant change in the company's performance.

Case Study 2: Mugisha (interview, July 29, 2013)

Mugisha was a CEO of a large financial services organisation. He has a financial management and business administration qualifications. Like Nabweteme, Mugisha studied and had worked outside Uganda for a number of years before joining the organisation. He has extensive experience managing mergers and major changes in private sector organisations. At the time Mugisha joined, the organisation's work culture was working slowly, internally focused and extremely hierarchical. Further, the organisation was experiencing low compliance of remittance of funds by the employers; only 40% of the income was being recovered from employers. Explaining the state of affairs, Mugisha reported:

1. Staff were not motivated to follow the rules because even the leaders did not follow them;

2. There was no performance monitoring system and so there was no basis for anyone to act on non-performance;
3. There was a gap in customer care. Some customers, were unhappy about the lead-time for getting services. The waiting period for genuine cases was anywhere between 6 months to several years;
4. Many clients had a number of perceptions that were based on wrong information. For example, there was a perception among clients (especially employers) that the organisation was a way of extorting more money from the public in addition to the high 'taxes';
5. The organisation lacked a client relationship management model, which would create trust between the clients and the organisation.

In Mugisha's case, the situation described suits a typical Ugandan government agency. It is common in Uganda, even expected, that public service is slow, unfriendly, corrupt, and sub-standard. The organisation had converted from being a public service institution to a profit-making parastatal organisation more than 10 years before Mugisha's arrival although the general approach to work had changed very little. Because of Mugisha's management style and track record of achievements, there was a clash of working cultures; Mugisha had worked with large multi-nationals in very competitive environments where his drivers had been performance, results delivery and achievement. And yet, the executives and staff of the organisation had a typical Ugandan public service mentality, where following procedures and respecting hierarchy were more important than achieving strategic intentions, serving clients, and delivering goal-oriented results.

Mugisha reported that he prioritised three main issues: 1) having the right people in right places; 2) performance management; and 3) client-relationship management. According to him, ‘without an effective performance management system in an institution that employs over 2,000 staff across the country, organisational performance would be a myth’. Commenting about staff selection and performance, Mugisha said, ‘You need to find good employees; they are out there’ (interview, July 29, 2013). He warns, however, that: ‘many people are not very good at their jobs, and many have ethical issues, but there are those few who are very good, and are ethical’. Mugisha invested time and effort in finding the few very good people in the two key areas he chose to focus on: human resource management and client care. Later, I discuss specific actions he took to turn around the institution.

Case Study 3: Andreas (interview, July 23, 2013)

Andreas, an expatriate, was the CEO of an agribusiness company whose parent company is based in Europe. His education background is in engineering and he has extensive experience in agribusiness and marketing. Andreas is a hands-on / practical leader that has no time for purposeless formalities. He brings to the study a different dimension of a performance experience: an expatriate working with a semi-skilled Ugandan labour-force. At the time Andreas joined the organisation, there were many challenges including:

1. The leadership had lost control of the business to the workers’ union;

2. Workers were divided into cliques;
3. Staff and management were there to get salaries and wait for whatever opportunities would present to cheat the organisation [time, funds, equipment or other materials];
4. The systems and structures of the business had long stopped being operational;
5. Everyone knew that the business was going to come to a halt sooner or later and the intention was for people to get whatever they could before it collapsed.

Andreas employed all the tactics he had learned in his previous roles and he managed to turnaround the business. Within 18 months, after he had joined the organisation, there was harmony between management, the workers and the Workers' Union and the production and profitability targets were being met despite the dismissal of 30% of the workforce (including most of the top management). 470 staff were covering jobs for the previous 680 staff and producing at an efficiency level that competes favourably at a world standard. He proves to us that Ugandans at all levels can perform under the right conditions. A detailed discussion of his performance will be shared later in the chapter.

Case Study 4: Anna (interview October 14, 2013)

Anna, an expatriate, is CEO of an internationally funded humanitarian organisation. She is a student [graduate] of development studies and

international public policy and, is an international development expert with over 20 years' experience of advising and managing complex programs around the globe. She insists that while she has studied and experienced community development, she remains a student because situations are fast changing and that each country is very different. She is an inspiring professional who has an ethos of maintaining a positive attitude and empowering others. Anna was hired to be an agent of change for an organisation that had faced two failed attempts at executing the program. The donor wanted to redirect the program and more closely align it with the objectives it was originally meant to achieve. Anna recalls that it was a very demanding role right from the start. When she joined, the challenges included: building a team of committed, accountable and competent staff, and managing the challenging relationships with various stakeholders that had different and conflicting work ethics and interests.

She salvaged a program that had failed twice before by: 1) Working in collaboration with both internal and external key stakeholders; and 2) Being open and transparent in her communication, and maintaining focus on results delivery as the basis for her leadership. She managed to pull both the new and the old teams together and rally the entire organisation of about 80 staff towards a shared vision. She had to convince her team members that the new adjustments to the program approach would be successful; the program would have an impact, and that the team needed to work together to achieve these goals. Unlike Nabweteme, Mugisha and Andreas, Anna had an opportunity to replace most of the leadership team and a significant cross-section of staff. It is important to note that the two leaders that preceded her employment were

also highly qualified in development work, they had similarly impressive CVs and, in fact, more experience working in similar organisations. Anna's ability to rebuild the old team reveals that whether the team is new or old, or a combination of the two, it still depends on the leader to make the executives deliver.

In summary, from the 4 CEO case studies, the critical factor in changing staff productivity was leadership style (see also Bagorogoza, et al. 2013; Armstrong and Murlis, 2004). What it took to turn around the results was a leader with a different mind-set or attitude (like Bagorogoza, et al. 2013), different rules, expectations and a set of leadership competences and management techniques (Wolmarans 2004; Armstrong and Murlis 2004). According to the findings from the CEO case studies, it does not matter whether the leader is local or expatriate, man or woman. It is more about what the leader does, what decisions he/she makes and how he/she engages staff (see also Wolmarans 2004). In all the four cases, it was the leader that started the chain of events leading to major shifts in organisational performance.

According to the case studies, the CEOs had previous achievements as leaders although their previous styles and strategies were not indicated. It was only in Nabweteme's case where previous leadership style was referred to as having been different. Nabweteme reported that she adopted a new style of leadership because she had to devise means of leading the organisation to succeed even when she had no technical expertise in the business. The characteristics that

Nabweteme had which helped her to achieve results with her team included: being adaptable to new situations; open about her own limitations; and open to learning (see also Binney, et al. 2009; Wolmarans 2004). They used their knowledge, skills, previous experience and attitude to design new approaches that would lead to success (see also Bagorogoza, et al. 2013). It is important to note that the Ugandan CEOs studied had no cultural inhibitions that are typical of leaders socialised in the local Ugandan environment as presented earlier in this chapter. They had been trained abroad and they had extensive exposure working in global organisations. The exposure may have helped them to have wider experiences and resources to draw from.

3. Work-culture

Work-culture is the generally agreed way of doing things; a generally agreed code of conduct that sets the pace and direction. To enhance performance, the work-culture should support, rather than impede, the achievement of strategic intentions of the business and its key stakeholders. Work-culture affects the individual executives and can either enhance or hinder their performance (see also Plaister-Ten 2015). The results from the coaching-clients and the CEOs suggest that work-culture affects executive performance in a number of ways both positively and negatively. From the coaching-clients' records, I picked work-cultures that had been noted as blockers to performance; for example: lack of a sense of urgency or taking a laid-back approach to delivery of results; deferring to the boss and thereby delaying decision making; and giving inadequate, ineffective or no feedback. From the CEO case studies, I get examples of work-cultures that enabled performance. The CEOs changed the

way things were being done and established new working-cultures. A key finding in this respect was that the CEOs did not have to put-up-with or accept the status quo; they consciously chose to create new enabling cultures and it worked. In all 4 case studies the CEOs consistently and repeatedly talked about, practiced and encouraged the ways of working that they wanted to establish. Coller-Peter (2015: 30) says, 'Values become shared when repeatedly reinforced, especially by the leader and the managers in the organisation'. Such was the case for the case studies as well. Some of the common elements in the new work-cultures established by CEOs were: focusing on defined results and strict performance management, opening communication channels, reduction of formalities, and key stakeholder engagement.

First, the CEOs promoted a work-culture of open-communication across the organisation and each of them dismantled communication barriers in different ways. A case in point is Andreas' communication style; Andreas took a very informal style of communication. He focused on the nature of the problem to decide whom to communicate with instead of observing management structures. For example, when he wanted to find the most efficient way of enhancing quality and quantity of products, he started his inquiry with the workers at the lower level. He spent time listening to anyone that had an idea about what needed to be done. He would personally chat with the best flower pickers on a weekly basis instead of depending on information filtered through the management structures. Once the crisis period had ended, he established avenues of reaching each category of staff and remained available. He still

made rounds in all departments on a regular basis and since he had already established relationships, staff became open and, like the leader, more assertive in supporting their proposals and ideas during meetings. He reminded his staff at every opportunity that offices were there to facilitate more efficient delivery of results (exporting targeted quality cuttings) and not for status. With this style of open-communication, his managers had to adjust their ways of communicating and soon a new culture of openness and respect for people at all levels was born (Andreas, interview, July 23, 2013).

Second, all the four case studies show a reduction in the adherence to hierarchy, formality and bureaucracy. For example, when Nabweteme dismissed department heads, she temporarily introduced ‘managing-teams’ (supervisors collectively taking on the roles of departmental heads). She narrated that ‘managing-teams’ demystified the departmental heads’ role and it led to improved teamwork and enthusiasm for results delivery. When the roles were re-instated later, it was easier for staff to relate to their leaders. Even the leaders that had maintained their positions adjusted to the new work-culture; the previous hierarchical barriers were broken. One of the key indicators of broken barriers was the use of first names for managers, instead of titles and last names (Nabweteme interview, July 22, 2013).

Third, was a working-culture of learning; learning from personal experiences, learning from each other, learning from external stakeholders and from the results realised. The CEOs established monitoring and evaluation systems, as

in the case of Andreas, who closely tracked quality and quantity of the flower cuttings, and the cost of production. He shared that results were analysed to understand what caused good results so they could build on that, and what caused bad results so they could address it. Nabweteme shows how she was open to learn from, and with, her staff since she had no technical expertise in media. She also mentions that the approach she took to leadership was a response to the situation she was managing at the time. In all 4 case studies, the CEOs indicate how they went to great length to learn about the people, the environment and the business they worked with.

Fourth, the CEOs encouraged a work culture of having accountability for results at individual and team levels. Accountability was mostly about individual staff playing their part actively in terms of the results delivery. For the leaders, it also meant they had to give clear performance indicators, targets, means of tracking, verification and feedback. The consequences for non-performance, as well as good performance were clear. Staff had what they needed to make informed-work-related decisions. Mugisha (interview, July 29, 2013) shared how he made his staff accountable for results. He tasked his team to establish the minimum performance standards needed to meet clients' obligations in the short and medium term. Once the benchmarks were set for the entire organisation, each management level had to interpret the benchmarks at both team and individual level no matter what the roles were. At some time, each of the 1,200 employees had a set of defined targets reduced to daily deliverables. He said that he would add a target-related question to his standard greeting: "Hello xxx, what's your target for the day?" He would also talk

openly about the consequences as well as remind his teams in a light but serious manner: “It is a do or die; whoever skips a bit is out”. Some staff took his remarks jokingly in the beginning but after several dismissals the culture of accountability for results was established. Nabweteme explained that the new way of working served her well because ‘managing-teams’ led to better quality decisions, more creativity and delivery of results. The opportunity to participate in decision-making also motivated the executives and made them more accountable for the results they were achieving. Anna also reports that the collaborative style led to more cooperation from the key stakeholders and that served as a lubricant to the execution of the program’s work-plan.

Fifth, was Anna’s zero tolerance for corruption; Anna was faced with the challenge of working with corrupt Government officials. Her organisation was spread in different parts of the country, which made the monitoring of a corrupt-free program throughout all the offices rather tough. Staff had to negotiate activities and budgets with local government officials at district level. Some of the specific steps she took were:

1. Building personal relationships with many officers at local government level
2. Listening to their challenges and sharing how the program was to support them.
3. Openly discussing corruption as an issue using examples that she either encountered herself or those that were reported to her. She encouraged her staff to do the same.

4. Passing the message of zero tolerance whenever she had an opportunity to address her staff and the government officials. She reinforced the message by dismissing staff that were found to be involved in corrupt practices.
5. Publicising the funds spent for activities monthly both within the program and amongst the leaders of the beneficiary communities. Stakeholders could compare relative costs for similar projects and services.
6. Focusing on targets for planned activities and their corresponding budgets. She also talked about strengthening the monitoring and evaluation team. Even at district level the program would rate performance of the districts and funds spent. The information would then be shared with the donor and the central government.

Eventually, the team achieved their targeted reputation and became very proud to belong to one of the few corruption free partners. Threats to sabotage the program did not materialise. (Interview, October 14, 2013).

In summary, the specific aspects of work-cultures that the CEOs used and which may have enabled their executives to perform were: open-communication, reduced formality, continuous learning and improvement, accountability for results, and zero-tolerance for corruption. All these examples seem to go against the grain of what common practice is in the wider Ugandan cultural setting in which the organisations operate. For example, the strict focus on results delivery that most performance management systems require is difficult to reconcile with the ‘relationship first’, no-confrontation and sense of community in the *Ubuntu* culture. Below, I share personal experiences that my coaching-clients have had regarding working-cultures.

The examples are picked from a range of coaching sessions that I have had personally and they are meant to reinforce or explain the data derived from the study. I use pseudo names in all cases, and all identifiers have been removed or adjusted to protect the identity of the clients.

Makwa, a male executive, had recently been promoted to executive level, he asked me the following question: 'How do I handle my colleagues who are not performing well when just a year ago we were all at the same level'? Makwa's challenge was having a perspective that since he was at the same level with his colleagues, he did not have much more technical competence compared to his colleagues and therefore would not have a right to exercise authority over his colleagues [the cultural perspective that the boss must know it all]. This is dispelled by Nabwete's case; she led an entire organisation without any technical expertise in the business. Indeed, the formality and hierarchy, as in-built in the *Ubuntu* cultural values, influence the work-culture. As such, when they get into a position of responsibility, unless they are helped to change, managers will not expect to be questioned or challenged. For instance, among the Baganda, there is a proverb: "*Omukulu tasobya*" translated as: "The boss never goes wrong". In this case, how would such a boss go ahead to learn from his or her staff when they are supposed to 'know everything'?

Namatovu (not real name), a female human resource manager, explained: 'In this organisation, you cannot dismiss anyone for performance. If it were fraud or physical abuse it would be okay. The best I can do is to recommend that the staff goes to another department'. While Wadine (not real name), a female middle manager in a non-government organisation commented: 'If I were to recommend dismissal, I will be isolated. While it is the right thing to do, it is not an option in my situation'. Namatovu and Wadine's cases were related to a work ethic that protects relationships above the organisation's strategic intentions. It is considered brutal, a lack of *Ubuntu*, to be the cause of another person's dismissal especially when there is no serious offence committed.

Concluding work culture as a determinant of performance, it is important to note that the enabling work cultures described above are generally not compatible to the cultural values and socialisation of Ugandans. Therefore, it takes a conscious effort for a Ugandan corporate executive to make the adjustment both upwards (relating to their boss) and down wards (relating to their staff), to open communication channels, put a focus on performance and consequence management, be open to learning, and do away with unnecessary formalities. It is probable that having previous working experience in other cultures, like all the CEOs in the 4 case studies, helps in breaking down some of the cultural beliefs that may hinder executive performance.

4. Strategic Focus

Strategic focus is; having clarity of direction and goals to aim at, and acting in a manner that is aligned with such goals. According to this study, strategic focus was observed at both personal and organisational levels among the CEO cases studied. The kind of executive that gets results from self and others is depicted as having an alignment in their personal and work strategic intentions. Strategic focus as a determinant of performance has been drawn from each of the 5 data sources in this study. Data points to support strategic focus as a determinant are drawn from the following specific areas:

1. The results of the top and middle executives' definition of personal success. After articulating their individual definitions of personal success, they answered the questions relating to how they would make use of their definition and how the definition would impact their performance at work.
2. The CEOs' summaries of strategies and key success factors.
3. The coaching-clients' challenges and gaps that they present during executive coaching for performance sessions.
4. The coaching-practitioners' summary of typical issues presented for executive coaching.
5. Common practices in executive coaching – the researcher's personal experiences.

The present study indicates that corporate executives linked clarity of personal goals to organisational performance. When executives were asked to define their personal success, the results indicated that articulating personal definition of success was useful in clarifying goals, which in turn inspired performance.

From the responses of the participants, 11 out of the 24 uses of the definition of personal success [which is about goal clarity] are related to performance. For example, executives said they would use their articulated definition of personal success to: “Prioritise activities in life”; “Help in setting goals”; “Work towards the defined success”; and “Inform resource allocation”; which are all aspects of performance. From the above responses of the executives, I conclude that articulating one’s idea of personal success could be used to set inspiring goals, strengthen the performer’s resolve to pursue the set goals and as such enhance their performance.

Further, studies of executive coaching-clients’ files at CA also supported clarity of goals as a determinant of performance. The process of coaching people undertaking performance improvement plans includes a review of the job descriptions and performance contracts. During these reviews, coachees discuss their responsibilities and/or goal and issues that could have negatively affected their performance are noted. Examples of unclear roles and goals reported by coaching-clients in coaching-client files include the following statements extracted from client-files: “Support the field officers in the execution of their duties”; “contribute to the development and implementation of the strategy”; “minimise client complaints”; and “write timely and accurate reports from partners’ meetings”.

Indeed, lack of clarity leads to differences between the supervisor and the staff’s understanding of what comprises performance. The way performance is

perceived is the basis of its measurement or evaluation. Therefore, goal clarity and strategic focus are important in determining organisational performance.

Apart from goal clarity, the nature of both personal and organisational goals also affects performance. Clarity of goals alone is not enough to make the goal effective in causing performance. In the next paragraphs, I discuss how having aligned, stretched and inspirational goals positively affects performance.

Faced with major performance challenges, in each of the 4 case studies, the CEOs are seen to strategise; they study the situation, picking information from the diverse stakeholders and in different ways aim at understanding the people and the business environment. Each of them selected different areas of focus that were the anchor in driving performance. Nabweteme focused on empowering staff to act by ‘repairing a broken [staff] spirit and building working teams’. She interacted with staff at all levels. She would go to their work-stations to discuss work-related issues but also listen to their personal stories, hopes, and fears. She communicated her trust in the team to perform and availability to support both verbally and physically. The result was a shared sense of purpose, more ownership of the change process, a vibrant operation, better ideas and consequently, better organisational performance.

Mugisha’s strategic area of focus was the customer. He mainstreamed customer care and used it as the compass to direct the change process: He got

his team to identify what was most important to the clients and he led them in redesigning processes to remove hurdles that were impeding the desired level of service delivery. The team devised ways of communicating to clients at both employer and employee levels. Information was made available, the public was educated about the benefits, and clients' fears were addressed. To drive the new way of working, he had performance-based rewards which were linked to both qualitative and quantitative results. He also put in place and strictly enforced consequences for non-performance.

For Andreas, it was 2 things: 1) key stakeholder engagement (his managers, staff, union, government officials and the head-office), and 2) results delivery focusing on 2 performance indicators – number of quality cuttings and cost of production. He made sure he understood the interests of each of the stakeholder category but also sold his agenda to drive the 2 performance indicators. He kept the stakeholders engaged and supported them in whatever they needed to continuously improve the business. The focus helped him to be able to make tough decisions quickly and decisively and it also aligned the stakeholders to drive towards a common vision.

Anna's anchor in driving performance was building trust and confidence amongst staff, the local government and the donor. She established what was important to each category by reaching out to individuals. She had a very open and transparent approach to working; sharing information, discussing the difficult and sensitive issue of corruption openly and repeatedly, setting the

boundaries and rules of engagement and meeting her promises. Building trust helped her to: Negotiate better terms with the donor; reassure staff about job security and have them concentrate on results delivery, and influence her staff's work ethic.

Regarding strategic focus being a determinant of performance, the findings in this study are not new. Previous studies have shown similar results. Prywes (2012: 20) supports the link between goals and performance. He writes: "Goal setting is a popular motivational technique firmly supported by approximately 40 years of field and laboratory experimentation". In his study on the impact of the Goal Attainment Scaling (GAS) technique on goal attainment, Prywes (2012: 21) discovered that the level of difficulty of a goal impacts performance. In the CEO case studies, each one of them had a big challenge, but, even in the challenging circumstances, they set themselves and others stretching goals.

Referring to the alignment of personal and organisational goals, Grant, et al. (2009: 404) argue that performers would be more committed to deliver upon goals that they set by themselves and that personal and organisational goals should be aligned. This is also reflected in Nabweteme's, Mugisha's and Anna's case studies (CEOs) which show that they worked collaboratively with staff to set performance goals. At their level, the 4 CEOs had personal goals that were aligned with the purpose of their respective organisations. Performing at organisational level was meeting an important personal mission for each of them.

In summary, strategic focus is important at both personal and organisational levels, and it involves identifying the key performance anchors, setting goals, and pursuing them. If organisational goals are to catalyse performance, they should: 1) be anchored in a specific direction that has been carefully selected as the business driver. That helps in focusing the team of performers and stakeholders, and aligning the efforts of the entire organisation to drive towards the goal; 2) be aligned to the personal goals of the performer; 3) the performer should play a part in setting their organisational performance goals; and 4) the goals should have a stretch factor. The findings in this study come to confirm what other researchers have given that goals do affect performance.

