

# A coaching programme for nursing college managers to facilitate employee wellness

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## DECLARATION

I declare that this thesis hereby submitted by me for the degree of **Doctor of Philosophy in Psychiatric Nursing** to the **North-West University, Potchefstroom Campus**, is my own independent work and has not previously been submitted to any other institution. I hereby cede copyright of this thesis to the North-West University.

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**M.M. TLAPU**

*A special thanks to you*

*Prof HC Klopper*

*Thank you very much*

*for taking me through difficult times of life by  
understanding and standing by me*

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## DEDICATION

This study is dedicated to my late mother **ANNAH MMAMAPUDU SEMAKE** who spent most of her life as a widow and raised me alone from nothing and inspired me with her love and support. My sister **ELSIE MANTIME SEMAKE** who gave me guidance, love and financial support. Special thanks to my son, **KGOSIETSILE**, who also supported me when I was experiencing health and other problems.

## **ABSTRACT**

There have been on-going debates regarding wellness and management roles. There are several general programmes for facilitation of wellness. Some are implemented but others not. The urge to develop a coaching programme for college managers was triggered by personal experiences as the principal of a nursing college with the aim of helping the managers to facilitate employee wellness.

The research was conducted to make a meaningful contribution to a body of knowledge, in particular knowledge related to the facilitation of employees' wellness by the nursing college management.

### **Aim**

The aim of the study was to develop a coaching programme for nursing colleges' managers to facilitate employee wellness.

The research was conducted into two phases.

### **Phase one**

The first phase is a situational analysis. A qualitative strategy, which is explorative, descriptive and contextual in nature, was used. The perceptions of employees, guided by a literature review, were explored and described.

### **Research Design Method**

The design of the study was qualitative, with explorative, descriptive and contextual elements.

The nursing college managers were interviewed in both individual and in focus groups interviews. Only six main samples were used, namely: principals, vice-principals, HODs, registrars, nurse educators and support staff. An interview schedule was prepared by the researcher and experts in qualitative design.

The first focus group interviews were conducted with the heads of departments in four nursing colleges. Three focus group interviews were held with heads of departments, nurse educators and support staff. Individual interviews were held with three principals and college registrars. The data analysis procedure from Henning,

Van Rensburg and Smit's (2008:106) writing was adopted as the bases for data analysis in phase one of the study. Deductive and inductive strategies were used. The results of phase one relating to the experiences and perceptions of employees and managers were used in conjunction with the integration of the embedded literature to develop the conceptual framework and coaching programme for the management of nursing colleges.

## **Phase two**

**The second phase** was the description of the conceptual framework. An integrated map was compiled by mapping the concepts from the conclusions from all the empirical findings from Chapters 3 and 4. The main concepts of the integrated map are described. Finally, a visual conceptual framework was presented. A coaching programme for nursing college managers to facilitate employee's wellness was developed. The programme was presented into 2 parts; part 1 for training managers to empower them with coaching skills. Part 2 addressed facilitation of employee's wellness.

Ethical considerations were observed throughout the study.

## **Results and findings**

The results from both the employees and managers reflected challenges which involved the political mandate of increasing numbers of students without extra human and material resource allocation. Most of the employees complained about college management, which did not recognise their efforts and qualifications. Other causes of dissatisfaction included increased workload, the large numbers of students and decreased facilities through the rationalisation and merger of the nursing colleges.

**Keywords:** Coaching, wellness, coach, employees, managers, education, educators, students.

## OPSOMMING

Daar is voortuitgang debatare wat agneem dat bevredigend en die bestuurder role.Daar is algemene programme vir fasiliteer van bevredigende .In party kere dit word implimeenter maar anders nie .Die aanspoor om die opreg programme die collage bestuurder te ontwikkel is deur persoonlike ervaring soos die hoof van die verpleegster collage met doel om die bestuurder of die collage te help fasiliteer werkers se be bevredigend

Die navorsing is gedoen om 'n verstaanbare bydrae tot die kennis lyf.Spesifiete kennis verwant na die fasilieseing van werkers se bevredigend deur die verspleegter collage bestuurder

### **Doel**

Die doel van die studie was om die afreg programme te ontwikkel vir verpleegster collage bestuurder om die werker se bevrediging te fasiliteer.

Die navorsing is in twee fase uitvoer.

### **Fase een**

Die eerste fase is a situasionele analisisime. 'n kwalitative strategie wat verkenbare is,beskrywend en kontesuele in die natuur is gebruik .Die waarneming van werkers, gelei deur die letterkinde hersien,is verken en beskryf.

### **Navorsing ontwerp metode**

Die ontwerp van die studie was kwalitative, met verkende, beskrywende enkonteksuele elemente.Die verplegeer collage bestuurder is onderhoud intesame individuele en focus groep onderhoud.Net ses hoof ,adjunk-hoof, hoof van die departamente , registrasgeurs, verpleegsters onderwysers end ondersteun personeel.Die onderhoud skedule is voorberei deur die navorsig en kenners in kwalitative onderwep.

Die eerste fokus groep onderhoudigs is deur die hoof van departente in vier verpleegster collage.Drie groep onderhoud is gehou met hoof van die departamente,verpleegster onderwysers en ondersteun personeel.Individuele onderhout is gehou met drie collage hoof en die collage registergeur.Die data

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analisisme procedure van Henning, Van Rensburg and Smit's (2008:106) geskrywe is aangenee as die basise vir die studie

Die resultate van fase een verwant na die erraring en persepsies van werkers en bestuurders is gebruik en in verbinding met integrasie van die ingeslote letterkunde om die konseptuele framwerk te ontwikkkel en afrig programe vir die bestuur van verpleeg collage

## **Fase twee**

Die tweede fase was die beskrywing van die konseptuele framwerk. Die intergrasie map was opgehou van die mapping die perpsies van die einde ondervindings van hoofstuk 3 en 4. Die hoof persepsies van die ingeslote mapis beskryf . Lastings op die einde , die visuele konsepsies framework. Die afrigtering program vir verpleegter kollage se bestuurderes om die wellverwande te fasilietaat is opgewind. Die program is in 2 dele voorsit, deel 1 is vir bestuurders onderig om hulle met afrig wyseheid te versrsterk. Deel 2 adresseer die werkers se wellverwande te fasilietaat .

## **Resultate en ondervindings**

Die uitkoms van die werkers en die bestuurders kompeteerings wat politieke instruksie van student getale wat verhoog sonder meer menslike material end brome deel. Die meeste werkers kla oor die kollage bestuurder lede wat nie die werkers se moeite besef nie en hulle kwalifikasies. Ander redes van ontevrede is sluit in meer werk., die hoe nommer van student e in die verlagin van fasilieteite van die nasionalisme en die aankopelling van die verpleegster kollage.

## **Slutelwoorde:**

afrigtering, afrigter, wellverwande, werkers bestuurders, onderwysers, onderwys, onderwyseres studente.

## ABBREVIATIONS

### A

ARV	Antiretroviral
AIDS	Acquired Immune Deficiency Syndrome

### B

### C

CHE	Council for Higher Education
-----	------------------------------

### D

DENOSA	Democratic Nursing Organisation of South Africa
DoE	Department of Education
DoH	Department of Health

### E

ETQA	Education and Training Quality Assurance
------	--

### F

### G

GROW	Goal, Reality, Option, Will
------	-----------------------