5. Relationship management

The fifth determinant of performance identified is relationship management. In this study, relationship management is presented in form of: identifying the needs of the people that determine performance and working with them to create sustainable approaches to meet the organisations intentions and their own [stakeholders'] goals. People may enable, or block, performance and therefore those connected to performance need to have the intention and motivation to perform. The results of the CEO case studies, the coaching-clients and coaching-practitioners studied, highlight the importance of mutually beneficial relationships. For example, from coaching-clients records I extracted several relationship management challenges:

1. CEO that got feedback in his 360-degrees feedback report that he had no regard for staff feelings and opinions. In other words, staff that gave him

this feedback did not feel that he was attending to the working relationships.

2. Head of department aiming at building trust with her supervisor. This coachee had a challenge with the supervisor and was aware that building a good working relationship was critical to his performance.
3. CEO that reported that tension is building between staff and management
4. Head of department with a challenge around leading others and causing teams to deliver required results; balancing relationships and results.
5. Head of department accused of favouritism.

Some of the coaching-practitioners interviewed also gave challenges of their coaching-clients that are connected to relationship management. Examples of such challenges reported are: 1) change management, 2) managing people, 3) managing performance, and 4) conflict management. All these 4 challenges that are listed among typical issues that coaching-practitioners handle have a root in relationship management. From the 2 data points (coaching-clients and practitioners), it is clear that in the pursuit of enhanced performance, managing relationships is a factor in determining performance.

In addition to the coaching-clients and practitioners' studies, the 4 CEOs' case studies also highlighted relationship management as a determinant of performance at various levels. There is evidence of this in the changes that CEOs made in their respective organisations as indicated below:

Nabweteme

1. Convincing the Board Chair that it was necessary to set up new rules of engagement for the Board. The changes were directed at clarifying the roles at different governance levels and allowing management the space required to perform their job. To do this Nabweteme had to patiently address the anxieties that the Board Chair had.
2. Connected with staff: she performed her role mostly out of her office; going to her team's desks to discuss issues rather than calling them to her office; using tea and meal times to get to know her staff better; and trying to understand what her staff were going through and what was important to them. The more she learnt about her staff the more she discovered opportunities to make the organisation meaningful to them.
3. She built trust to a level that enabled her to sell high expectations and the teams started setting high targets for themselves and finding creative ways of delivering results in very difficult conditions.

Mugisha

1. Initiated a customer-understanding program, which led his team to identify what needed to change and the categories of people that needed to change.
2. While he seems to have pushed the results delivery lever harder than staff engagement (in comparison to Nabweteme), he still managed the relationships by keeping the people engaged, maintaining the pressure for results and giving what was considered high rewards for those that delivered the desired results. He sold the vision for this government

institution using a business approach; each key stakeholder category would clearly see the benefits due to them.

Andreas

It took a lot of relationship management for Andreas to avert the pressure from the Union. He established the people (government officials) that would have an influence on the Union leaders and approached them individually to lobby for support. He kept them involved and informed.

Anna

1. Relationship management was a key strategy in selling the zero-tolerance to corruption principle within the organisation. She made her position very clear.
2. She established how the program would support different stakeholders in meeting their needs and used that to push for mutually beneficial working relationships.
3. Used 'naming-and-promoting' and 'naming-and-shaming' as a strategy to get action. The publishing of results and budgets was not only effective in curbing misappropriation of funds, but it also built relationships. For example, she would publicly recognize good performers in fora that were important to them.

The challenges that coaching-clients have around relationship management are mostly about how to get what you want from others. The way the 4 CEOs handled these situations shows some consistency in approach: They established who they need in order to get what they want; they understood what was important to these people; and found ways of communicating the mutual benefit message. They also delivered on the promises they made in terms of the promised benefits. Generally, the CEOs address relationship management by: establishing the needs and interests of the key stakeholders, identifying those needs and interests that can be addressed in the process of delivering results, communicating the benefits to each category of stakeholders, and delivering upon the promises. It is all about communicating the right message to the right people in the right way and time.

In summary, the themes derived from the study present two categories of determinants: theme 1, the individual leader as a determinant, is about what the executive has within him/herself and the nurturing and experiences they have gone through as leader. The entire package of things that the leader brings to the job (education, skill, experience, personality, personal drive and others) is what I called the individual determinants; while themes 2, 3, 4 and 5 relate to the working environment and the approach to work in the organisation. The different types of determinants (individual and environmental) are inter-dependent, they enhance each other in the process of performing. Analysing the descriptions of the determinants that relate to the working environment (leadership style, work-culture, strategic-focus, and relationship management), I observe that they are linked more to the executives' mind-set and cultural socialisation than to competence and systems (Figures 4.6, 4.7, 4.8 and 4.10). On the contrary, most of the

Ugandan researchers reviewed highlight staff competence and performance management systems as the major determinants for performance (Namusisi 2005; Mitala 2006; Mpanga 2009; Mwesigwa 2010; Nassazi 2013). This change in focus may have significant implications to the nature of performance interventions used to drive corporate executives' performance. Apart from that change in focus, the findings from the 4 CEO case studies are not significantly different from similar studies in Uganda and elsewhere in the world. It is likely that different cultures and circumstances in the organisations lead to variations in the prominence of determinants.

4.7.2 Obstacles to Executive Performance

In this Section, I address Research Question 2: "What are the obstacles to executive performance?" To answer this question, I use data from 3 sources: The coaching-clients, coaching-practitioners, and the 4 CEOs' case studies. The obstacles and challenges identified and presented earlier in Chapter 3 are summarised and packaged under 6 broad categories, which I will discuss below. The 6 obstacles are:

1. Managing performance (people and results)
2. Leading and managing change
3. Working culture, ethics and systems that support performance
4. Disabling and attitudes / low motivation
5. Self-awareness and management
6. Outliers including: creativity and innovation, Strategy development and implementation, and financial investments

Managing performance (people and results)

Each of the 3 categories of participants (the 15 coaching-clients, 10 practitioners, and 4 CEOs) interviewed presented managing performance among the obstacles and challenges for performance. In this section, I pick examples of the different types of challenges in this category. Details are in Appendices 13 and 15. According to the data, managing performance involves getting people to deliver the desired results. Examples given range from the recruitment to termination processes and many the many steps in-between. The people to be managed include internal and external stakeholders: staff, managers, clients, board members, government officials, and Unions. The examples I give below are grouped by type of obstacle / challenge. I include specific examples from the 15 coaching-clients who I give codes for names – CC01 to CC15.

In his interview, Mugisha (CEO from the financial institution) advises that performance management requires having the right people in the right place and at the right time. However, he noted that, ‘many people are not very good at their jobs, and many have ethical issues’. He also adds that while good people are few, they are there and can be found. From this example, I observe that managing performance as a challenge starts right from the difficulty of finding the right people who have the potential and ethics to perform in a given role.

In another set of examples, CC01 (Session 1; 21 July 2014) received feedback that he was ‘pushing too hard for results and had no regard for people’s feelings and opinions’; CC11 (Session 1: 4 September 2012) had a challenge of minding relationships at the expense of results. Similar challenges related to balancing the push for results and managing relationships appear in 8 of the 15 reviews (53%).

Winning people’s trust and confidence is a necessary ingredient in managing people’s performance but it is highlighted as a challenge in the CEO case studies. These could be staff, managers or external stakeholders like donors and union leaders. Andreas (CEO) noted that one of the obstacles was the Union, which had unrealistic demands (referring to the demands for increases in salaries and benefits of unionised staff because they thought the company was doing much better than management was reporting). It was challenging for him (Andreas) to build the relationships with government and union officials to get them to the negotiating table with sufficient trust to support implementable deliberations. Anna (CEO) also had a challenge winning back the donor’s trust in order for them to continue funding the project, and so did Nabweteme in winning back staff and client trust. In these cases winning people’s trust was considered necessary for performance to be achieved.

A few coaching-clients presented understanding and managing people as a challenge. One coaching-clients (CC01, Session 1; 21 July 2014) presented a challenge; ‘Managing a new team of people with diversity in terms of work ethics and culture, and different levels of self-drive’. CC13’s question was, ‘how do you get people to work and keep in motion?’ (Session 2: 20 August 2010). While CC08’s coach noted,

‘His interventions for non-performing staff are not yielding results’ (Session 0: 29 May 2013). In all these cases the underlying challenge for the coaching-clients was getting a good enough understanding of the people and their situations to inform the coaching-client’s action as a manager of performance. Among the challenging people to understand and manage were those in higher roles such as board of governors and supervisors. Nabweteme (CEO) handled a board that had been accustomed to meddling in management affairs. Mugisha (CEO) mentions how he lost investment opportunities because of a board-committee that was not fast enough at decision-making. CC02 had a challenge with staff performance but also, the record states;

The board members are not ambitious enough. They know that the company is already a market leader and are not willing to sanction the overhaul that is necessary to take the business to a completely different level. Some very critical decisions have not been made.

(Session 1: 28 October 2008)

CC02 narrates the challenge of managing superiors in a different form; “Introducing professional performance management has been a challenge because a number of staff have ‘god-fathers’¹ at board level” (Session 4: 22 June 2009). It is one thing managing peers and staff for whom an executive is responsible; quiet another managing performance where the boss, or bosses, are the obstacle.

¹People with higher status that use their positions inappropriately to influence decisions. In this case it would be influencing hiring, firing or other performance management decisions.

Dysfunctional or incompetent leadership teams also block performance according to 11 of the 15 (73%) coaching-clients' reviews. 3 CEOs also linked the performance problems they found to the incompetence of the managers. Examples of incompetence amongst executives in leadership include: challenges with giving direction and inspiring commitment to results delivery and lacking in managerial courage.

Managing performance, or getting results through others, was mentioned by 80% (16) of the executives studied and implied by 100%. In this study, it comes top of the chart of performance obstacles. The challenges presented under this category include: 1) having the right people in the right places; 2) balancing the push for results with relationship management; 3) understanding people; 4) winning their trust and confidence; and 5) managing managers and people with higher authority. For all of them, the question is; how do you get people to consistently and sustainably act in ways that enable results delivery? Lombardo and Eichinger (2009) also identified similar challenges.

Leading and managing change

Leading and managing change issues, as identified in this study, are 2 pronged: 1) successfully developing and selling a shared vision among members of a team and executing it; and 2) managing change at a personal level e.g. transitions in career. Change, as an obstacle to performance, was mentioned multiple times in 6 of the 15 (40%) coaching-clients' files and in all 4 CEO case studies. The file names are coded as indicated in Appendix 13 and in this section I refer to the code-names as given.

CC02's organisation was going through change; their products were being introduced into an international market for the first time and the new market had higher quality standards. He had a challenge getting his team to make the necessary adjustments that suited the new market. He complained that: "They [his staff] are not used to the kind of stringent standards that need to be applied if the business is to survive in the international market" (Session 1: 28 October 2008). CC03 was going through a challenge related to managing costs during a time when the business was setting up a new factory – changing to more efficient ways of operating. His challenge was about selling the case-for-change and getting the team to buy-into the vision (Session 2: 8 December 2008). Likewise, CC09 was going through a change in business strategy (Session 2: 4 December, 2009). In all those cases, performance targets were not being met because of failure of staff to adapt to the new ways of operating. The changing environment is a major challenge to executive performance (see also Ernst and Chrobot-Mason 2011).

At a more personal level, CC10 was preparing for retirement – a big step change in her life and lifestyle, but also for the organisation. The change involved preparing the team to manage the organisation after she left and managing her own transition from employment to self-employment (Session 1: 11 September 2012). The transition destabilised normal operations and negatively affected performance. For CC04 the challenge was about the transition from being an individual performer (one who does the technical work) to team leader (one who supports others in delivering results). While the executive was technically competent, she needed a new set of skills as a leader and yet the role demanded that she switches overnight from a team member to an effective team leader (Session 1: 14 May 2012). Her performance declined during

the transition. In these cases, change was happening at personal, team and organisational levels and causing challenges to results delivery.

Working culture, ethics and systems that support performance

Some of the challenges / obstacles recorded are rooted in the systems that support performance. These are obstacles where the issue is with the systems, procedures, or the way of doing things (working culture). According to the data, such obstacles may be internal or external. An example of such external obstacles is the government bureaucracy and corruption as reported by Mugisha, Andreas and Anna. Among the internal obstacles under this category are some already shared above: governance system in which board members get involved in management roles (Nabweteme) or where a CEO does not have authority to make investment decisions (Mugisha). Another system related obstacle is performance management systems, which are either inadequate or completely lacking. For example, the 2 conflicts recorded were both related to challenges with performance appraisal systems - CC14's experience. CC14 was dreading the scheduled staff appraisal exercise. The coach asked for an explanation and recorded the response as follows:

I agreed upon the key result areas and expected targets with each of my staff at the beginning of the year. When it came to evaluations, almost all staff scored themselves much higher than the corresponding achievements against set targets. I expected them to compare results achieved to the targets that had been set. Instead, they argued about how hard they had worked [effort invested]. I do not understand why performance appraisals remain such a problem

even when expectations are agreed. Staff do not seem to appreciate that at the end of the day, it is what is achieved that comprises performance.

(CC14 Appendix 13)

Related to that, coaching-client records also indicated that there are challenges with introducing and executing consequences for poor performance (negative rewards) (CC02). This kind of challenge is similar to the ‘backbone and heart’ approach that O’Neill (2000: 13) covers very well. Executives / leaders need to be able to balance their ability to act objectively or logically in driving results delivery (backbone) and the ability to empathise and understand the emotional aspects of a situation –building the relationship (heart). In some cases, the systems just do not work, CC05 explained that, “Systems and structures are in place but they are not operating as intended. The organisation depends on one person – the CEO” (Session 6: 2 April 2012).

Other Obstacles

Other obstacles which may be system-related are: 1) the feedback issues which arise due to feedback not being given appropriately, or when it’s not given at all; and 2) the obstacles listed as outliers: creativity and innovation, strategy development and implementation, and financial investments. Such system-related obstacles could be addressed by developing and establishing appropriate mechanisms or systems, hence my supposition that they fit under system related challenges.

The other obstacle is, disabling practices (work-ethic and culture). 2 of the 4 CEOs indicated that the formality, hierarchical structure in which bosses were glorified was an obstacle to performance (Nabweteme and Andreas). The wide gap between staff and management was blocking the flow of information and ideas, and in both cases, staff were detached from the vision of the organisation and inhibited building cohesion of the team.

Indecisiveness as a blocker appeared in 3 of the 15 (20%) cases in the form of decision-makers lacking a sense of urgency or enthusiasm to move things or simply lacking the guts to make tough decisions. For example, in CC02's case, the board wasn't sanctioning key decisions. He complained:

They know that the company is already a market leader and are not willing to sanction the overhaul that is necessary to take the business to a completely different level. A number of very critical decisions have not been made.

(CC02 Appendix 13)

In CC02's case the indecisiveness of the board was affecting performance at the operational level. In another case, CC03's supervisor is concerned about CC03's inability to take decisions when faced with choices that have considerable risk. The boss reported that CC03 is risk averse and that slows down decision-making, which subsequently leads to unmet goals – poor performance. And yet in another, decision-making was a problem due to the executive's style of working and personality. The executive would get into details, which would lead to taking a lot more time than

necessary and hence delays in decision-making. In this case the coach noted that the behaviour of this executive was making staff angry and frustrated (CC15).

Within this category of obstacles to performance are ethical issues. One of the 4 CEOs narrated the challenge of working within a system that had institutionalised corruption; records and reports at the implementation level were being corrupted and wrong information was being communicated; funds intended for service delivery were being diverted; and trying to address and close the gaps that were being used to misappropriate funds was perceived as personal attacks to the perpetrators of corruption. She started the fight against corruption by taking a firm position against it, setting new rules and consequences and being consistent in the implementation of the consequences. Her zero-tolerance for corruption principle was on the agenda of every scheduled meeting. Once she had dismissed a few people for being involved in corruption, her staff started following the rules. It was after getting her staff behind the vision of a corrupt-free program that she started addressing corruption with the external stakeholders. Staff helped a lot in devising strategies for curbing corruption because they understood the environment better. According to Anna, “managing the challenging relationships with various stakeholders that had different and conflicting work ethics and interests was very challenging”.

Diversity in working styles is also noted as a challenge to performance. Differences in personality, upbringing, training, experiences and exposure causes executives within a working environment to approach work in different ways. In Mugisha’s case study the CEO comes from a background of working with large private multi-national

financial institutions whose work styles are anchored in customer focus and results delivery. He finds a team that has a civil service mentality and for them procedure and respect to the hierarchy is what is priority. The two perspectives yield conflicting work-styles. Similarly, one of the coaching-clients challenge was about: ‘Managing a new team of people with diversity in terms of work ethics and culture, and different levels of self-drive’ (CC01). She also complained about staff that must be pushed and closely supervised.

Some challenges are traced to the general socialisation of peoples in the Ugandan cultures. In Chapter 1, I discussed the Ugandan cultures as they relate to performance. In this section I present examples of identified obstacles to performance, which I consider to be rooted in the cultural context of Uganda:

1. Lack of self-confidence and staff not being assertive. In one case the supervisor of a female coaching-client (CC04) had recommended that she takes coaching to support her development as a leader. CC04 had been promoted to head of section on the basis of her excellent performance. During the preliminary session, the boss shared his opinion of what CC04’s main challenges were; among them was, ‘CC04 is reluctant to make decisions and does not drive her team’s performance; she lacks self-confidence and self-esteem’. According to this supervisor CC04 needed to be more assertive in handling her team members who were mostly older men. From the file records, the coach noted as critical the fact that most members of the team were older in age than CC04 and that it was necessary to discuss the underlying cultural perspectives and their effects on the current challenges.

2. When describing the state in which they found their respective organisations, 3 CEO case studies (Nabweteme, Mugisha and Andreas) bring out the fear of leaders, and / or leaders lacking the managerial courage to hold difficult conversations, as a challenge to performance. This may be rooted in the glorification of leaders as described in Chapter 1 and in the *Ubuntu* values, which discourage confrontation and encourage respect to elders. In all the 3 cases, the previous leadership of the ailing institutions had failed to take responsibility for the results of the organisation and to make their staff accountable for results. Staff were also distanced from management and communication was only top-down.
3. Lacking a sense of urgency as described by Kotter and Cohen (2002: 3) and poor time management are evident in 5 of the 15 (30%) coachees' reviews (CC01, CC02, CC06, CC09 and CC14). In different ways, all 4 CEOs also expressed lack of a sense of urgency as a challenge they had to address when they joined the organisation. In my experience, I have often come across expatriate executives that complain about the sluggishness they encounter working with Ugandan executives; this characteristic is so wide spread. As discussed in Chapter 1, traditionally in Africa time is a range and not a point. While deadlines may be agreed, the average staff will consider delivery of the work as the important factor, not the timing. This is aggravated by the fact that challenging a superior is not common practice. If a boss asked staff to deliver some result in a time that is unrealistic, it would be very rare to find staff expressing any discomfort about the assignment. Staff will go and do what they can and hope it works out. If it does not, they may express the reason why things did not work out. Bringing up a challenge at the time of taking the

assignment would be considered as a challenge to the authority that is assigning the task – that is not ‘good manners’ culturally.

4. Finally, among culturally inclined challenges is the over-dependence on bosses; I call it the Boss Dependency Syndrome (BDS). This is where staff’s performance depends excessively on their supervisors, or where staff defer to bosses even where they have authority to make decisions (CC01, CC04, CC05, CC13, and all 4 CEO case studies). Various participants reported their frustration about having to tell their staff what to do or else things do not get done. A work-culture in which the staff takes the initiative to do things and present ideas was among the determinants of performance (4 CEO case studies). Therefore, overly depending on the boss works against performance and yet as explained in Chapter 1, and the introduction to this chapter, that is exactly what most Ugandans are socialised to do. It takes exposure to different ways of working and a change in mind-set to get staff / executives to change perceptions around authority and aspire to deliver results. In this study, I argue that executives change when they are exposed to working environments that have less focus on hierarchy and more on empowering staff to use their ingenuity to perform.

Disabling attitudes / low motivation

This study has established that low motivation to perform and disabling attitudes are obstacles to performance. This finding is similar to Ramlall’s (2004), which confirmed that in fact, one of the factors for poor labour productivity in the work-place is lack of motivation to perform. The disabling attitudes and/or low motivation obstacles to

performance include: poor attitude towards work and low motivation which was reported in all 4 CEO case studies and in 5 out of the 15 coaching-client records.

Examples include:

1. An account given by a supervisor about a coaching-client (CC06) during a preliminary session. Typically, in CA, preliminary sessions are held with key stakeholders like the coaching-client's supervisor or an authorized official in the human resource department. The purpose of such sessions is to get an understanding of the expectations of the different stakeholders and also to gather data that could be important in the coaching program; for example, supervisor's opinion about what a coaching-client needs to change in order to improve performance. In this case the supervisor said, "CC06 tends to delay unpleasant tasks ... consequently, he gets less than ideal quality of work, misses deadlines, is perceived to be lacking in commitment, and I get anxious about his results".
2. In the CEOs narratives when describing the kinds of organisations, they took over, low motivation to perform was a common factor explained in different ways: Nabweteme especially noted high-staff turnover cases where good staff choose to leave, depleting the company's much needed human resource and leaving behind a concentration of non-performing staff.
3. CEOs reported cases where staff were dismissed due to having disabling attitudes (Mugisha, Andreas and Anna). Some of the specific behaviours reported are: slow pace of work, staff having to be reminded about assignments, looking unhappy, showing no enthusiasm, not being creative or innovative, and not going the extra-mile beyond what is required, even when there are opportunities to do so.

4. In Andreas' case, lack of motivation to perform is implied in his narration about workers' absenteeism; "Workers were using every chance to report in sick or cheat the organisation by reporting late to work and leaving before the official closing time. Managers were also aware of the bad practices but they [managers] would allow it to continue".
5. Nabweteme had staff that would use old equipment as an excuse for poor results or non-performance. When the environment changed and performance-based rewards started, the same staff devised innovative ways of repairing the equipment and getting the work done.
6. Anna found up-country staff that would purposely falsify records and send activity reports showing wrong data.
7. Mugisha had zone leaders that had spent years without ever visiting their zones. They were sitting at regional offices and would wait for whatever results to be reported, showing no concern at all about the quality and quantity of the results.

Lack of motivation in most of the cases reviewed presents through staff's deliberate efforts to reduce productivity in terms of both quality and quantity of work. A person's definition of success unveils what motivates him/her to perform. This study also established the definition of personal success, which might give a clue regarding what it takes to motivate the executives studied. The definition was given in form of a list of indicators of personal success to a corporate executive which included 11 indicators as follows: 1) Material wealth, 2) having multiple sources of income, 3) status, 4) living a luxurious life, 5) attaining post-graduate education, 6) having a family, 7)

fulfilling duties, 8) having good health, 9) spiritual security, 10) successful children, and 11) being content.

Self-awareness and management

Challenges related to understanding, motivating and managing oneself to deliver the desired results were recorded more from the coachees' reviews. Some examples include: Failure to execute plans, "tendency to have rough working plans which are rarely carried through" (CC06); and a challenge with managing multiple priorities, "Handling high expectations from different stakeholders including a new Board" (CC07). One case was a situation where the coachee was losing control at work and in his personal life:

He is behind schedule on tasks most of the time; he fails to meet promises made; his interventions for non-performing staff are not yielding results; personal finances are messed up – running huge debts and very stressed about that; team results are below expectations and he feels he is losing control of the team.

(CC08 Appendix 13)

Other personal management challenges, which are presented by coaches under the cases they typically handle: work-life balance, career identification and development, and managing own performance.

4.7.3 Summary of Determinants and Obstacles for Performance

In summary, considering both determinants and obstacles, this study presents 8 elements which encompass the findings. The 8 elements are the pillars that supported executive performance in the cases studied. Figure 4.12 gives the summary of the 8 factors which I call ‘Pillars of Executive Performance’ and the data sources from which the elements were extracted:

Figure 4.12: Executive Performance Pillars and their Data Sources

	Executive Performance Pillars (EPP)	Source of Data			
		50 Executives	4 CEOs	15 Coachees	10 Coaches
1	Leader’s background, ethos, competence and mind-set	√	√	√	√
2	Leadership style		√	√	√
3	Work culture and ethics (also covering disabling attitudes)		√	√	
4	Strategic focus	√	√	√	√
5	Relationship management		√	√	√
6	Leading and managing change		√	√	√
7	Systems that support performance (also covering performance management, conflict management, feedback, governance)		√	√	√
8	Self-awareness, motivation, and management	√	√	√	√

I have categorised motivation to perform under Pillar No. 8. However, it is a cross-cutting issue. Motivation to perform was emphasised by the 4 CEOs and it also appears under the results from coaching-clients and practitioners. From my personal

experience, motivating teams and team members ranks high among the most commonly cited challenges of executives and it is an underlying factor in a range of issues that affects 7 of the 8 EPPs (Pillars 1, 2, 3, 4, 5, 6 and 8). The CEO case studies have presented several ideas regarding how they went about motivating teams. These ideas will be discussed further in Chapter 5.

4.7.4 Context of Executive Coaching in Uganda

Before I get to propose a framework for executive coaching, it is important to get a better understanding of the context of executive coaching in Uganda. Who are the players that will be using the framework? What models are being used currently? What are some of the challenges of the coaches that might use the framework? What else do we learn about executive coaching with the data that has been collected? In the next paragraphs, I will be highlighting findings to respond to the above questions.

From the study, I have established the following about coaching-clients in Uganda:

- 60 % are male and 40% female
- 53% are top management and 47% middle management; none below middle management.
- 60% of the coachees work for private organisations that are among top players in banking, education, agri-business, beverages, and petroleum business sectors. 33% are employed by international NGOs that have national presence in Uganda and 7% were public sector.
- 360-degrees feedback is commonly used among the coaching-clients.

- Apart from coaching, the clients also use other performance enhancement interventions like: performance discussions between supervisor and staff, training in workshops, on-the-job training and taking disciplinary action.

I have also identified the following about the coaching-practitioners studied:

- Majority of the coaches are female
- Formal training / instruction in professional coaching through mostly foreign coach-training institutions.
- Variety of employers
- Post graduate education: Diplomas, Masters and Doctorate
- Exposed to foreign education and living outside Uganda
- Average of 42 years of age
- Short experience in coaching – average of 4 years
- Mostly have top management experience from previous work engagements
- No coach is in full-time coaching. Only 3 called themselves coaches by title. Others consider coaching an ‘add-on’.
- Mostly carry out executive and life coaching, but there are a wide variety of other forms of coaching.
- Only a few (4) models are being used and all are foreign.
- Coaching-clients are mostly within the organisation setting as opposed to being individual executives seeking services privately. Majority of the coaching clients are within management and leadership ranks.

Other findings about executive coaching in Uganda are:

- Coaching is done within the corporate environment, which creates a tripartite arrangement between the stakeholders: Coachee, coachee's organisation, and coach.
- There is a shortage of experienced coaches in Uganda (20 coaches for a population of about 35 million as indicated in the introduction).
- Directive and non-directive coaching styles are both used. Directive is the predominant style.
- Coaching models used most often are: Bob Garvey's 3-Stage Model, FACTS Model of Challenging Coaching, and solution focussed coaching by Peter Szabo.
- The coaching process typically begins with different kinds of assessments; MBTI, 360-degrees feedback, and leadership competence self-assessments.
- Challenges to watch include: 1) Distinguishing coaching from related interventions; 2) Building an enabling working relationship between coaching-client and coach; 3) Motivating self-confidence and encouraging coaching-clients to draw from their own resources; 4) The disconnect between the empowering approach in the coaching sessions and disempowering approaches in the work environment; and 5) Managing multiple stakeholder expectations.

From the above findings about the context of executive coaching in Uganda and the key major players, the key success factors for an executive coaching framework in Uganda include:

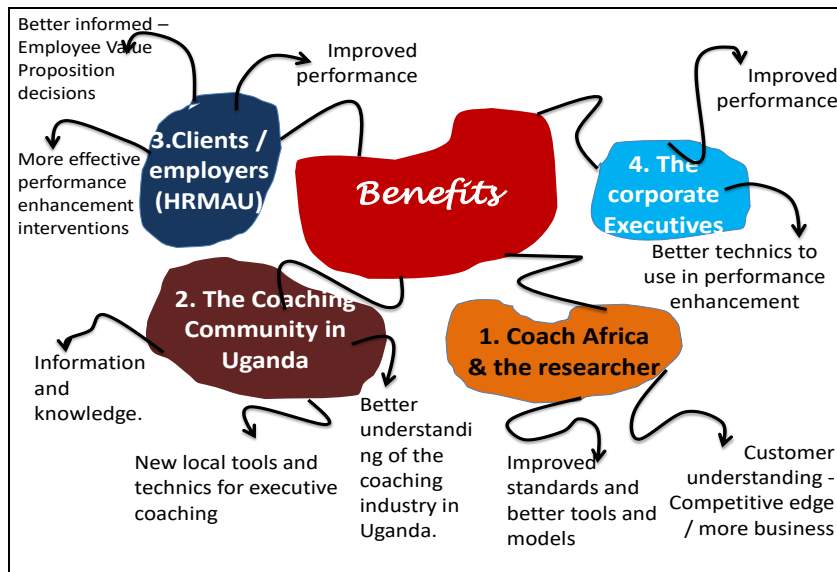
1. Target leaders in an organisation setting and be adaptable to different sectors and industries to be relevant to most coaching-clients and practitioners;
2. Be simple enough to be used by inexperienced coaches since most coaches are new to the profession;

3. Be compatible with a directive approach to coaching because this is what is more common on the market;
4. Be relevant, not only to coaching but also, to other performance enhancement interventions like mentoring, training, and self-study, to mention a few.
5. Address culture-specific issues.
6. Emphasise the positive factors / strengths of coachees because the study shows that self-confidence and belief are lacking among some executives.
7. Address the listed challenges that coaches find in the process of delivering executive coaching services.

4.7.5 Possible Benefits of the Study

The major outcome of this research project is a coaching framework which includes a model and a set of tools which enhance the effectiveness of coaching for performance (discussed in detail in Chapter 5). As already mentioned in Chapter 1, the results of this study are expected to present a range of benefits for CA (the company with which I work), coaching-clients and practitioners, policy makers at organisational and national levels, and researchers interested in the area of executive performance. Figure 4.13 illustrates the different benefits and interests of the stakeholders and below I explain the benefits in more detail.

Figure 4.13: Benefits of the Project to the Different Stakeholders



Source: Author 2015

First, at a personal level, and on behalf of CA, I am constantly scanning the environment for opportunities to: enhance the effectiveness of my services; set the pace for the industry; and differentiate our services as executive coaches. This research project is an opportunity for us to innovate. Studying the research questions has enriched my understanding of our clients and their needs. This gives both CA and I, an opportunity to offer even better services. In addition, I have found answers to the questions that I have had for a long time. Now I can discuss matters to do with performance of corporate executives in Uganda with some authority. CA on the other hand has received a set of new tools to support the coaching processes. The new insights also serve as support, and in some cases a justification, for the practices and procedures used in coaching for performance. With increasing competition in the coaching industry, there will be a need for new evidence-based insights that will prompt more effective ways of practicing executive coaching. This study provides more scientifically generated data upon which to make decisions.

Second, the Coaching Community in Uganda and other coaching practitioners in the East African Community may be interested in learning about the status of coaching in Uganda, and more importantly, trying out the models and tools proposed in this study since our communities share similar backgrounds.

Third, to HR practitioners (representing the employers of our clients), the project findings present critical information about staff personal success indicators, which are pointers to what motivates corporate executives. This knowledge is critical in setting relevant and winning Employee Value Propositions (EVPs) for the category of executives covered in this study. The same knowledge may also be applied in evaluating current EVP offers and designing performance incentive schemes.

And fourth, are the corporate executives – my core clients. First, with the information about the definition of personal success to corporate executives in Uganda, they will have the opportunity of experiencing what Psychologist Shawn Achor refers to as the “happiness advantage”, Achor (2012). Achor asserts that the happiness advantage starts a spiral of good feelings and motivation that leads to better performance. It is likely that many executives do not know they are already successful and so, they keep chasing after a moving target. One could argue that exposing them to a generalised idea of success will be setting them up for goals that they could never achieve and, on the contrary, cause unhappiness. However, from the results of this study, when executives articulate what they want in life, they often find that the target is closer than

they had imagined. The exposed vision excites them and creates the “happiness advantage”. Secondly, the study was intended to get more appropriate solutions to performance challenges, and it has done that. The consequence of applying the proposed technics, models and tools will be better performance for the corporate executives.

Apart from the key stakeholders, this piece of research may serve as a reference point for any researchers seeking to learn about: coaching in Uganda, executive performance issues, and Ugandan corporate executives. The previously unknown world of coaching in Uganda has been exposed. In addition, expatriates in Uganda will have great value in this study. It provides insight into the cultural aspects that form the way Ugandans contextualise performance, and how these perceptions may be handled to get results from corporate executives in Uganda. Further, at a national level, I expect that policy makers in Uganda, such as the ministry of labour, gender and social development, and the National Planning Authority will take interest in how this knowledge may be used to inform their strategies for improving productivity and for further research.

In this chapter, I have discussed both the determinants of, and obstacles to, performance. Compared to the literature review, the results indicate that what determines performance and what hinders performance for corporate executives in Uganda is similar to what has been identified by other researchers in Uganda (Katera 2003; Nickols 2003; Namusisi 2005; Mwesigwa 2010; Nalule 2011; Nassazi 2013; Bagorogoza, et al. 2013) and elsewhere in the world (Lombardo and Eichinger 2009; Ernst and Chrobot-Mason 2011). Further, like other African based studies (Plaister-

Ten 2015; Coller-Peter 2015) the results have also shown that cultural background and socialisation of the executives plays a major role in their performance. Most of the literature I reviewed covered determinants of performance. There was less material I came across that had the kind of depth and breadth that this research has on obstacles to performance. There are many gaps related to the study of obstacles to executive performance, the biggest of them being how to overcome these obstacles. There is also a need to delve deeper into each of the obstacles to get a better understanding of the causes of the obstacles. It may be argued that determinants and obstacles are two sides of the same coin; determinants being the elements to be sought for and enhanced, and obstacles being factors to be sought for and minimised. In this study, there were slight differences between the two sets. Some elements like leadership, relationship management and work culture have appeared under both determinants and obstacles, and yet some were on one list and not the other. The 8 elements combine the results from both questions and form the basis for the framework for coaching for performance, which is discussed in Chapter 5.

CHAPTER FIVE: A FRAMEWORK FOR EXECUTIVE COACHING

5.1 Introduction

The essence of this present study is to develop a framework that will make executive coaching more effective and, from the results, more culturally appropriate. As discussed in Chapter 4, coaches in Uganda have access to, and make use of, a number of foreign coaching models in their executive coaching practices. As a practitioner, I also aware of a range of both local and foreign developed tools that are used to support executive coaching. This study suggests that socialisation and/or cultural orientation have an impact on the performance of the Ugandan executives studied. Lennard (2010) also stresses the importance of customising models to suit specific contexts. At this point I discuss the question of whether, per the results, there is a need for a culturally appropriate framework, and if so, what that would look like.

5.2 The Need for a Culturally Appropriate Framework

In addressing the need for a culturally appropriate framework, I start by revisiting relevant results from the current study highlighting some key aspects of the context of executive coaching in Uganda (Chapter 4). I then highlight relevant findings from the review of the 4 coaching models most used by Ugandan coaches (Chapter 2). A flashback on those two aspects is necessary for 2 reasons: 1) It clearly illustrates the major factors that should be addressed in executive coaching to make it culturally appropriate for the Ugandan setting;

and 2) It provides the information we need to justify or critic the appropriateness of coaching models, and whether there is a need for custom-made models.

Figure 5.1: Key Aspects of the Context of Executive Coaching in Uganda

Stakeholder category	Characteristics and cultural issues	Key challenges	Factors to be addressed in customizing executive coaching for Uganda
Coachees and Client Organisations Chpt. 4.4	Large organisations in private, public, and development sectors; Top and middle management; Expect to be given solutions; Reliance on bosses; Coaching usually requested by organization for the coachee; Define personal success in form of material wealth mostly – individualistic; Frustrated with poor performance.	Leadership skills / competences; Issues with a cultural connotation e.g. boss dependence, managing upwards, feedback, self-confidence; poor attitude towards work; low motivation to perform; More accustomed to training than coaching.	Need prompters to discuss key cultural issues identified; Having to explain & distinguish coaching from other interventions to justify the non-directive tendency; Need to address mind-set change; Need a connection back to common good; Need ideas about what has worked in the same environment.
Coaches Chpt 4.4 & 4.5	At least post-graduate education and mostly exposed to foreign societies; Average about 42 years of age; Coach part-time; Have other full time work; Short coaching experience – Average of 4 years; Use mostly directive style; More female than male coaches; Predominantly executive and life coaching.	Time consciousness; Getting coachees to be accountable; Coaching unwilling coachees; Building coachees self-awareness & confidence; Pushing for non-directive approaches in a highly directive society; Managing multiple stakeholder interests.	Not likely to invest much time in complicated coaching procedures; May need guidelines and tools to simplify coaching; May need awareness around the key cultural issues so as not to over-look them; Information to enhance understanding the broader context in which their coachees work.
Coaching industry and	Coaching is still new – just over 10 years;	Industry is not regulated;	Female, inexperienced, and or young coaches need to be

Stakeholder category	Characteristics and cultural issues	Key challenges	Factors to be addressed in customizing executive coaching for Uganda
cultural context Chpt 1	Very few coaches; Limited models used on the market; There are good and bad aspects of the traditional culture / 'Ubuntu'. Relationships matter a lot; A very hierarchical community even in business; A patriarchal society; Time is a period, not a point.	Coaching not understood; Rampant non-performance; Under-developed economy; Leaders and staff sometimes understand performance differently.	aware of the perceived cultural biases among their clients; Coaches need to be armed with techniques to change mental models.

Below I categorise and outline the factors to consider in enhancing the effectiveness of executive coaching process under 3 clusters: Interventions that work towards leveraging on the 'Ubuntu' philosophy; those that are directed at addressing the negative effects of 'Ubuntu'; and others which I do not address in this study:

1. The tools / models should aim to rekindle positive aspects of 'Ubuntu' e.g.: re-establish a connection between the individual performer and the organization common good; develop leaders' competences in key areas necessary for the Ugandan corporate environment and nurture a sense of community; and nurture positive working relationships.
2. Provide some insight into possible solutions for the undesirable aspects of culture e.g.: How to manage performance / time and balance it with healthy working relationship; empowering staff – building their self-esteem and reducing the boss dependence syndrome; and improving the management of change.
3. There are other interventions that are necessary but which have not been directly addressed by the results of this study: 1) The need to explain and distinguish

coaching from other interventions and to justify the non-directive tendency. This may be addressed by coaches having a standard pitch that effectively presents coaching; 2) Simplifying coaching. There are already many coaching models and tools that simplify coaching; and 3) Matters that simply require skills development of either the coach or the coachees e.g. being better equipped to address mindset and mental model challenges, and change management skills.

Figure 5.2: Relevant Findings from the Review of Coaching Models

Model	Key characteristics and Assumptions	Gaps Considering the Ugandan Context
Solution Focused Coaching (Szabó, Meier and Dierolf 2009)	Goal / future focused. Scaling. Use of previous lessons learned. Relatively fast. Assume a known goal. Easy to use.	Not providing for discussing the past. Often coachees are referred when they do not know the actual issue so goal setting is not immediately possible.
Bob Garvey's 3 Stage Model (Garvey 2011)	3 stages – both problem and solution focused: Exploration; New Understanding; and Action planning. Moves from known to unknown. Relatively complicated.	Coaches may take slightly longer before they are accustomed to it.
GROW Model (Whitmore 1992)	4 steps: Goal, Reality, Opportunities, and Will. Easy to use. Solution focused approach.	Similar to solution focused (see above).
FACTS Model of Challenging Coaching (Blakey and Day 2012)	An integrated suite of thinking covering 5 aspects: Feedback, Accountability, Courageous goal, Tension, and Systems thinking. Stretching client out of comfort zone. Assumes that results are the most critical factor.	This needs treading carefully due to the cultural sensitivities. Excessive focus on results may conflict with the 'Ubuntu' principles discussed in Chapter 1.

From the above summary, I note that models address only one issue of the many raised in Figure 5.1 above i.e. simplifying executive coaching. Over time coaches tend to work out the most optimal models and approaches for most cases they handle. Like in all coaching cases, irrespective of the geography, coaches should match situation and approach. The current models have different advantages and disadvantages and would be appropriate at different points. Having a combination of models could also be employed skilfully to yield a desired result. Quality skilling of coaches remains a challenge which will need to be addressed by availability, affordability and flexibility of credible coach training programs. That answers the question as to whether we need customised executive coaching models to make executive coaching in Uganda more effective. From the results, it does not seem to be necessary.

The framework I propose adds value by: 1) providing a systematic structure to ignite intrinsic motivation and build a foundation for other performance interventions; 2) providing information to prepare coaches mentally and emotionally before the coaching session; and 3) providing an assessment tool to help coachees isolate their specific development needs. These factors generally speak to content and preparedness of the executive coach practicing in Uganda, which indirectly affects the process of executive coaching.

In the next 2 sections, I present a model and a tool, which I have derived from the analysis of the research results: 1) the Goal Alignment Model (GAM); and 2) the Executive Performance Tool (EPT); together the two form the Framework for Executive

Performance (FEP). In presenting the FEP I cover the following: what the model/tool is; its construction; applications and possible benefits; and I give an illustration of how the model/tool might be used in practice.

5.3 Goal Alignment Model (GAM)

In Chapter 4, I indicated that motivation had been identified as a critical cross-cutting issue that also has significant practical importance to leaders and coaches alike. I also stressed the importance of strategic focus and goal clarity to performance. GAM is a performance enhancement model designed to illustrate how team members and team leaders may generate motivation to perform. This study shows that poor motivation is one of the major obstacles to executive performance (CEO case studies and coaching-clients and practitioners). Being motivated to perform, or the self-drive and passion for results, was identified in the 4 CEO case studies as a common factor behind the 4 CEOs' performance. The case studies also generated numerous examples of things that the CEOs did to influence their staffs' motivation to perform. However, recognising that motivation is critical to performance is one thing, identifying how to build or ignite motivation is quite another. The purpose for this study is to use the findings to create some models that may be used to improve executive performance in Uganda. GAM addresses the critical issue of how executives and coaches may build intrinsic motivation to perform.

During this research, as I read and re-read the 4 CEO stories, I could see a pattern emerge from the way the CEOs managed to affect their staff's levels of motivation. Among the

staff were executives at top and middle levels and other staff who may be outside the scope of this study. As I discussed in Chapter 4, each of the 4 CEOs had different approaches of motivating their teams and team members. My observation is that in those different ways, the CEOs were applying similar principles. In Figure 5.1, I give a few examples of how each of the CEOs motivated their team.

Figure 5.3: Examples of Actions that Motivated Staff to Perform

What the CEOs did to motivate staff	Benefits to staff from CEO's perspective
<p>Anna</p> <p>Created a shared vision and marketed the benefits of the desired changes for the team. Made it easier for staff to perform by attending to, and removing, obstacles.</p>	<ul style="list-style-type: none"> • Job security – there had been so many changes at all levels for over 3 years; staff were insecure. • Protection from the government officials
<p>Mugisha</p> <p>Starting a performance-based-pay, mostly financial rewards for achieving stretch targets. Built the image of the organisation.</p>	<ul style="list-style-type: none"> • Improved earnings • Working for a respectable organisation
<p>Andreas</p> <p>Through his informal interactions he established what his staff (individuals and teams) valued / needed and used that as incentives to drive performance. Examples: bicycles and having a day care.</p>	<ul style="list-style-type: none"> • Meeting personal needs, especially those that affected work-place performance too.
<p>Nabweteme</p> <p>Involved staff in developing a shared vision. In addition, she couldn't afford any financial incentives, but she gave staff hope, respect, recognition and a sense of belonging.</p>	<ul style="list-style-type: none"> • Feeling appreciated and respected. • Got what they had missed for a long time: hope, respect, recognition and a sense of belonging.

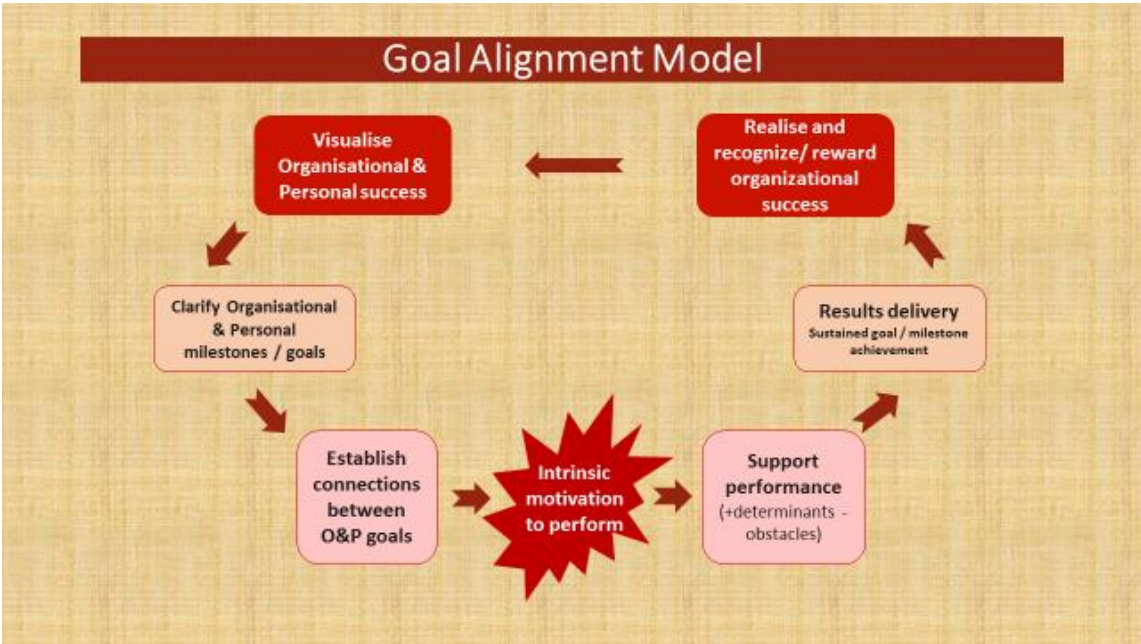
From the cases studied, the process that leads to motivation to perform involved:

1. Determining what success will be or establishing the desired position for both the individuals. In all cases the organisations had a vision and the leaders tried to make it meaningful to staff at personal level. Having personal aspirations or goals is implied by CEOs taking the time to learn what was important for their staff.
2. Setting and / or clarifying smaller goals / targets / needs. (E.g. setting meaningful incentives for staff – contributing towards personal success) and the organisation (targets to be achieved – contributing towards organisational success).
3. There was a relationship between the two sets of short-term goals / needs; meeting the organisation goals would lead to meeting personal goals. It's this alignment that seems to be critical in igniting the motivation to perform.
4. Supporting the performance process by either doing things that enhanced performance, or reducing things that blocked performance. These are the determinants and obstacles that have been discussed already. This part of the model is important in maintaining or building upon staff motivation.
5. Performance (which is supposed to be continuous – working towards results delivery one milestone at a time).
6. Realised success in form of achieved organisation targets and personal goals (one milestone at a time).

What I discovered after carefully analysing the 4 CEO case studies was that the critical turning point is the realisation of an alignment between organisational and personal goals.

This is very similar to Victor Vroom's Expectancy theory of motivation which states: 'People will only be motivated by the opportunities available to them if they know what they are, if they know what they need to do to benefit them, (and can do it), and if the opportunities are worth striving for!' (Armstrong and Murlis2004: 59). In addition, highlighting the goal alignment seems to cause changes in the way people act (Popper 1978). Popper suggests that motivation is born in the mind (1978: 147), implying that in order to generate motivation, there has to be a trigger to get the mind to be motivated to perform. Mapping Popper's theory to GAM, becoming aware of the alignment in personal and organisational goals was the catalyst in generating motivation to perform. Figure 5.2 shows a graphical illustration of the GAM and how its different components link together.

Figure 5.4: Goal Alignment Model



Generating alignment is a process. To describe this process, I use the examples of the CEO case studies and relate them to the cultural context of Uganda:

1. Step 1—articulate the definition of success at both the organisational and personal levels. This involves establishing what success looks like, which gives the performer a sense of purpose and direction. For example, Andreas set an aspirational goal for number of quality cuttings and level of efficiency. These were translated into implications (benefits) for the different stakeholders including himself. He communicated what success for the organisation would be, and by converting it into implications and benefits for different categories of staff he linked the organisational goal to individual staff / executives' personal goals. At a personal level, Andreas had to prove his worth in this difficult environment because it was a major milestone in his career. He was willing to go to great length to succeed at both personal and organisational goals. In the introduction, I quoted Kyamanywa (2011) writing that the performance challenges for Uganda are traced back to the mid-60s. This is when the cord with traditional leaders was savaged and people were forced to submit to authorities that they had no emotional connection with. Khoza (1994: 8) warns that there are circumstances that could cause the '*Ubuntu*' spirit within a person to be completely lost. And that when this happens, there is a danger that the sense of being and belonging is broken and therefore the individual might get to extremes in pursuing extremely individualistic goals to the detriment of the community. Now we are seeing that the corporate executives' idea of personal success is individualistic. The connection between personal and organisational goals that is proposed in GAM is also an attempt at influencing the individual executives to realise their connection to the

community intentions, which is the organisational goals in this sense. A way of rekindling the ‘*Ubuntu*’ spirit.

2. Step 2—clarify the journey, milestones or goals for both the organisation and the individual. In Andreas’ case study, most performers were labourers. Organisation medium-term goals were broken down into progressively increasing weekly targets. Each team of performers would suggest what to do differently the following week in order to meet the targets. Nabweteme, who was not an expert at the trade, narrated that she would ask the working teams: “What does it take to move from the current position to where we want to go”? Milestones, or short-term goals, break down the defined success into smaller portions, which collectively and eventually, leads performers to the defined success. The importance of goals was discussed in detail in Chapter 4. Goals motivate a performer to start moving towards a distant success. I noted in the Ugandan culture discussion in Chapter 1, that there is heavy dependence on the bosses. This second step mitigates the undesirable Boss Dependence Syndrome because once the milestones are agreed, people can carry on with their work with better clarity and confidence.
3. Step 3—articulate the connections between organisational and personal milestones. To generate intrinsic motivation to drive exceptional performance, it is necessary to make as many connections as are present between achieving the organisational goals and achieving personal goals. In other words, in the process of delivering organisational goals, the performer should know specifically which personal milestones they are accomplishing and how they are walking closer to a defined personal success. The CEO case studies illustrate such connections for example; success in their current roles was linked to their advancement as individuals (career growth - for Andreas; image - for Nabweteme and Mugisha). In all 4 case studies, the

stakes were high because the CEOs had to protect their reputations (save face), which is important in the Ugandan context.

From personal experience, I have realised that ordinarily, there are many connections between personal and organisational goals. However, people usually do not take the time to consciously identify the connections and so motivation opportunities are lost. Some executives go through this process of making connections so easily because they have their personal strategic intentions clear; they consciously or unconsciously make connections whenever opportunities are presented. Such executives tend to have an abundance of motivation. There are times, however, when it is necessary to prompt and/or support an executive to articulate the Pillars of success, goals and make the alignment happen. When GAM is used in executive coaching for performance, the coachee is challenged to clearly define the duo success (organisational and personal), identify the milestones leading to such success and make the links between both sets of milestones / goals.

4. Step 4 - Take note of the extent and magnitude of the goal alignment. At this point, a coach would need to make sure that the coachee reflects upon and quantifies (where possible) the implications and benefits of the alignment. It is this reflective process that yields the objective knowledge that ignites a thought process, which generates intrinsic motivation to perform.
5. Step 5 – Support performance by enhancing determinants and reducing the obstacles to performance. It is at this point that GAM interfaces with other performance enhancement interventions like the 8 Executive Performance Pillars (EPP) describe in section 5.4, or training, or further executive coaching. In my experience, when interventions are exercised with a coachee that is highly motivated, better results are

realised and they come faster. In the case for Uganda where low motivation to perform was noted, it is important to address it before attempting other performance interventions.

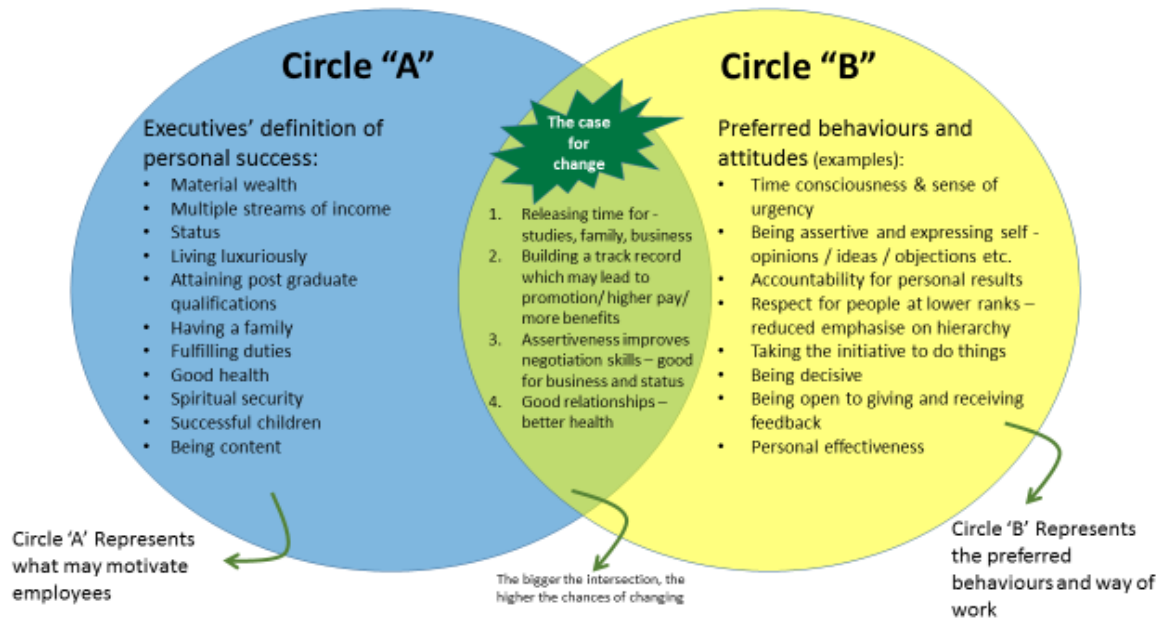
6. Step 6 – Performing. Working towards the set targets / milestones. This also includes monitoring and evaluation activities which were evident in all 4 CEO cases. Step 6 is another one that offers a structure that mitigates gaps in the cultural context. Monitoring and evaluation, or pursuing results against agreed targets, is not part of the Ugandan culture. The step puts a structure around the identified gap in order to strengthen results delivery. If this is communicated with ‘*Ubuntu*’ while practicing the lessons learned from CEOs, performance is likely to be enhanced.
7. Step 7 – Realise and recognise success. Recognising performance worked for all the 4 CEOs and it is also something that is inbuilt into the Ugandan culture. The CEOs cases indicate that rewards were typically personalised: Andreas’ were in form of physical things that met identified needs of his staff e.g. bicycles and a day care in the farm; Mugisha’s rewards were in form of performance-based pay – commissions and bonuses, public recognitions of excellent performers, and more responsibilities; Nabweteme originally had no funds, she mostly rewarded staff with non-monetary rewards like appreciation, respect, trust, building closer relationships with them, and allowing them more responsibilities. What is common with Andreas, Mugisha and Nabweteme’s strategies is that in all cases the rewards matched felt and identified needs. They were not generic reward programs. It is also important to note that in the Ugandan culture, a leader’s trust, care, respect and recognition are very important and powerful rewards.

From the above process, achieving goal alignment could be as simple as a few minutes of reflection on work and life. However, to achieve goal alignment may also require an elaborate executive coaching process over several coaching sessions. The process could be initiated and implemented by an individual executive, or a supervisor applying it to support his/her staff. Coaches may apply GAM during executive, team or even group coaching sessions. Whatever the process, or the parties involved, GAM will highlight the presence, or absence, of aligned personal and organisational goals. If there are no sufficient connections, the model will have served the purpose of unveiling the need for changing some variables. Having considered how to generate intrinsic motivation, I will briefly present an illustration of how GAM may be applied to a real-life situation.

Application of GAM

Figure 5.3 shows how adopting the organisation's desired working-culture may be aligned with the definition of personal success, which was part of this study. On the one hand is the list of the 11 indicators of personal success (Circle A) and on the other, a selection of desired behaviours and attitudes derived from the CEO case studies (Circle B). During an executive coaching session, the coaching-client may be asked to build a case for change; what would be the personal benefits of adopting the new work-culture? The intersection shows an example of what might be the connections between the two sides.

Figure 5.5: Justifying a new Working-culture using the Definition of Personal Success and GAM



The success indicators show what the executives' motivators are. That is, the kinds of things that would trigger the executives' interest in changing behaviour. The GAM approach aims at widening the intersection of the two circles. I have noted that the more the quantity and quality of connections, the more the intrinsic motivation created. The higher the motivation, the more intellectual, emotional and physical energy invested in the job, see also Ramlall (2004: 53) and that is how performance is enhanced.

Advantages of GAM:

1. The model gets users to formulate or visualize success in a broader sense. This is important because milestones that are linked to bigger or more long-term

aspirations give the satisfaction that the performer is meeting a higher value. The tendency to focus on short-term goals may yield results, which are not, ultimately, in the wider interest of the coaching-client.

2. GAM addresses a real challenge to coaches and leaders of executives in Uganda—low motivation to perform. It fills a critical gap in performance enhancement.

Limitations of GAM

GAM assumes that articulating what success looks like is necessary in the process of attaining such success. In situations where an individual has a challenge with visualising the future, the GAM process may be a source of frustration instead. In such cases coaches may use other approaches. The focus on a duo definition of success (personal and organisational) may not always be relevant. The model therefore may have limited application for forms of coaching that are not focused on performance enhancement. These limitations notwithstanding, GAM is a useful model in the Ugandan environment where motivation to perform has been identified as an obstacle and challenge to executive performance. Next, I discuss the executive coaching tool.

5.4 Executive Performance Tool (EPT)

The EPT is the major outcome of the study. EPT addresses the purpose for which the study was undertaken, that is; to develop a framework that may improve the effectiveness of executive coaching in Uganda. The EPT is drawn from: 1) the 4 CEOs' approaches to

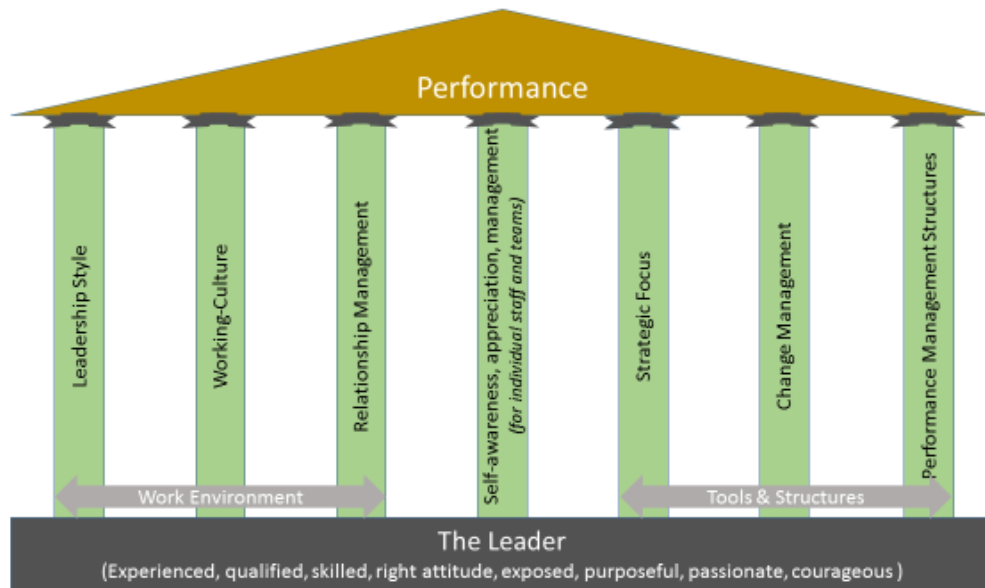
solving major performance-related challenges and what seems to have worked for them; and 2) what was identified as blockers and the performance challenges recorded from both coaching practitioners and clients. EPT is similar in application to a number of tools that I have come across during this project: Makwana's (2004) PESTEH model for evaluating leadership challenges from different perspectives; Lombardo & Eichinger's (2009) leadership competence framework of sixty-seven competences; and Binney, et al.'s (2009) leaders' guide for influencing teams to optimise results. Having identified the determinants and obstacles/challenges for executive performance, the EPT sets up a structure that may help coaches, managers, and coaching-clients to identify and handle performance challenges more effectively. It highlights common socio-cultural factors that run as an under-current in organisations and those that may affect the coach / coachee relationship. It is easy for people not to recognize such issues because often they appear so normal they are taken for granted.

According to this study, in order for Ugandan executives to perform, the leader must ensure that the 8 Executive Performance Pillars (EPP) are appropriately addressed. As explained in Chapter 4, the 8 Pillars combine the major determinants of performance and the obstacles / challenges for performance:

- | | |
|--|---|
| 1. The Leader (background, experiences etc.) | 5. Self-awareness, appreciation, and management |
| 2. Leadership style | 6. Strategic focus |
| 3. Working-culture | 7. Managing change |
| 4. Relationship management | 8. Performance management and systems |

I illustrate the way these pillars are used to support performance with the following diagram.

Figure 5.6: Illustration of the Executive Performance Pillars



In the illustration in Figure 5.6, the leader is the foundation that supports the rest of the performance structure. Some pillars are more linked to providing an environment that supports performance and others are more about tools and structures that are necessary to support performance.

I have used the EPP and the lessons learned from the study to develop a tool (what I call the Executive Performance Tool - EPT). The EPT presents proof-points in form of behaviours, competences or actions that collectively comprise a specific pillar. All the proof-points are derived from cases and materials studied and the in this research. The tool is not intended for linear application; pillars may be used in any order, and in any

combination that is relevant to a situation. In fact, there may be cases where some of the EPPs do not apply at all. I recommend this tool as an additional to the coach or leader’s toolbox. Figure 5.7 is the Executive Performance Tool. It includes a summary of the 8 executive performance pillars (which are a combination of the determinants and obstacles for performance themes). The key behaviours listed under each theme are all proof-points derived from this study and they include the positive cultural practices that support performance. In other words, proof-points are the ingredients that make up a pillar. In the tool (Figure 5.7), I state the Pillar, its description, and list the corresponding proof-points. The format of presentation of the EPT is inspired by Lombardo & Eichinger (2009) in their presentation of the 167 leadership competences.

Figure 5.7: Executive Performance Tool

Executive Performance Pillars and their Corresponding Proof Points	
1	<p><u>The Leader</u></p> <p>The nature and nurturing of the leader. The knowledge, abilities, attitudes, perceptions, traits, ethos, and talents that a leader has.</p> <ul style="list-style-type: none"> • Qualified – right education and training. • Experienced – right skills and competences at the right levels. • Self-aware – leverages own strengths and consciously addresses own weaknesses. Constantly working to improve self. • Exposed to different working cultures – has learned to manage cultural limitations and beliefs leveraging the positive aspects of culture and taming the undesirable elements. If young, or female, has over-come the cultural limitations of age and sex and knows how to divert people’s attention towards the goal. • Courageous and firm (e.g. will terminate non-performers and make tough decisions) • Passionate about both personal and organisational visions. Have a personal stake in the organisation’s success. • Has a clear sense of purpose and is principled. • Has an exceptional drive to win. <p>Endurance, determination and resilience.</p>

	Executive Performance Pillars and their Corresponding Proof Points
2	<p data-bbox="370 184 586 216"><u>Leadership style</u></p> <p data-bbox="370 247 1528 363">The style of, approach to, and perceptions about leadership. The combined effect of all the leaders’ styles within the organisation. The leadership style that enhances performance requires leaders to:</p> <ul data-bbox="370 394 1516 1171" style="list-style-type: none"> • Be exemplary – ‘walk the talk’; set the pace. • Focus more on proven record of performance, team-fit, and observed qualities of candidates when recruiting (less emphasis on paper qualifications). • Get right people to drive results in the right places. • Create a shared and common understanding of the vision and goals. • Demonstrate trust in staffs’ ability to achieve the vision and build staff’s self-confidence. • Encourages staff to be creative, to make decisions at their levels, and take on more responsibilities. Make each team member his/her own supervisor and decision maker. • Identify gaps in staff competences and support them in addressing such gaps. • Be decisive. • Be approachable and reach out to staff. • Recognise and reward good performance. • Be generous with, and professional in, giving feedback (both appreciative and corrective). • Share own ideas after receiving staff ideas and suggestions. Be aware that culturally the boss’ position is considered a command. Work towards changing that perception. • Aim to reduce the power gap between staff and management
3	<p data-bbox="370 1226 708 1257"><u>Relationship management</u></p> <p data-bbox="370 1289 1528 1362">Identifying the critical partners in the delivery of results; being deliberate in building and nurturing relationships with each category and individual.</p> <ul data-bbox="370 1394 1528 1858" style="list-style-type: none"> • Strategically investing in building good working relationships. • Listening to the key stakeholders with an intention of understanding them and their situation/s. • Identify what is important to the different key stakeholders, and communicate how the relationship will be mutually beneficial. • Take initiative to reach out and connect with people at a personal level. Culturally people will deliver results to please a leader with whom they have an emotional bond. Care about, and mind, other people’s concerns and emotions. • Balance the commitment to results with the commitment to people. • Recognise people’s efforts as they work towards the goal. • Take time to create opportunities to develop shared experiences and stories.

Executive Performance Pillars and their Corresponding Proof Points	
	<ul style="list-style-type: none"> • Be patient in cultivating trust and consistent in encouraging staff to express their own ideas.
4	<p><u>Working-culture</u></p> <p>The way of working that is commonly accepted within the work place. How the results are delivered, including the behaviours that are expected of all internal stakeholders.</p> <ul style="list-style-type: none"> • Positive attitude towards work. • Building and exuding trust. • Believing in others to perform. • Push self and others to achieve stretch goals. • A spirit of continuous improvement. • Fairness / objectivity / consistency in decision making. • Leaders go to staff workstations rather than call them to their offices. • Respect for people at all levels, especially people at lower levels within the organisation. • Open and free communication (top / down / lateral). • Working with a sense of urgency. • Each member carrying his or her fair share of the work-load and decision making • Rather than give staff solutions, facilitate the process for them to generate their own solutions and make decisions. • Minimise barriers like; bureaucracy and formalities.
5	<p><u>Self-awareness, appreciation, and management (for both managers and staff)</u></p> <p>The ability to know one's self in the different concepts of self (physically, socially, mentally, economically, and spiritually) and using that knowledge to optimise the value created for self and others. Encourage staff and managers to:</p> <ul style="list-style-type: none"> • Be aware, acknowledge and share own abilities, strengths and weaknesses. • Learn from own and others' experiences. • Listen [get feedback] from people at different levels. • Be self-disciplined. • Cultivate self-belief, confidence, and esteem. • Be accountable for own results / decisions. • Be aware of the cultural aspects that affect performance and to overcome cultural limitations and leverage the positive aspects of culture.
6	<p><u>Strategic focus</u></p> <p>Acting with a defined future in mind. Aligning current actions towards meeting a desired long-term intention.</p> <ul style="list-style-type: none"> • Well-articulated and inspiring vision.

	Executive Performance Pillars and their Corresponding Proof Points
	<ul style="list-style-type: none"> • Collect information and opinions from internal and external stakeholders to inform strategy formulation. • Focusing on critical areas. Articulate and regularly communicate the areas of focus. • Establish milestones / targets towards achieving the goal/s. • Put the areas of focus at the forefront and keep them in the hearts and minds of the key stakeholders. • Identify, analyse, and address challenges that block the achievement of goals.
7	<p><u>Managing change</u></p> <p>Understand the ‘what’, ‘why’, and ‘how’ of changes that are linked to the achievement of goals (whether personal or work-related change). Motivate self, and others, to drive the change. Appreciate that change is not supported by the cultural socialisation of most staff and be sensitive in the way change is communicated and enforced.</p> <ul style="list-style-type: none"> • Involving key stakeholders in decision making • Clarify ‘what’s-in-it-for each category / individual’. Give staff hope of a better future – Building a case for change. • Be consistent – identify and stand up against the dissembling vices. • Attend to staff’s emotional concerns about change. • Keep talking about / repeating / re-enforcing the message of the desired change. • Support staff to make desired adjustments / through the change process. • Reward behaviours / values / attitudes that support change processes.
8	<p><u>Performance management and systems</u></p> <p>Establish policies, procedures and systems that support performance; from recruitment to termination, and for all levels within the organisational structure, including the board. Appreciate that focussing on results is not supported by the cultural socialisation of most staff. Justify the focus on results with the individuals’ material and emotional needs in mind.</p> <ul style="list-style-type: none"> • Establish a suitable performance management system (clear performance indicators and targets; involvement and evaluation of both parties – staff and supervisors). • Track, monitor and evaluate performance at regular intervals (weekly, monthly, quarterly, annually). • Have appropriate consequences for both good and bad performance and follow them through after each appraisal. • Involve staff in developing a fit-for-purpose and transparent reward and consequences system. • Be creative in selecting rewards that are linked to performers’ needs / motivators. Have a variety of rewards – suiting different categories of staff and personalise them

Executive Performance Pillars and their Corresponding Proof Points	
	<p>where possible. Do not neglect the non-financial rewards e.g. trust, inclusion, respect, appreciation etc.</p> <ul style="list-style-type: none"> • Visible commitment and support to teams as they perform. • Communicate (verbally and otherwise) and show trust in team's ability to perform. • Systematic and transparent way of addressing performance challenges and giving and receiving feedback.

It is important to note that the Pillars of the Executive Performance Tool (EPT) are interconnected and that together they provide a firm base for organisational performance to thrive and, for the performance challenges to be minimised. The interconnectedness of the Pillars is explained in this illustration:

Picking a few critical issues on which to focus makes it easier to be firm, courageous and fast in decision-making, and this is good for performance. Focusing on a few clear deliverables also makes it easier to identify performance indicators that would in turn support proper monitoring and evaluation. When performance is monitored, it becomes easier to recognise and reward performance, which is part of motivation. Further still, the focus makes it easier for staff to know what is expected of them, which reduces the need to depend on the bosses. When a leader has an exceptional drive to win, he or she is motivated to reach out to the team members because he/she depends on the team to deliver the much-needed results. Reaching-out to staff provides the bridge that a leader needs to communicate the desired mode of operation in a non-threatening environment, which supports a shared vision and energises a team to perform. With team cohesion and an

approachable leader, staff gain the confidence needed to overcome the boss dependency syndrome.

Further to that, almost all aspects of EPT hinge on the competence and character of the leader. This reinforces the point already made that non-performance of corporate executives is more a function of leadership style than the performer's competence (Executive Coaching Forum 2008: 96).

EPT is by no means exhaustive or universal in its application. It indicates proof-points that were extracted from only 4 CEO success stories and 15 coaching-clients. However, the framework covers most of the characteristics that different researchers include in the definition of performance. As an example, Blakey and Day define performance as "Understanding x Capability x Motivation" (2012:188). The Pillars of the EPT reinforce each other to address the three components of performance as defined by Blakey and Day (2012: 1) Understanding of self, others, the business, and its environment has been reflected; 2) the performers' and leaders' capability to perform is well addressed; and 3) motivation to perform for both the leaders and their teams and team members is also covered. EPT also addresses the cultural-specific performance issues like 'boss-dependence syndrome'. I remain mindful of the fact that all organisations are different and so, these are not prescriptions but rather suggestions to prompt a different kind of thinking that may lead to enhancement of performance.

Applications of EPT

The tool may be used to serve various purposes including:

1. Carrying out self and / or manager assessments as a starting point in; identifying development needs and coaching objectives.
2. Assessment for determining pre and post-positions to evaluate the effectiveness of development interventions- therefore being used as a tool for evaluating interventions.
3. Being used to set and agree performance expectations
4. Recruitment process to specify desired behaviours and competences. Critical competences from the tool may be indicated in the role profile.

A Worked Example of an Application of EPT

Below I give an example of how the tool may be used in selecting the most critical areas of strengths and improvement. Figure 5.5 shows the scoring for relevance on a scale of 1 to 5.

Figure 5.8: Description of Scoring Scales

Scale	1	2	3	4	5
Relevance to the situation / role	Totally irrelevant	Mostly irrelevant	Slightly irrelevant / relevant	Mostly relevant	Extremely relevant
Assessment of gap. Extent to which its missing	Always present	Mostly present	Slightly present / missing	Mostly missing	Totally missing

Figure 5.9 is an illustration of how the scale in Figure 5.8 is used to assess level of relevance and competence gaps for an imaginary executive using the 8 pillars of executive

performance. The scores in column C help in prioritising pillars to focus on during an executive coaching program.

Figure 5.9: EPT as a Tool to Guide Priority Setting for Performance Enhancement
Action

	Executive Performance Pillar	Relevance (A)	Assessment Gap(B)	Score (C=AxB)	Level of Priority(D)
1	Executive's background	1	2	2	8 th
2	Leadership	5	4	20	1 st
3	Working-culture	2	2	4	6 th
4	Strategic focus	4	4	16	3 rd
5	Relationship management	3	2	6	4 th
6	Managing change	5	4	20	1 st
7	Performance management and systems	1	5	5	5 th
8	Self-awareness, appreciation, and management	1	3	3	7 th

Notes:

1. Scores used are ad hoc numbers for demonstration only
2. (A) shows how relevant the Pillar is to a goal / role / situation. Depending on what is involved in the coaching program.
3. (B) shows the size or extent of the gap. More priority is given to a bigger gap.
4. (C) shows the scoring which will serve as the basis for prioritising
5. (D) shows priorities are given from 1 to 8 in descending order of importance

Interpretation of the Scores:

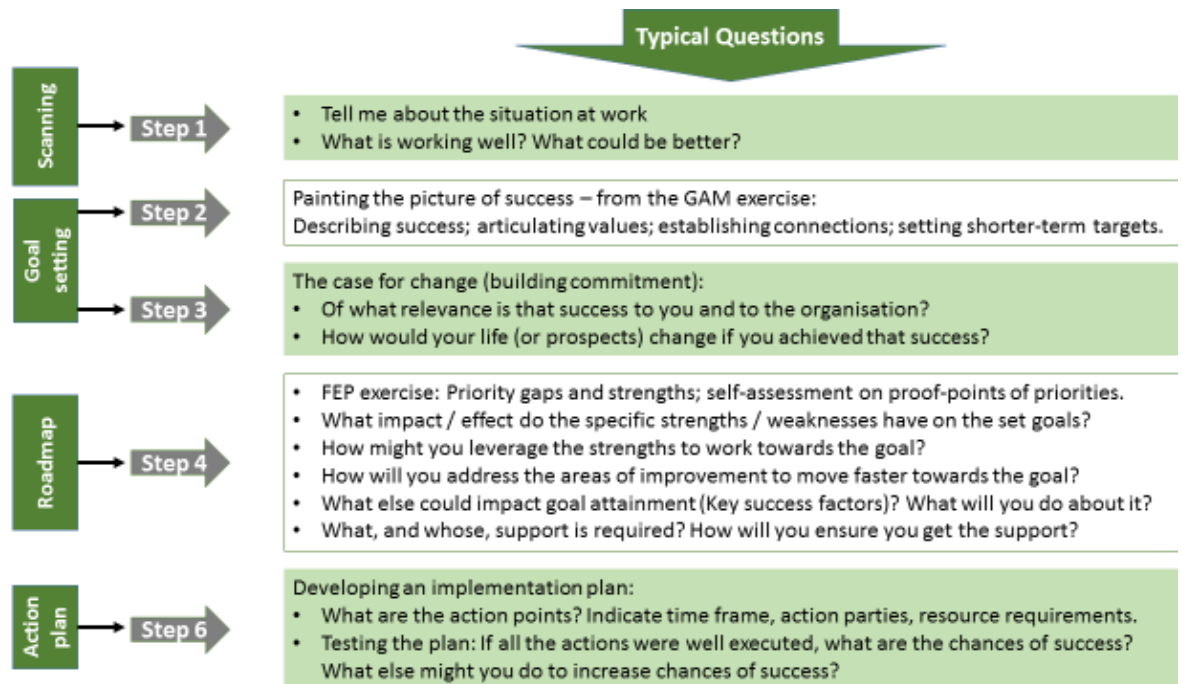
The tool is designed to make use of coachees' strengths and weaknesses. Scores at both ends (highest and lowest) are therefore important in a coachee's journey towards enhanced performance as they leverage strengths and manage challenges. Figure 5.7 shows a suggested guide to interpretation of the scores.

Figure 5.10: Suggested Guide to Interpretation of the Scores

Score	Interpretation
Gap score of 1 & 2; and Relevance score of 4 & 5	A critical strength to be used as a lever in driving performance
Between 8 and 10	An important strength may be used as a lever in driving performance
Between 11 and 15	Needs watching, it could go either way depending on circumstances
Between 16 and 20	Important gap, should be considered for inclusion in program
Above 20	Critical gap, should be closely managed

In the example above, leadership and managing change may be taken as the areas of improvement for the coaching-client. The relationship management and self-management are highlighted as critical strength and will therefore be used as levers to enhance performance. Executive's background is a strength though not an important one since its relevance is minimal. The GAM and EPT may be used together in one coaching program. Figure 5.8 is an illustration, in sketch form, of how the FEP (which is a combination of both the GAM and EPT) may be used in an executive coaching session where the coaching-client is being coached for performance.

Figure 5.11: The Application of GAM and EPT in an Executive Coaching Program



Benefits of EPT that are Related to Executive Coaching for Performance:

1. When used to identify specific development needs, it reduces the time taken to search for areas that are critical to performance.
2. As an assessment tool, it addresses both strengths and areas for improvement. It encourages coach / coaching-client teams to utilise the strengths and manage the areas for improvement in working towards the desired goal.
3. The tool is flexible: may be used for various functions as already indicated; may be adjusted by removing, adding or adjusting Executive Performance Pillars and or the proof-points.
4. The proof points help to clarify what the corresponding Pillars are.

Finally, both GAM and EPT are used to enhance the quality of the content that is generated during a coaching session. GAM feeds into the goal setting process to broaden the scope of goal setting and to anchor the immediate goals into longer-term intentions of both the individual and the organisation. It also ensures that a coaching-client articulates the significance of the goals on either side; that generates the motivation to perform. EPT is used to direct the coaching-client towards Pillars that are linked to performance. In a way, the tool limits the coaching-client's freedom to explore the entire environment because the assessment focusses on selected Pillars. The tool is therefore more aligned to a directive approach to executive coaching. Hopefully there will be further study on the proposed tools to learn more about their application.

CHAPTER SIX: CONCLUSION

6.1 Summary of the Study

This ethnographic case study of corporate executives in Uganda is about executive performance and how executive coaching can be adapted as an intervention to enhance results delivery. Specifically, I have discussed executive performance in Uganda, its determinants and obstacles, and proposed a framework that may be used in executive coaching to support performance enhancement in the Ugandan context. The Thesis has five chapters.

In Chapter 1, I lay a foundational background by spelling out what inspired the research, its objectives, and expectations for the reader. In Chapter 2, I review the related literature, which is guided by two main themes: executive performance and executive coaching. For each of the themes, I have reviewed the following aspects: the state, nature and trend of research, main arguments, and conclusions the reviewed scholars made. For a better flow, I have examined the literature related to research methodologies in Chapter 3, which is about the research methods I used to gather data for this thesis. I also identify gaps in the reviewed research and show the contribution of the present research. Generally, there is inadequate research on executive performance and coaching in Uganda and therefore, the bulk of this review was informed by related literature outside of the Ugandan context, but related to executive performance and coaching.

I discuss the research methods and process of data collection in Chapter 3. Qualitative research and case studies have informed this study, with a sample that included 69 middle and top corporate executives from 22 organisations, and 10 coaching practitioners. In addition, I have used my personal work experiences as examples to illustrate points in the discussion chapters. I presented and described the different categories of participants, sampling techniques, data gathering tools, and analysis techniques. The chapter also includes sections on possible benefits, validity, ethical considerations and limitations of the study.

I have presented and analysed the results of this study in Chapter 4. The results are presented first; by category of participants (4 CEOs, 15 coaching-clients, 50 corporate executives, and 10 coaching-practitioners), and then the themes are aggregated by research question. The main outputs from Chapter 4 are the findings for: 1) the key determinants of executive performance in Uganda; 2) the obstacles and challenges for executive performance; and 3) the context of executive coaching in Uganda. Under executive coaching I cover profiles of the key players (coaches and coachees), and some aspects of how executive coaching is practiced in Uganda. Chapter 4 also outlines several benefits and applications of this research including: giving CA a deeper understanding of its core clients' needs and opening opportunities for the company to improve and differentiate its services. I hope that the Coaching Community in Uganda (CCU) and other coaching-practitioners will utilise the proposed Framework. I also expect that human resource managers will use the definition of personal success in developing, or revising, employee value propositions. Generally, this study will be beneficial to top and middle management corporate executives who may be seeking interventions to improve their

performances or that of their teams by using the ideas shared in this thesis. Other beneficiaries identified include: researchers and policy makers within private and public institutions in Uganda. As I later recommend, this thesis opens up gaps for further research and so it is useful for researchers in related fields.

The overall objective of this study, to develop a framework to improve the effectiveness of executive coaching in Uganda, is addressed in Chapter 5. I have designed a framework, which includes a model, Goal Alignment Model (GAM) and a tool, Executive Performance Tool (EPT). Both have a strong link to the Ugandan cultural context. The EPT is a set of pillars (techniques, character-traits and competences) that the 4 CEOs employed in order to enhance performance for themselves and those they lead. In addition, I observed that it is possible to support people to generate motivation to do a job. Some of the executives that are reported to have delivered good results changed from being demotivated to being motivated because of the inspiration they got from their leaders. I extracted and packaged the principles that the CEOs used to motivate their teams into what I call the Goal Alignment Model (GAM). The framework is intended for executive coaches although leaders may also find it useful in motivating their team members. The proposed framework presents an opportunity for executive coaches to enhance their coaching services and for future scholars to prove or disprove its effectiveness.

In addition to the Framework for executive coaching for performance, I have made references to, and appended, a range of tools that are used for executive coaching in Uganda. These include:

1. Session '0' Guide (see again Appendix 6) is a tool used to lead the coach through the first meeting with the coaching-client. The main function of this tool is to help the coach and coaching-client to build trust, create a shared understanding of what the coaching program will involve, manage expectations, and generally lay a firm foundation for a successful coaching program.
2. The Coaching Plan Template (see again Appendix 10) is another tool used for documenting the goal, milestones, performance indicators, and the action points. This tool is also used to assess the value received from a coaching program.
3. Sample Minute Notes (see again Appendices 6, 7 and 8), which are intended to track progress of key aspects of the coaching process, action points, and outcomes.
4. The last tool is the Session 'n' Template (see again Appendix 9). It leads the coach / coachee team through the last session of a coaching program. Its main function is to lead to a clean closure, and help the client to evaluate the value for money spent on the program as well as articulating next steps.

Although the Framework presented is yet to be tested scientifically, it serves the purpose for which this research was undertaken, and opens areas for further research.

6.2 Conclusions of the Study

Executive performance in Uganda will remain an area of interest to me and many others. Having delved into this subject area to answer 2 questions, I end up raising many more. Moreover, it is a relief to have found some answers, or at least pointers, to the two questions I set out to explore. This being a qualitative case study of selected corporate

executives in Uganda, the conclusions I have drawn are relevant to the specific participants and contexts studied. However, these conclusions increase the understanding of executive performance in Uganda. In this section, I present my conclusions related to the 2 research questions and the purpose of the study.

Question 1: What are the key determinants of executive performance in Uganda?

From the study, I conclude that there are two categories of determinants of performance among corporate executives: those linked to the leader as a person, and others related to the work environment of the executives. The leader related determinants (background, education, experience, sense of purpose, ethos, etc.) are basic prerequisites for performance, but they need to be triggered, or supported, by the environmental determinants (leadership style, work culture, strategic focus, and relationship management) in order to positively impact performance. Further, the environmental determinants are influenced by the socio-cultural conditioning of the executives. This research has therefore magnified the importance of the social and working cultures of corporate executives in Uganda.

I further conclude that the most critical factor in executive performance is the leader's ability to make the right decisions and inspire him or herself and his or her team to perform. While this conclusion is not significantly different from what other researchers of similar studies have concluded, there are new insights regarding what it takes a leader

to inspire him/herself and others, and how that might happen. For example: exposure to different working cultures was not among the determinants identified by studies I reviewed; the effect of the cultural socialisation on working culture was also not emphasised as a critical issue in the Ugandan studies reviewed; and, from the literature reviewed, executive performance for top and middle managers had not been studied specifically and extensively as in this project.

Question 2: What are the obstacles / challenges to executive performance?

Executives in Uganda have performance challenges that are similar to those experienced by executives elsewhere in the world. However, there are also socio-cultural factors, specific to Uganda, which may explain the slight differences in the performance challenges. The major performance challenges for executives studied include: leadership ethos; low motivation to perform; poor attitude towards performance; over dependence on bosses; tendency to be too formal and bureaucratic; low self-esteem of staff at lower levels; lack of a sense of urgency; inadequate skills and competences; and either having inadequate organisational systems, or not implementing the systems that support performance management. Unlike the findings in the Ugandan literature reviewed, knowledge and skills of the job were not among the obstacles emphasised in this study. From what I have learnt, and with the understanding I have now about obstacles to executive performance in Uganda, I summarise my conclusions as follows:

1. The supervisors and those they supervise perceive the concept of performance differently. A good starting point in addressing performance issues could be for the

involved parties to harmonise their understanding of performance; what it is and what it is not.

2. The executives' performance challenge is deeply rooted in the socio-cultural beliefs of Ugandans. As such, executive performance is an issue that needs to be addressed at individual, organisational and national levels. Attitudes and perceptions are formed right from early childhood stages. Therefore, it is inadequate for productivity and performance issues to be addressed at only organisational levels. Interventions need to address performance challenges from the formative stage of the would-be performer—from childhood. Otherwise, private and public institutions will continue to register poor workplace performance despite the conventional performance interventions. To effectively address the performance challenges, there is need for a collaborative effort involving children, parents, teachers, national and corporate policy-makers, and researchers. While this study did not look at the causes and effects of performance challenges, it unveils areas that could be addressed in future studies.
3. Getting Ugandans to perform is not so much about the performers as it is about their leaders (the executives studied fall in both categories). It is necessary to modify current leadership development programs to change focus from technical knowledge and skills development, to leadership competences such as the 8 pillars, identified in the executive performance tool. Most importantly, attending to the right pillars of performance may help inspire and motivate staff to perform. From the case studies, it can be concluded that once the motivation is appropriately addressed, staff take personal initiatives to manage various performance challenges and even acquire the knowledge and skills they need to perform. Moreover, participants who were motivated and inspired also overcame disabling socio-cultural beliefs, like being intimidated by bosses.

4. The research has established that technical knowledge and skills are not the most prominent performance challenges among executives in Uganda. Therefore, the performance interventions that focus on skills training do not align with the major performance challenges of Ugandan corporate executives as exposed in this study. As such, efforts towards ‘capacity building’ as it is commonly called, may be a waste of valuable resources as they do not target the real performance challenges. It is therefore probable that institutions do not get the intended performance results because they are using inappropriate, or inadequate, performance enhancement interventions.
5. This study is a tool for researchers, practitioners and leaders to use in addressing non-performance of corporate executives. The researchers, coaching-practioners and other stakeholders in the drive for performance should work collaboratively to initiate and advocate for change, and to raise the sense of urgency among the critical stakeholders in Uganda. Ugandans need to redefine themselves and be known as performers.

A key issue to note from these conclusions is that Ugandan executives can actually perform well when given the right conditions. In this study, I have discussed what these conditions are from the case studies of the 4 CEOs that managed to change the performance trends of large organisations. It is also important to stress that the cultural practices reviewed in this study have both a positive and negative influence on performance, and I emphasised that the remedies for performance need to capitalise on the positive aspects of culture while mitigating the undesirable habits. Executive coaches and leaders of corporate executives who support performance of executives can use the proposed framework for better results.

6.3 Recommendations

There are 3 sets of recommendations: 1) for researchers; 2) for coaching-practioners; and 3) for other performance stakeholders (people interested in performance and productivity of executives).

To researchers

Due to the defined scope for this study, I could not cover all the possible research about executive coaching for performance in Uganda and certainly, there are gaps in the present study. As such, there are areas that need further studies such as the following:

- Testing the effectiveness and effects of the proposed Framework—the Executive Performance Tool (EPT) and the Goal Alignment Model (GAM).
- Socio-cultural reconditioning towards performance enhancement in Uganda:
What does it take?
- The role of the ‘*Ubuntu*’ philosophy on performance.
- The effects of corporate executives’ socio-cultural beliefs on workplace performance.
- Evaluating the effectiveness of directive and supportive coaching styles for Ugandan corporate executives.
- Coaching in Uganda is a wide area that is untapped. There is a need to study the relationships between coachees, coaches and other key stakeholders, the

effectiveness of coaching processes, tools and models, and the return on investment on coaching services in Uganda.

- Similar performance enhancement studies may be done using different research designs and approaches to give comparative findings and expose perspectives that have not been covered by this research.

To coaching practitioners

- I encourage other practitioners to venture into the world of research or collaborate with researchers to enrich the knowledge being created with more practical perspectives, and to influence research outputs towards more relevant studies. Research has a place in coaching practice, and the reverse is true. In addition to contributing through research, it is important that practitioners in Uganda share their processes, tools, models to provide data for future studies.
- I encourage practitioners to use the Framework proposed in this study and, very important, to track results and experiences for contributing towards future research on effectiveness of the tools and models of this Framework.
- I recommend deeper reflection on matters of culture in executive coaching.

To other stakeholders of executive performance

- Executives at top and middle management are major beneficiaries of the findings of this research. I recommend this study to all leaders in corporate organisations. They may be inspired to get performance enhancement ideas for individual executives and teams. They also need to appreciate the magnitude of the power that

is vested in their roles. With so much power comes a responsibility of being the leader that is defined in this study.

- Human resource managers (HRMs) should consider re-evaluating the interventions they propose for different performance gaps to align the interventions with the performance challenges and obstacles. I also encourage HRMs to consider using the GAM when developing or reviewing employee value propositions. The tool leads users to innovative and effective ideas for employee value propositions.
- Since policy Makers have to be concerned about performance enhancement at the work place at a macro level, I recommend the following:
 - First, there should be a review of the long and medium term strategies to address the productivity challenges of the Ugandan labour-force. More especially, the environmental determinants of performance. Now we know that continuing to invest in knowledge and skills development alone will not yield the expected results unless the institutions also apply appropriate strategies to address: 1) the socio-cultural beliefs that undermine organisational performance.
 - Secondly, use this research to get an insight about: 1) suppressed self-awareness and appreciation, and the inappropriate leadership styles prevalent among its peoples; and 2) underlying causes that fuel poor attitudes towards work.
 - Thirdly, there is a great need for research in the area of productivity of Ugandans and work related performance (specific areas have been suggested above). Policy makers need to make the case for funding for

knowledge creation in performance because it will increase the effectiveness of other factors of production.

6.4 Personal Reflections and Lessons Learnt

This project was all about getting Ugandans to perform. Through the long process I established that what gets Ugandans to perform is: A leader with a suitable background and characteristics; taking actions that reinforce the desirable aspects of the Ugandan culture of '*Ubuntu*' (like good interpersonal relationships and sense of community); and establishing structures that mitigate the undesirable tendencies (like laxity in pursuing results and the boss dependency syndrome). It would be interesting if another methodology is used to check the propositions I have made.

If I were to start over writing this project, there are two things I would do differently: First, I would reduce the scope of this project from covering both top and middle managers to covering one level—top managers; and instead of working on executive performance for corporate executives and the development of executive coaching Framework, I would do one first and then the other in a separate project. Having a wider scope has compromised depth to some extent. I realised along the way that there was so much more to do under each of the areas. Fortunately, there will be numerous opportunities for other researchers and myself to tread the same journey. Secondly, I would start the project ten years earlier. That way, I would improve my coaching practice much sooner and reap the

benefits over a longer time. I believe now more than ever, that practice and research should go hand-in-hand.

Coming from a practical business world, I had to adjust my thinking process in order to critically and objectively turn the participants', and other researchers' experiences into a coherent academic dialogue. It was a big challenge learning to establish and use evidence from data rather than own experience and creativity. As such, I have had to work and rework the ideas of this thesis. As a matter of fact, there is data that is included in this research that I never even thought of during the proposal writing. There is also data that I have excluded yet it was included in the proposal. My ideas have become more refined as I interacted more with the research, writing and rewriting, editing and re-editing, and dialogue with research participants and other scholars.

A friend of mine, who successfully went through a doctoral program many years ago warned me as I set out on this journey. Among other things he said, "It will not leave you the same". I therefore expected change but as I look back, I realise how so ignorant I was about the magnitude and impact of that change. Just as well, the learning curve was too steep that if I had looked up, I would have had no chance of making it to this point. This research project has taken me through every conceivable emotion, it has affected me physically, intellectually, socially, emotionally, even spiritually. Indeed my life will never be the same again. At a personal level, I had to change my lifestyle and retreat from social life in order to create the time, the right frame of mind, and to be able to finance this

project. The lonely journey of a doctoral study has taught me to revere relationships and appreciate the little pleasures in life.

As a professional, I formerly qualified as an accountant, practiced as a marketer, trained as an insurer, and subsequently an executive coach. This project has led me to yet a new world - academia. Academics has in turn exposed me to a whole new range of skills and competences including: critical analysis, reflexivity, academic writing, and speed reading. Most of all, I have got the tools and skills required to undertake similar research projects and create useful knowledge to the benefit of multiple stakeholders. I have also started an Institute of Work Culture and Ethics (IWCE) which will address the mind-set issues identified in the research. The idea attracted co-investors and was launched in December 26, 2016.

Coach Africa sponsored about 30% of this project because of the anticipated benefits to the organisation as earlier stated. The company has already recouped a large part of its investment through the new tools and models I have shared. During the extensive literature review, I found several useful materials and information that I have utilised in various ways to improve services and business operations. There will most probably be other benefits that will accrue due to having a more skilled member of the team and having new products and knowledge.

In a similar way, the coaching industry in Uganda has already benefited from the knowledge and tools I have shared with the members of the Coaching Community. Part of the plan for developing the industry is to establish an accredited coach training program in Uganda. Once I get the award, the next step will be pursuing the accreditation of our program. The industry is therefore closer to having an affordable, accessible and a credible coach training program.

The conclusion of this project is the foundation for new episodes in my life, but it also brings growth potential to Coach Africa and the coaching industry in Uganda. I therefore hope that for the contribution I have made to the coaching profession, and for the new hope I have brought to all who are interested in executive performance in Uganda, I will be found to have earned the University of Middlesex award of doctor of professional studies.

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APPENDICES

Appendix 1: Informed Consent Forms

The form below is a sample of the informed consent forms. I customised the form to suit different participant categories: the 50 corporate executives; HR managers from the 17 organisations; 10 coaches and the 4 CEOs. For the coaching-clients, I received permission from the Chairman of the Board of Directors since I was the CEO of the company whose records I used at the time.

INFORMED CONSENT STATEMENT

Research for a Doctoral project by Norah N. Bwaya

The Definition of Personal Success to Corporate Executives in Uganda

The purpose of this research is to establish common success indicators that represent the definition of personal success to corporate executives in Uganda. The research findings and key insights will primarily be used by Executive Coaches as a tool to improve the effectiveness of coaching sessions. The information may also be used by the researcher as reference material in the development of coaching tools, employee value propositions, and staff development interventions.

During the study, participants will be interviewed about their personal opinions, perceptions and beliefs regarding personal success. The given definition of success will be related to the respondent's working environment and personal values. All interviews will be face-to-face, held in a relaxed informal setting during working hours and will take approximately 60 to 90 minutes.

No risks to participants are anticipated other than those encountered in daily life. The main issue is the amount of time committed to the process and the possibility of distress related to having to share personal opinions and feelings with a stranger. Along with sharing information comes the confidentiality issue. The process has been designed to minimize chances of compromising participants' confidentiality.

Confidentiality will be protected. Interview record sheets will have codes rather than interviewee's names and, all data will be kept in the coded form. Findings will be reported in an aggregated form and in random order. In addition, no organisations or individuals will be referred to in the description of the findings.

As a direct benefit for participants in this study, the process will lead them to a clearer definition of what success means at a personal level. In addition, all participants will get an opportunity to participate in the ranking of the common success factors at level 2 of

the study and they will receive the final results of the collective definition of personal success to corporate executives in Uganda.

Participant involvement in this study is voluntary. The participant may refuse to participate before the study begins, discontinue at any time during the process, or skip any questions that may make him/her feel uncomfortable, with no penalty to him/her, and no effect on their position or status within the organization.

The participant may ask any questions concerning the study and / or the interviewer, both before agreeing to be involved and during the course of the study. Contacts of the lead interviewer are given below and she may be contacted for all inquiries and clarifications. Any complaints related to this process may be reported anonymously or otherwise to the General Manager Coach Africa Ltd., Plot 6, Clement Hill Road; P. O. Box 12747, Kampala or to victoria@coachafrika.com or her direct telephone number +256 782 395 965.

During the interview two records will be generated; an audio recording of the interview and notes written by the interviewer. These records are to be kept under key and lock and will be accessible to the lead research and one data entry clerk. The clerk will have no access to the identity of the participants.

The study will be considered complete once the final project report has been passed by the University of Middlesex. On completion, the audio recordings will be erased and the interview sheets will be shredded. The analyzed, coded information will be archived safely for possible reference in future research projects.

Audio recording of the interview is optional. Please sign below if you are willing to have this interview recorded on audio tape. You may still participate in this study if you are not willing to have the interview recorded. The only implication is that the interview may take slightly longer to allow for accurate recording of the written notes.

Participants will get a signed copy of the consent form after it is signed by both the participant and the interviewer.

Interviewer details:
Norah Njuba Bwaya
Coach Africa Limited
Plot 6 Clement Hill Road, Nakasero, Kampala
norah@coachafrika.com
+256 752 262 335 or +256 774 262 335

Interviewer's commitment to the statements and obligations given above: (and initial all other pages)

I hereby commit that I will adhere to all undertakings as stated in this informed consent statement.

Signed: _____

Name: _____

Date: _____

Participant's consent for participating in the study: (Initial all pages)

I have read and understood the above statement and I am willing to participate in the study:

Signed: _____

Name: _____

Date: _____

I am willing to have my interview session recorded on audio tape:

Signed: _____

Name: _____

Date: _____

Adopted from; Required components of informed consent; 2007

Cornell University

Office of Research Integrity and Assurance

Institutional Review Board for Human Participants

<http://www.irb.cornell.edu/forms/consent.htm>

Appendix 2: Coaching Interview Guide for the 50 Corporate Executives

Bio Data:

Respondent Code:	Sex:	Position:	
Organization:	Marital status:	Entered:	Verified:

This form is to be completed by the interviewer as they guide the respondent through the process.

1. The meaning of personal success to a corporate executive.
 - 1.1. As we get started, I request that you take a minute to just think about what personal success means to you. *(Pause for up to 1 minute)*
 - 1.2. What images come to mind when you think – ‘personal success’? *Participant may give as many as they wish while the interviewer records all images being mentioned on yellow sticky notes – one image per note.*
 - 1.3. The interviewer may seek clarification of some of the images that may not be straight forward. *Any new words or images may be added to the list. The cards will then be handed to the participant and s/he will be requested to pile-sort the cards as they see fit – putting like or similar items together.*
 - 1.4. Once the sorting is done, the participant is requested to give each cluster a name that best represents all the items in the pile. *The interviewer may provide support by way of seeking clarification or challenging where necessary.*
 - 1.5. The final list of words or phrases or themes will be recorded. *The interviewer will present the whole list and ask the participant to consider it once more and confirm whether the set of words given are the best representation of their definition of personal success. Where necessary the participant will be given time to make adjustments until they come up with a set of words they are happy with.*

The first outcome will be the confirmed set of words that represent what personal success is to the executive.
--

1.1. Now that you have articulated what personal success means to you, how could you make good use of that knowledge?

The second outcome is a list of uses or a record that it has no use to the executive.

1.1. Of what relevance is that knowledge to your performance at work?

The third outcome is a record of relevance, if any.

2. What is the relative importance of the different aspects of life given below?

The interviewer helps the participant by demonstrating the use of paired-comparisons using the tool. *[Fill in the boxes that are not shaded by choosing the aspect of life that is more important to you in each case (comparing the x-axis and the y-axis aspects)].*

The key in the table below represents the numbers that correspond to the different aspects of life *(based on the wheel of life concept – Tibetan Buddhist teachings)*:

1	Physical environment	5	Family and Friends	9	Contribution to society
2	Career / Business	6	Love / romance	10	Spiritual connection
3	Financial security	7	Personal growth	11	Self-image
4	Health	8	Fun and recreation	12	Power / status

	1	2	3	4	5	6	7	8	9	10	11	12	Scores
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

The score column will indicate the number of times the life aspect is given in the blank boxes.

2.1. What values correspond to the choices made?

The fourth outcome is a list of the top 3 values

2.2. *For the attention of the interviewer only.* What is the relationship between the indicators listed in 1.5 above and 2.1?

A STUDY ON EXECUTIVE PERFORMANCE IN UGANDA

What is this about?

How do you get Ugandans to perform? Does that sound familiar? 60% of our executive coaching clients pause such a question in frustration! It is important to note this – leaders that seek executive coaching services are generally go-getters, ambitious and high achievers. If getting Ugandans to perform is a common challenge to coaching clients, we figured it is worth the time to document lessons learned from success stories in Uganda. This study will include a collection of tales from four (4) top-notch CEOs in Uganda today. The insights will be compared to the range of experiences collected from coaching clients by various coaches in Uganda. We intend to draw conclusions that will serve as a well-considered response to the key question: what does it take to get Ugandans to perform?

Who is involved?

Coach Africa Limited is part-sponsoring the project under the guidance of Norah Njuba Bwaya (the researcher). The four CEOs have been chosen following very strict criteria that were set by Coach Africa staff in a session facilitated by the researcher. The criteria include three aspects:

1. The CEO should have turned around the organisation from a steadily declining trend to a positive and sustainable positive trend within less than 2 years.
2. The CEO should be a person of integrity with a positive public image in Uganda.
3. The organisation must be large by Ugandan standards i.e. a workforce above 100 people, an operating annual budget of at least Ushs 5 Billion and among the top players in its sector.

Diversity is important in this process. Consequently, we have covered as wide a scope as could be: gender, nature of business and sector, kinds of staff employed, nationalities of CEOs and working environment. The four CEOs that have agreed to participate in this study are: [names and organisations were given but they have been withheld for ethical reasons].

What is required?

1. Permission from the individual CEO and the organisation.

2. About 2 hour's face-to-face interview. There are only 8 questions and these will be sent ahead of the interview (see attached sheet). Interview sessions take place at the convenience of the CEO.

How will the information be disseminated?

The research findings will be used in a doctoral study project and after-wards key insights will be published in form of a book to be sold publicly. CEOs will get an opportunity to review and approve what is recorded against their name and about their organisation before publication.

The list of questions given in Appendix 4 in this thesis were attached for information.

Participant consent:

I Hereby grant
Norah Njuba Bwaya and Coach Africa Limited permission to interview me as explained
above and to publish my opinions in both the doctoral thesis and the book.

Name:

Title:

Date:

Please initial all the other pages

Appendix 4: CEO Semi-structured Interview Guide

LIST OF QUESTIONS TO CEOs

1. CEOs background – education, brief working history, major work-related achievements.
2. Background of the organization – nature of business / operations, dimensions (as per the criteria), brief about activities and key events over the past 5 years.
3. Situation before the CEO took over – Human resource, finance, operations, leadership and governance, image. CEOs may add any other aspects of the operation that may be relevant to their story.
4. Current situation in terms of all the aspects covered in question 3 above.
5. How did the change happen? This information will be categorized according to the chronology of events.
 - a. Key challenges faced and the main players
 - b. The main focus / priority for the leader
 - c. Strategies employed
 - d. Key insights
6. What were the key success factors?
7. What would you do differently, and why?
8. CEO's advice to leaders seeking results from Ugandans and any other comments

Following the CEOs interview it may be necessary in some cases to get testimonies and experiences from critical people e.g. staff, managers, board members, donors, beneficiaries, clients etc.

I Hereby grant
Norah Njuba Bwya and Coach Africa Limited permission to interview me and to
publish my opinions as indicated above.

Name:

Title:

Date:

Appendix 5: Coach Africa Coaching Process

	Step/Objective	Activities
1	<p>Introductions</p> <p>Building rapport</p>	<p><u><i>BREAKING THE ICE</i></u></p> <ul style="list-style-type: none"> • Building a platform for a working relationship • Coach meets Coaching beneficiary formally (virtual or face to face) • Conversations around background and relevant current issues
2	<p>Preliminaries:</p> <p>Understanding of the activity and building a case for change.</p> <p>Building commitment to the process.</p> <p>Review of the current position</p>	<p><u><i>PREPARING TO START</i></u></p> <ul style="list-style-type: none"> • Presentation and explanation of: <ul style="list-style-type: none"> ○ The basics about Executive Coaching; what, why and how questions. ○ The tools; coaching plan, form “x”, minute notes, reports. ○ The logistics ○ The coach/coachee agreement • Choice of tool to use in the identification of performance enhancement area: 360 Degree feedback, assessment against the standard leadership competence profile, previous feedback/appraisal results. • Personality assessment- MBTI or equivalent
3	<p>Coaching plan</p> <p>Setting the base-line against which to map progress.</p> <p>Setting goals to aid the process.</p>	<p><u><i>THE ROADMAP</i></u></p> <ul style="list-style-type: none"> • Analysis of the results: leadership aspects and personality aspects • Prioritizing gaps against a set criteria • Identification of a specific coaching objective and performance enhancement goals. • Setting the roadmap • Establishing the performance indicators and milestones
4	<p>Results delivery</p> <p>Implementation of the plan</p>	<p><u><i>IN MOTION</i></u></p> <ul style="list-style-type: none"> • Action by the Coaching Beneficiary • Observation, feedback and coaching by the Coach • Tracking progress and reporting • Keeping the coaching beneficiary in motion
5	<p>Tracking and reporting</p>	<p><u><i>ON RECORD</i></u></p> <ul style="list-style-type: none"> • Minute notes after each session (x notes) • Quarterly progress reports (y qtrs = xy reports)

		<ul style="list-style-type: none"> • Final program report covering the whole process and all CBs
6	Close out	<p><i><u>BRIDGE TO THE FUTURE</u></i></p> <ul style="list-style-type: none"> • Close out session with all CBs and other key stakeholders • Way forward defined

Appendix 6: Session '0' Sample

NOTE: Some facts have been changed to protect the identity of the coaching-clients

Coachee (X) / Coach (Y) – Minute Note – Session 0

Date ... – Time: From ... to ... - Venue: ...

Agenda:

1. Connecting
2. The coaching process and tools
3. The Self-discovery process and tools
4. Way forward

Minute 1 – Connecting

Discussed how we both end up here as Coachee and Coach. Both parties took turns in giving detailed introductions of themselves including work and life aspects. Key to note:

- X expects coaching to help her become a better leader.
- She would like to learn how to apply coaching therefore understanding the process will be as important as the substance of the discussions.
- X has been moving in a fast-track since she started work. She has high expectations of herself and seems to be aware of what she wants in terms of career goals.

After the initial chat, X received the agreement between coachee and coach. She will be reviewing the documents and will return the signed copies during session 1.

Minute 2 – The Coaching process and key tools

1. The coaching process:

Y covered the basics about coaching and how it happens. The brief also covered the different formats and arrangements available to clients. In addition to the process the key tools were introduced.

2. The coaching plan:

We covered the process of identifying a coaching objective, establishing performance indicators for the objectives from different viewpoints and developing a roadmap towards attaining the desired situation.

3. The coaching program

We discussed the coaching program and its flexible nature where the Client designs a program to suit their need and situation. X gave her preferences in terms of how she would like to have her program designed.

- a. Preferred days: ...
 - b. Preferred time: ...
 - c. F-2-F but is open to Telephone and e-sessions where necessary.
 - d. Preferred venue: ...
 - e. Preferred length of sessions: ...
4. Main focus of the coaching program:
- Noted that the coaching will answer basically 3 questions; who am I? What do I want? How do I get there? In that order. Further noted that the first question; who am I – will be supported by a number of assessment tools:
- a. The MBTI
 - b. The Leadership competence framework
 - c. A personal SWOT analysis

Minute 3 – The self-discovery process and tools

The MBTI – ESFJ

1. X had already taken the MBTI inventory and was described as an ESFJ preference type. She believes that the assessment she got is a good description of her preferences. From the chat we had, we confirmed that the E, S, F and J is the most suitable TYPE.
2. We discussed about factors that could influence the way we act or perceive life; culture, nurturing, training and all experiences that X has gone through as she was developing careers. We discussed how we shall apply the MBTI in enhancing self-awareness, management and development.
3. X was given homework to start analysing her MBTI type as a leader and bring the results to session 1.

The Leadership Competence framework

1. The framework was introduced and we discussed how the tool is used to identify possible areas of improvement.
2. X was given home work to carry out a self-assessment and present the results during session 1.

Minute 4 - Way forward

1. In session 1 we shall carryout an analysis of the various results from the self-discovery assignments.
2. Cover the SWOT and relate the different results to cover the first question; WHO AM I?

X's Action Points:

1. Read and sign the agreements between coach and coachee
2. Read the ESFJ MBTI and pick out key insights that have indicators to critical strengths and areas of improvement. What makes a parameter critical is its relative impact on the current leadership challenges and the career goals. All the material should be read through at least once to get a general awareness of the applicable strengths and challenges. On the second reading, mark the CRITICAL challenges that should be addressed. Once the marking has been done, pick two or three insights regarding the challenges that seem to occur more often – what lies behind the challenge?
3. Carry out a self-assessment on the leadership competences provided. Out of the 13 competences, pick 4 or 5 that most apply to your leadership / career goals. Communicate the 4 competences to Carol and ask her to send the full descriptions.
4. After getting the descriptions, print a set of hard copies; read the competences and the corresponding descriptors (the bullet points). Mark each descriptor with either a tick (for behaviours that you display consistently) or a cross (for behaviours that are still lacking). The marked templates will be used during session 1.
5. From the insights received from the assessments, write a list of your major strengths and weaknesses. Pay special attention to areas that have not been identified in the MBTI analysis or the leadership competences. Do consult with people that know you well to beef up especially the strengths side.
6. Take time to reflect on your career vision. Describe your vision in as much detail as is possible.

Y's Actions:

1. Send the tools required for the assignment; leadership competence and MBTI analyses
2. Write and send the minute note for Session 0.

Feedback for the first session:

X was informed about the routine feedback after every session; how and why it happens. Her comments following the first session were (verbatim):

- Session met my expectations and was much appreciated.

- Will have more feedback about how to make the sessions better next time.

Next Session Will be:

Day ... Date ... Time ... Venue ...

Recorded by:

Y

Date ...

Appendix 7: Session '1' Sample

Coachee (X) / Y – Minute Note – Session 1

Date: ... – Time: ... to ... at ...

Agenda:

1. Catching up
2. Analysis of the self-assessment results
3. Way forward

Minute 1 – Catching up:

- X has already started making changes in the way she does things following the leadership competence assessment. Some aspects just needed awareness for action to start.
- She remains committed to the program despite the very hectic work schedule
- Progress on homework:
 - Career vision has been defined – Human Resource Consultant
 - Completed the personal SWOT
 - Did the self-assessment for the leadership competences selected and read the relevant materials. She thinks ESFJ is a good match but after discussing the implications it appeared like the 'S' is questionable. X was advised to check out ENFJ as well.

Minute 2 – Analysis of the self-assessment results:

X aspires to be a Human Resource Consultant. Go private after 5 years

- Passion – Designing performance management systems, training programs, team building interventions, recruitment.
- Comparative advantage – What is uniquely X that would naturally give her an edge over other Human resource consultants? Effective communication. She is assertive / strong willed, very empathetic, results oriented and can reach / gel with a wide range of characters across the corporate ladder.
- Value system – Cares about people and also results

Key insights from the assessments:

X's biggest obstacle - packaging difficult messages appropriately. Areas of focus:

1. Managerial courage:

- a. Having the willingness to be the only champion for an idea. She is aware of the challenge and is already handling.
- b. Feeling comfortable taking risks. The challenge is around being afraid to make mistakes / perfectionism. She feels the results of her work or her team are a reflection of who she is! This has led to:
 - i. Doing more work as she strives to ensure things are done well.
 - ii. Stress
- c. Finding it difficult to voice disagreements with bosses
- d. Stakeholder management – Understanding their point of view and aligning the idea being communicated to their interests. Should convince self that there is a case for the message being passed and then package it appropriately to suit the audience. Use the gift of empathy to the fullest extent.
- e. Handling un-popular messages:
 - i. Hence forth, discuss with team members, explain, build support and buy-in before making formal communications.
 - ii. Show empathy as you give the message being careful to paint the picture of “what’s in it for the other person”.
- f. Taking unpopular decisions;
 - i. Establish the facts and the full implication of the message (to all key stakeholders) and be ready to back up the decision in case the need arises.
 - ii. Aim to convince X first.

Strategies:

- Regarding the goal - Already building knowledge and expertise in Human Resource Management.
- Building strategic networks in HR; HRMAU, HR Council in London.
- Confront the monster – managerial courage!

- X should learn to forgive herself and should also allow herself to make mistakes as she progresses. What will it take to get there?
- Relate current challenging situations to the vision – now that it is defined. Make the vision real by making reference to it and using it to make decisions.

Minute 3 - Way forward

- Read, ‘Having difficult conversations’: Is it Zigziglar?
- Examine the current situation and get insights regarding 3 major areas of concern:
 - Managing stress
 - Managing upwards
- Get familiar with the coaching plan template. Start completing sections that you are comfortable.

X’s Action Points:

- Check out the alternative type – ENFJ in comparison to the one earlier chosen ESFJ. Confirm preferences before the next meeting.
- Read about the two types.
- Think about creative ways of getting your uniqueness into the job to start building a ‘BRAND’ for the future consultant.
- Reflect on the session and come up with material for the coaching plan.

Y’s Actions:

1. Write and send the minute note.
2. Communicate the next meeting time.

Session Feedback:

- X found the session resourceful
- There are many things that she can apply with immediate effect.
- The session was also insightful; X says she can relate with, and has a better understanding of, what has been happening and what she has been going through. She believes she has what it takes to make changes.

- The reflection assignments are very useful. She has found special quality time when she handles her reflection exercises

Next Session Will be:

To be agreed

Recorded by:

Y

Date: ...

Appendix 8: Session '2' Sample

Coachee (X) / Coach (Y) – Minute Note – Session 2

Date: ... – Time: ... at ...

Agenda:

1. Continuing with the analysis of the self-assessments (Building High Performance Teams).
2. Way forward

Minute 1 – Building high performance teams

The areas of challenge that X faces with the competence in question are outlined below:

2. Maintaining staff morale at a high level. Staff will be seen to have a high morale if they do the following:
 - a. Take initiative to do things – they do not have to be told or prompted into action.
 - b. Going the extra-mile, going beyond the call of duty and wanting to make things happen.
 - c. Timely performance
 - d. Having a reason to want to come to work and showing they are happy being at work.
 - e. X has a personal experience with being motivated by a boss. She was asked to list such traits that were displayed by bosses who energized her. Having done that, she was asked to evaluate her own performance against the traits. Her list included; Clarifying to staff what exactly is required, Being approachable, easy to trust, recognizing staff achievements and sharing them beyond the unit. On evaluation, X established that she is already doing a good job in that regard.
3. Handling stress: This includes both own and staff's stressful situations. How to avoid stress and if it is to present, how to manage it effectively.
4. Work-life balance: Achieving a reasonable balance for self and the team.
5. Creating a high performance culture.

Strategies:

1. Morale:

- a. Nurture staff reasons to be motivated:
 - i. Establish staff's larger purpose and start showing and taking interest in their personal goals.
 - ii. Always explain the 'why' from the staff's point of view to give people a reason to want to do something.
 - iii. Whenever and wherever possible, get staff to make the decisions. You may guide them through the thinking process to ensure the decisions being made have taken into account key considerations.
 - iv. Continue with the departmental meetings every fortnight. Make adjustments to the agenda to allow for a light moment to discuss personal matters, what is working well and what could be done differently.
- b. Stress management:
 - i. Check out the causes of stress; job-to-person fit, misaligned values, relationship issues etc. This should be done in a session with all staff.
 - ii. Having identified the causes, the team should then establish action items and agree an implementation plan.
- c. Work-life Balance for the entire organization:
 - i. Hold a session on HR for non HR managers.
 - ii. At entry level staff should be given techniques of managing own performance in a more efficient way. The support should be part of the induction process.
- d. Creating a high performance culture:
 - i. Have a team session to;
 1. Define the value proposition of the unit to its internal customers
 2. Paint the picture of the desired situation
 3. Establish what the current situation is. Determine and prioritise the gaps.

4. Develop a roadmap – a detailed plan of how to get to the desired position.

Minute 2 - Way forward

Completion of the analyses and determining suitable strategies:

1. Managerial courage – Completed
2. Building high performance teams – Completed
3. Leadership of change and transformation
4. Delivery of results
5. Approachability, Integrity and Trust

X's Action Points:

7. X to share a sample work-plan with Y.
8. To continue populating the coaching plan with the strategies that are coming up.

Y's Actions:

3. Write and send the minute note.
4. Ask ... to follow up with the HR for non HR Managers' session.
5. Check sample work-plan and recommend improvements where necessary.

Feedback:

- The session handled real issues that affect day to day operations so it was very beneficial.
- The concept of the larger purpose was most appreciated. It speaks to the issue of staff morale and will have much application to the environment.
- X also appreciated the discussion and ideas generated about handling stress. It makes sense to first understand the cause before attempting to solve a problem.
- All that has come up is practical and applicable.

Next Session:
To be agreed

Recorded by:
Y

Date ...

Last Session Record Sheet

1. General:

Client:	Ref. No.	Session No.	Date:
General Objective set at start:			
Major shifts in insights / perspectives:			

2. Evaluation of performance against Targets:

<u>Start point:</u>	<u>Targets:</u>	<u>End point:</u>

3. Way forward (what next?):

4. Feedback on coaching process:

- Key benefit:
- Key learning:
- Improvements made at personal level:

5. How was the whole process in general terms?

Appendix 10: Coaching Plan Template

Coachee's name:

Coachee's contact:

Coach:

Section 1

COACHING OBJECTIVE

Section 2

WHAT WILL GOOD PERFORMANCE LOOK LIKE?	
<u>To myself:</u> <ul style="list-style-type: none"> • 	<u>To my supervisor:</u> <ul style="list-style-type: none"> •
<u>To my colleagues:</u> <ul style="list-style-type: none"> • 	<u>To my staff:</u> <ul style="list-style-type: none"> •

Section 3

MAKING IT HAPPEN – THE ROAD MAP		TIME LINE
<ul style="list-style-type: none"> • . 		<ul style="list-style-type: none"> • .
Person	Support required	How I will help / encourage them to support me

Measurable performance indicators (Job-related)

Section 4

	Key Performance Indicator	Baseline position	Actual at closing	Target position

Signed:

Name:

Title:

Date:

Appendix 11: Session Preparation Form 'x'

Session Preparation Form

(Use as a guide to prepare for sessions)

Name:	Tel:	Session Number:
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1. Accomplishments since the last meeting (check minute note)
2. Celebrations! If you had major accomplishments, you should have celebrated your success. How did you celebrate?
3. Areas where I am stuck or struggling
4. Where I need the most support
5. What I gained from the last coaching session
6. Pending action items related to the coaching program (both on-going and coming up)

Appendix 12: Sample CEO Transcribed and Summarised Story

Nabweteme (Code name) MD, ... from ... to ...

Industry: Broadcasting

Head Office, ...

A brief background and key highlights in career before joining

Nabweteme graduated with a bachelor's degree in Human Resource management Uganda. She worked with ... Ltd, a local manufacturing company before she proceeded for her master's in business administration in the UK. Nabweteme says that her work experience at ... gave her a solid foundation in her career as a manager.

"... Ltd was one of several companies owned by ..., the majority shareholder of" She explained. "While at ..., I was asked to assist with HR matters in other group companies. This enabled me to look at a big picture right from an early age in my working life. One of those engagements involved quelling a strike. That experience shaped my understanding and approach to conflict resolution and getting results through people."

After her master's degree Nabweteme worked with ... as Director for Human Resources and Organisational Development.

"At that time, ... was going through a restructuring process. There was emphasis on efficiency in service delivery. Projects were merged to reduce operational costs and improve service delivery," Nabweteme recounts.

As a result of her successful handling of the restructuring process in Uganda she was deployed by ... to other countries to support Human Resource functions. The countries included: Nepal, Angola, Sri Lanka, Egypt and the United Kingdom.

“It was when I was in the UK that I was contacted about an opportunity to work with the United Nations on a ... Project in the Philippines as an operations Manager. It involved peace negotiation among indigenous families in the Philippines and was probably the most challenging undertaking,” she recalls.

After the Philippines, she worked in Britain with the ... alongside a team of multinational staff in Haiti before the majority shareholder of ... looked her up in 2010 to come back to Uganda and head the business.

Key Highlights in Career

She started her professional career as a human resource officer in one of the companies in the ... Group of Companies. She was asked to handle several assignments from other group companies. She recalls being assigned a lot of work that involved executive opinions and decisions, and thereby ushering her into executive management at an early age.

The Situation at ... upon her appointment

After such a wide international exposure, Nabweteme said she was intrigued to be asked to come back and head the ... business in Kampala. What then attracted her about this offer?

“It is the challenge,” responded Nabweteme. “I had worked with the majority shareholder before and I held him in very high regard. But I knew that the television station was not doing well and it was the majority shareholder’s confidence that I was the one to turn it around that motivated me.” Nabweteme may have, however, underestimated the magnitude of the challenge she was to take on.

“The list of things that needed immediate attention was daunting,” remarked Nabweteme. “There was a very high staff turnover because many staff would leave within four months of their appointment. There was no money to run the company, and consequently it had stagnated.”

She outlined the factors responsible for the stagnation as follows:

- A poor signal caused by a mast problem; these were technical errors that had persisted for the past 2 years.
- Staff's poor attitude, especially the long serving staff.
- Some staff felt suppressed, they saw themselves working as shadow managers, not able to make decisions because the General Manager was the soul decision maker.
- Poor attitude towards work by staff and managers alike.
- Lack of confidence in the station by the clients – the businesses that need advertising in Uganda
- Lack of innovation in programming

“No wonder, the performance of the station was below average!” she reflected.

Changes made, Challenges encountered and Strategies employed

“When I carried out an appraisal,” said Nabweteme, “I realised that there was a paralysis in management. The entire structure was dysfunctional. Some of the senior management occupied positions for which they were not qualified. They had developed a close relationship with the majority shareholder and were seen as ‘untouchable’. Lower cadre staff were not encouraged to be creative and those who were innovative frustrated because they were seen as a threat to their jobs. Such staff, not surprisingly left that company in frustration. Management did not require accountability from staff and therefore, there was lack of innovation and creativity, poor customer service and low staff engagement and morale. The staff that remained were demoralised”

- Nabweteme's first action, once she got the backing of the board was to address the technical areas. A new mast was bought and this solved the signal issue.
- She reviewed the manpower position and downsized the number of staff. Staff whose profiles did not match the jobs they were doing or who were unproductive were terminated. Some staff, due to the nature of their work, had their contracts changed from

permanent staff to part time staff because they were not required at the station all day long. Some staff positions were downgraded. A few individuals affected left the organisation but most remained and accepted to take up the new roles.

- She empowered staff to make decisions and take responsibility. This encouraged staff to come forward with ideas and suggestions. She moved from department to department, meeting staff and encouraging them. She sent them inspirational messages and gave them feedback on the progress they were making. “I made sure that staff and managers saw me as part of their support team, an resource to draw from. I did not know the technical aspects of the business so I had no choice but to empower them to do their jobs and support wherever needed”. “I also learnt from this experience that staff are capable of delivering so much more if they know that the leader believes in them”.

Once the technical areas and staff trust had been addressed, she embarked on rebranding the company. She did not engage an external consultant for this exercise but asked staff for suggestions. There was no money for consultants.

“I used my very team to re-brand, re-programme, and redesign, without the help of any external consultant. We called the process ‘... Re-loaded’. Staff took a lot of pride in handling the rebranding exercise and came up with great ideas”, she said.

Finally recognising effort and rewarding staff that went an extra mile played a big role in getting increasing staff engagement. “Spending time with staff helped me to know them more and understand what was important for them. They also got an opportunity to understand my points of view and dreams for the organization”. Nabweteme had an HR management background which also helped her in handling staff matters and managing the reward and recognition system in simple, inexpensive ways. Nabweteme’s rewards included: mentions at common teas (once a week staff and management met for a common tea and the team leaders would mention individuals

or teams that were doing especially well. These people would tell staff what they were doing and how they were managing to get the excellent results); commissions for business closed and paid up, and for debts collected (all staff were involved either directly or indirectly in the promotion and selling. Commissions were agreed and paid promptly.); staff presentations to management (a time was allocated for staff with winning ideas to present directly to management. Staff also had an opportunity to implement or be involved in the implementation of their own ideas). Nabweteme used a lot of verbal appreciation for effort because opportunities to recognise with tangible materials were minimal. She reports, “I was always so amazed at how much the appreciation meant to staff. They seemed to understand the situation”. When performance improved, she got a small team to propose performance rewards which were the basis of the scheme established. These included; skills training, medical insurance, and bonuses. According to Nabweteme, having open channels of communication between the new management and the staff was key in building the trust. “Previously the two sides were at very different levels with a big rift between managers and staff”.

The Key Success Factors

Nabweteme attributes her success to three key factors: 1) her passion to deliver in the job; “I was determined to do whatever it took to get the business back. It was going to be my last assignment before retirement and it would have a big mark on my record – either way. I also had at the back of my mind the trust that the Chairman had in me and I really did not want to disappoint him especially knowing that some members thought I wouldn’t perform because I had no experience in this industry”. 2) Close working relationship that she built with staff. “I had no choice but to depend on staff. I did not know the technicalities of the industry. It was a steep learning curve and I did not pretend at any moment to be an expert. It was an environment of mutual respect”. 3) Open communication. “As much as possible I shared the current situation and implications with staff. I tried to make sure that everyone in the chain had the information they needed to act. I did not want staff to think there was a hidden agenda. The more I shared, the more they opened up as well”.

Nabweteme however recognized that not all the change was due to her arrival. “The organisation was ready for change, it just needed someone to ignite it. I was fortunate to be the one to do it,” she remarked.

Nabweteme passed on her passion to the team, and they moved with her. Once the staff were empowered, they wanted to excel and they embraced the changes she introduced. The Board and the Majority shareholder were also supportive and rallied around the efforts that management made.

The working relationship that she built with the staff was another key success factor. She shared that staff had on occasion appreciated her directly about her approach saying that it was so different from the previous management. The previous management had been described as aloof, authoritarian and distant. They said that she was the first MD that sat down with them, sought their opinions and listened.

Finally, Nabweteme’s mode of communication was different. She talked to all levels of employees rather than just communicating through heads of department. She reported on the progress of all activities and kept everyone informed. Everyone felt they were part of the team. Nabweteme reports that she dismantled the management structure when she dismissed a number of the heads of department. She set up working teams and asked them to pick their own leaders. She would sit with each of the teams to discuss strategic matters and action points would be agreed and followed. That arrangement served her well. She reports, “Staff were motivated to be performing managers roles, they wanted to prove they could do it even better than their previous managers. It was a good way of demystifying leadership and authority. By the time structures were reinstated, the new leaders found a team whose self-worth had been restored”.

What she would have done differently, and why

“My immediate action was addressing internal capacities. I believed that once we got the internal situation right, we would then address the external factors,” said Nabweteme. “With hindsight, I

should have sought the views and suggestions of our partners as well. They are our stakeholders. We should have involved the agents, corporate clients and prospects from day 1. They should have been part of the change process.”

After the business had dealt with internal challenges, they were met with disgruntled customers. Their complaints included the following:

- Their adverts were not run as agreed;
- Programs were stale;
- Sponsors were fed up with sponsoring repeated programs;
- Poor customer care: Even though some of the things they complained about had already been addressed, they had lost trust in the station and regaining their confidence took much longer time and effort than would have been if they had been involved from the beginning of the process.

Advice to Leaders Seeking Results from Ugandans

- Nabweteme finds that contrary to popular beliefs, Ugandans are hardworking if handled right, and her advice is; “you have to make people see where the company is heading. They have to believe in its vision and mission and that the strategies you have will get them there”. She narrates that once her staff believed that their company would be great again, attitudes changed and they were more productive.
- Her other advice is making every staff feel important and worthy: she took time to talk to staff at a personal level (concerning their anxieties, dreams, ideas and normal happenings in their lives) and she got better results. She shared one statement that she will never forget as long as she works with people – she was having a meal with one of her staff when the staff said, “I feel safe working with you. I can dare to say what I think because I know you won’t judge me even if it is stupid, I know you will understand me”. Nabweteme recalls, “I felt guilty because the approach had not always been my style. I

had been forced into the style by circumstances and I had learnt so much from the team along the way”.

- “A leader needs to give and get feedback”, she said. “Staff will not give you feedback if you do not give them feedback. Staff will not dare to give the boss feedback unless it is genuinely solicited repeatedly”. “Giving balanced feedback to staff also motivates them to work harder”, she said. She explained that balanced feedback is when appreciation is given as much as, if not more, than correction.
- “An organisation needs to be clear about what is to be followed. At our station for example, we have a rule of *‘Zero Tolerance for Repeats’*. In addition, there ought to be consequence management; if one messes up repeatedly, they are disciplined. While on the other hand, it is important for a manager to step in and compliment one who keeps doing it right”. She explained that disciplinary action varies, and what has worked for her includes: staff facing their colleagues to explain why they let the team down; missing out on benefits like – bonuses and training opportunities; verbal and warning letters (only when they will actually be executed). “No one has reached warning level since we had the retrenchment”, she said with pride. “Previously good staff were leaving within a year and the bad ones were remaining; this trend changed”.
- Nabweteme’s final piece of advice was; “Set the pace, cascade to your managers, and let people do their work. They will do the same to those under them.”

Conclusion

I have confirmed from Nabweteme’s experience that success is not an individual’s result; it is a team result. But a team has to be directed towards that result. Leadership is very crucial in a team. I have learnt that a leader does not have to be a technical expert; he or she only needs the art of inspiring the experts to perform. When people appreciate the importance of their goal and they feel appreciated, they will be motivated to perform far in excess of their usual results. All it needs is the spark

Appendix 13: Data from the 15 Coaching-client Files

Record of Coaching-client Challenges Derived from the Coaching-client Files

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
1	<p>CC01</p> <p>Head of function</p> <p>Male</p> <p>Petroleum industry, among the market leaders.</p>	<p>Managing a new team of people with diversity in terms of work ethics and culture, and different levels of self-drive. Frustrated with staff that have to be pushed and closely supervised. CEO pushing too hard for results and yet staff are not responsive. Feedback from 360 degree process includes; CC01 being too aggressive in pushing for performance, no regard for staff feelings and opinions.</p> <p>CC01 would like to master people management (how to get results from the team without being perceived as aggressive).</p> <p><i>(Session 1; 21 July 2014)</i></p>	<ul style="list-style-type: none"> • Handling a culturally diverse team • Building working relationships • Poor attitude towards work. • Dependency of staff • Balancing performance and relationship management (Challenge Vs support) • Need for more self-awareness
2	<p>CC02</p> <p>CEO</p> <p>Male</p> <p>Agri-business.</p> <p>A market leader in its sector</p>	<p>How to get into the export market. The issue is that managers are laid back. They are not used to the kind of stringent standards that need to be applied if the business is to survive in the international market. On the other hand, the board members are not ambitious enough. They know that the company is already a market leader and are not willing to sanction the overhaul that is necessary to take the business to a completely different level. A number of very critical decisions have not been made.</p> <p><i>(Session 1: 28 October 2008).</i></p>	<ul style="list-style-type: none"> • Staff laid back / not enthusiastic / low motivation • Indecisiveness • Performance management • Communicating a shared vision • Lack of a sense of urgency

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
		<p>Introducing professional performance management has been a challenge because a number of staff have ‘god-fathers’ at board level. It is very difficult to introduce performance measures like rewards because negative rewards will not work in the current organisational culture setting and yet CC02 believes a reward system must affect both excellent and bad performance.</p> <p><i>(Session 4: 22 June 2009)</i></p>	<ul style="list-style-type: none"> • Handling a complacent and incompetent board • Poor governance
3	<p>CC03</p> <p>CEO</p> <p>Male</p> <p>A successful local business operation with a funded development arm.</p>	<p>Need to drive performance (doubling profits) to be able to absorb the disproportionately growing costs and to finance the new strategy.</p> <p>Managing the process of setting up a factory in Uganda. CC03 is risk averse and has had challenges with making decisions. Another key issue is; how does CC03 get the entire organisation to buy into the plan and act.</p> <p><i>(Session 2: 8 December 2008)</i></p>	<ul style="list-style-type: none"> • Delivering stretch results / targets • Indecisiveness • Communicating a shared vision
4	<p>CC04</p> <p>Head of function</p> <p>Female</p> <p>High profile Public Service institution. A highly politically charged working environment.</p>	<p>CC04 was recommended for coaching by her boss. The boss reported that CC04 is reluctant to make decisions and does not drive performance. In his opinion [the boss’s] CC04 lacks self-confidence and self-esteem.</p> <p><i>(Preliminary meeting with boss: 10 May 2012)</i></p> <p>Staff had become too attached and dependant on the previous function head. CC04 struggling to match the mental, physical and emotional authority of the previous head and gain acceptance of the team.</p> <p><i>(Session 1: 14 May 2012)</i></p>	<ul style="list-style-type: none"> • Self-awareness / self confidence • Dependency on a leader • Indecisiveness • Team performance management • Managerial courage • Feedback system

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
5	<p>CC05</p> <p>CEO</p> <p>Male</p> <p>Beverages Sector. A continental business operation in over 10 African countries.</p>	<p>(1) Need self -Awareness (2) Job description not matching actual role and responsibilities, especially for multiple reporting lines, were not clear.</p> <p><i>(Session 0: 3 May 2011)</i></p> <p>(1) Performance enhancement and delivery of Results of the entire department was problematic.</p> <p><i>(Session 1:6 May 2011)</i></p> <p>Systems and structures are in place but they are not operating as intended. The organisation depends on one person – the CEO</p> <p><i>(Session 6: 2 April 2012)</i></p>	<ul style="list-style-type: none"> • Self-awareness • Creating a common understanding of the job and its result areas and performance indicators • Induction process • Performance management • Dependency of staff on CEO
6	<p>CC06</p> <p>Head of Department</p> <p>Female</p> <p>Banking Sector. Multi-national</p>	<p>(1) Lack of structure: tendency to have “rough” working plans which are rarely carried through as CC06 would like; (2) things popping up as emergencies and disrupting plans; (3) tendency to delay unpleasant tasks. As a consequence; less than ideal quality of work, missing deadlines, perception she is not committed, Supervisor being anxious about her results.</p> <p><i>(Session 2: 11 June 2010)</i></p> <p>(1) inappropriate handling of feedback, (2) Building trust with Supervisor (3) Lack of sense of urgency</p> <p><i>(Session 3: 20 July 2010)</i></p>	<ul style="list-style-type: none"> • Performance management • Lack of a sense of urgency / procrastination • Self-awareness • Perceived to have low motivation (managing key stakeholder perceptions)
7	<p>CC07</p> <p>New CEO</p>	<p>(1) Handling an organisation that is undergoing many changes (2) Handling high expectations from different stakeholders including a new Board. Self-confidence is an issue.</p>	<ul style="list-style-type: none"> • Leading change • Stakeholder management

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
	Male Development sector –funded national health Program	<i>(Session 1: 26 September 2008)</i> Giving feedback for performance enhancement. <i>(Session 2: 12 December 2008)</i>	<ul style="list-style-type: none"> • Managing multiple priorities • Self-confidence • Effective feedback
8	CC08 Top executive 1 Male Private education sector. One of the biggest primary and secondary education providers in Uganda	CC08 reports that many things are going wrong: He is behind schedule on tasks most of the time; he fails to meet promises made; his interventions for non-performing staff are not yielding results; personal finances are messed up – running huge debts and very stressed about that; team results are below expectations and he feels he is losing control of the team. <i>(Session 0: 29 May 2013)</i> Wants to get back control of his life, job and finances; to build a performing team. <i>(Session 1: 14 June 2013)</i> Link between strategic intentions of the school and individual leaders. <i>(Session 3: 10 July 2013)</i>	<ul style="list-style-type: none"> • Personal effectiveness • Team performance management • Communicating a shared vision • Articulating personal vision, mission, values and plan of action.
9	CCO9 CEO Male Agri-business	The tax-holiday that had been extended to the business expired. Now the business is exposed to the full force of the market dynamics and that has brought a range of problems: sales are declining, costs are very high compared to competition, working capital is becoming a challenge, staff failed to adjust to the change and they do not seem to realise the business is in a crisis, tension is building between staff and management and productivity is declining. <i>(Session 2: 4 December 2009)</i> Product costing and profitability	<ul style="list-style-type: none"> • Leading change • Stretch results delivery • Lack of sense of urgency • Communicating a shared vision • Business management skills

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
		<i>(Session 3: 18 February 2009)</i>	
10	CC10 Head of Department Female Development sector. International NGO operating nation wide	(1) How to become a better leader (2) Learning to coach others to get better results. CC10 is planning to retire and is therefore working to fast-track the development of the team to whom she will be handling over to. It is important for her that she leaves behind a thriving business – her legacy. <i>(Session 1: 11 September 2012)</i> Preparing for self-employment <i>(Session 2: 2 November 2012)</i>	<ul style="list-style-type: none"> • Self-improvement as a leader. • People and systems development • Succession planning system
11	CC11 Head of Department Female Development sector. International NGO operating nation wide	CC11 missed an opportunity of a promotion to CEO role. Not very clear about the reason why she was not taken in a role she had successfully acted in (her personal opinion). Aspires to get beyond current position and beyond Uganda. Already very good technically as also indicated in her 360-degree feedback results. His challenge is around leading others and causing teams to deliver required results. Minding the relationships at the expense of results. (1) Self-awareness and improvement, (2) making a difference in other people’s lives. <i>(Session 1: 4 September 2012)</i> Preparing for a career move as a CEO. Wants to get ready for a CEO role when opportunity presents again. <i>(Session 2: 11 September 2012)</i>	<ul style="list-style-type: none"> • Self-awareness and development • Transition preparedness • People and results management • Feedback system
12	CC12 Head of Department	(1) Gaining a broader perspective about leadership – how to get results from people especially where they do not have a self-drive and how to be a better leader, (2) faster career progression (3) targeting to manage an	<ul style="list-style-type: none"> • Poor attitude towards performance

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
	Male International NGO operating nation wide	organisation – need to get better at rallying the forces behind me. <i>(Session 1: 20 August 2012)</i>	<ul style="list-style-type: none"> • Communicating a shared vision.
13	CC13 Head of Department Male Development sector. International NGO operating nation wide	Team does not work well together and results are below expected. Staff reported that CC13 has favouritism – does not treat staff the same (fairly). CC13 says some staff have to be pushed to perform. He therefore tends to work better with the ones that have a self-drive. <i>(Session 0: 27 April 2012)</i>	<ul style="list-style-type: none"> • Supervisory skills • Developing people • Team performance management • Staff dependency on boss • Feedback system
14	CC14 Head of Department Female Banking Sector. Multi-national	(1) Building a high performance team, (2) Managing managers and getting results (3) handling poor performers (4) Team motivation (5) getting people to act and keep in motion <i>(Session 2: 20 August 2010)</i>	<ul style="list-style-type: none"> • Performance management • Low motivation • Sense of urgency
15	CC15 Head of Department Female	(1) Tendency to get lost in the details and difficulty making decisions – things tend to wait and clog up the system which gets everyone so angry (2) Things done last minute <i>(Session 2: 10 June 2010)</i> (1) Developing confidence in making presentations	<ul style="list-style-type: none"> • Decision making • Self confidence • Performance management

	Coachee Code, position, gender and organisation	Organisational performance challenges recorded in minute notes (Source and date)	Identified Gaps
	Banking Sector. Multi-national	<i>(Session 4: 26 July 2010)</i>	

OUR COACHING RELATIONSHIP

What the client should expect from the Coach (Responsibilities of your Coach)

1. Total confidentiality. In cases where disclosure is required by the sponsor of the program or your employer, I seek your permission before acting.
2. I will read relevant literature on your organization (and your role) so as to have a sound understanding of the context within which you work.
3. I will listen and seek to understand your situations, concerns, needs and goals.
4. I will probe with questions and reflections that cause you to think and search for a solution or desired change.
5. A non-judgmental environment.
6. Help in re-framing disabling perspectives into empowering ones.
7. Being your mirror, or the external conscience, through the learning process. My feedback is factual, constructive and specific.
8. Being a true and honest partner with whom you can share your feelings about matters affecting your performance and life.
9. Respect for your individuality.
10. Support and encouragement when appropriate. I am your personal cheer team!
11. I will support you by; sharing relevant “best practices”, providing management tools needed to move towards your goals and, providing the needed interventions to keep you in action.
12. To abide by the agreement as set.

What the Coach expects from the client (Responsibilities of the Client)

1. Full commitment to the process, project and achieving the goals you set.
2. That you will at all times do your best to complete the agreed homework and, or, assignments.
3. A desire for personal and professional growth.

4. To be very open and frank in all aspects affecting the achievement of your objectives. To speak out when you feel uncomfortable, to share opinions / feelings and to give me feedback concerning the process.
5. To have the courage to want to succeed and be truly happy.
6. The acceptance of change and risk where necessary.
7. To try new approaches and to work and learn from your successes and setbacks.
8. Believe in yourself.
9. The discipline required to maintain the coaching sessions as scheduled and without interruptions.
10. To regularly seek feedback and feed forward from other people who are impacted by your operations.
11. To understand that this formal relationship will come to an end by November 2012 but, your personal growth is to continue for as long as you live.
12. To abide by the agreement set.

I have read and understood the Coaching relationship agreement between (coachee) and (coach)

I accept the terms as indicated and will abide by them throughout the Coaching cycle.

(Kindly initial on each of the first page as well)

Signed:

Coachee:

Signed:

Coach:

Appendix 15: Data from the 10 coaching practitioners

Results of Coaching Practitioners' Study and Interviews

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
CP1 – Female Not certified Large Parastatal Organisation	Master's degree (UK) Workshops on coaching skills development programs given.	22 years 1 year as coach	Title given. Advisor to organisation. Associateship to consultancy firms. Position given Former positions given.	Member of relevant professional organisations.	Executive coaching Life coaching Solution Focused Individuals Usual challenges: managing people and own performance
CP2 – Female	Master's Degree and University given.	21 years from (1993)	Professional Coach, trainer and consultant	A certified trainer	Executive coaching Business coaching

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
<p>Certified</p> <p>Self employed</p>	<p>Master's degree (UK)</p> <p>Peter Szabo's workshops in Kampala</p>	<p>4 years as coach</p>	<p>Retired after heading a large department in a large institution.</p> <p>Vast experience in business consulting.</p> <p>Public and private sector experience.</p>	<p>Facilitator</p> <p>Private and public sector experience.</p>	<p>Life coaching</p> <p>Solution focused</p> <p>GROW model</p> <p>CEOs and top executives</p> <p>Leadership skills and competences</p> <p>Managing businesses</p> <p>Change management</p>
<p>CP 3 – Male</p> <p>Certified</p>	<p>PhD. (UK)</p> <p>Master's degree</p> <p>High profile professional qualifications.</p>	<p>22 years from (1991) to CV date</p> <p>3 years as coach</p>	<p>Titles and organisations given. Senior management positions for over 15 years before starting own business.</p>	<p>Membership of international professional organisation.</p>	<p>Executive coaching</p> <p>Business coaching</p> <p>Feedback coaching</p>

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
Own consultancy firm	Bachelor's degree given. Formal instruction in coaching - Certified (Kenya).			Board member positions and organisations given. industry sectors Certifications of key instruments named.	GROW model Bob Garvey's 3 stage model Challenging coaching Board level, CEOs and top executives Financial and investment management Managing change Strategy development and implementation Leadership
CP 4 – Female	Master's degree	12 years	Head of a department in a large institution.	Consultancies	Executive coaching Life coaching

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
<p>Not certified</p> <p>University</p>	<p>Detail of Universities not given.</p> <p>Mentoring certificate from British council</p> <p>Peter Szabo's workshops in Kampala</p>	<p>4 years as coach</p>	<p>University lecturer in Finance, Accounting and Management</p> <p>Coach and mentor for the entrepreneurs.</p> <p>A number of voluntary activities.</p>	<p>Board committees named</p>	<p>Solution focussed</p> <p>Within the organisation as part of JD.</p> <p>Private Individuals</p> <p>Performance</p>
<p>CP 5 – Female</p> <p>Certified</p>	<p>2 Degrees; one from Uganda and another from Netherlands</p> <p>Certificate (UK)</p>	<p>17years</p> <p>2 years as coach</p>	<p>Middle management position.</p> <p>Board of Director roles.</p>	<p>Own business in addition to the full time job.</p>	<p>Life coach (back to basics)</p> <p>Executive coaching</p> <p>Career coaching</p> <p>Bob Garvey's 3 stage model</p>

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
Coaching firm	Coach Africa Ltd. Academy of Executive Coaching (Kenya)				GROW model Solution focussed Private individuals Corporate executives Change and transitions Work-life balance Self-awareness, appreciation and management Leadership and management
CP 6 – Male Not certified	Master’s(UK) Post-graduate diploma (UK)	25 years 3 years as coach	Consultant Top management roles	Horticulture Own businesses	Life coaching Executive coaching Team coaching

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
Self employed	Coach Africa Ltd.		Working experience across 3 continents.		Bob Garvey's 3 Stage model GROW model Middle management Leadership competence development Managing people Creativity and innovation Transition Career development
CP 7 – Male	Bachelors and Master's Degrees (Netherlands and Brussels)	28 years	Consultant, Coach, Facilitator	Agriculturist Facilitator	Team and group coaching Executive coaching Life coaching

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
Not certified Self employed	Certificate level training (UK) Peter Szabo's workshops in Kampala	5 years as coach	Regional Representative for international organisation. Working experience across more than 5 countries.	Professional Mentor and Coach. Member in a number of voluntary organisations.	Solution focused model Middle and senior management Working teams and groups mainly in the development sector Leadership Reframing disabling perceptions Attitude change Change situations
CP 8 – Female	Master's degree Advanced Leadership	14 years	Executive Director Consultant	Counselling	Not given

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
Not certified International NGO	certificate, Singapore Peter Szabo's workshops in Kampala	1 year as coach		Program Facilitator	
CP 9 – Female Not certified International NGO	Master's degree Diploma Coach Africa Ltd.	15 years 3 years as coach	Chief Executive Officer Consultant Top management positions	Research work Workshop facilitating Consultancy	Executive coaching Life coaching 3 stage model In house staff as part of the JD Conflict management Performance challenges

Code Name, certification and employer	Level of Education / where they studied coaching	Years of Working experience	Current and previous Titles	Other activities	Type of coaching, models, clients and typical issues handled
					People management
CP 10 – Male Not certified Own consultancy firm	Master’s degree Coach Africa Ltd.	7 years 5 years as coach	Managing Director Middle management experience	Coach for performance Mentor Design and conduct performance Talks	Coaching for performance 3 Stage model GROW model Managers, team leaders Leaders developing competences to lead better. Career Managing the induction process

Appendix 16: List of records from which examples of challenges have been drawn

- (Nabweteme interview, July 22, 2013)
- (Mugisha interview, July 29, 2013)
- (Interview Andreas, July 23, 2013)
- (Anna Interview, October 14, 2013)
- Session 1: 26 September, 2008
- Session 1: 28 October, 2008
- Session 2: 8 December, 2008
- Session 2: 12 December, 2008
- Session 3: 18 February, 2009
- Session 4: 22 June, 2009
- Session 2: 4 December, 2009
- Session 2: 10 June, 2010
- Session 2: 11 June, 2010
- Session 3: 20 July, 2010
- Session 4: 26 July, 2010
- Session 2: 20 August, 2010
- Session 0: 3 May, 2011
- Session 1: 6 May, 2011
- Session 6: 2 April, 2012
- Session 0: 27 April, 2012
- Preliminary meeting with boss: 10 May, 2012
- Session 1: 14 May, 2012
- Session 1: 20 August, 2012
- Session 1: 11 September, 2012
- Session 2: 11 September, 2012
- Session 2: 2 November, 2012
- Session 0: 29 May, 2013
- Session 1: 14 June, 2013
- Session 3: 10 July, 2013
- Session 1: 21 July, 2014

Names of clients withheld for confidentiality reasons.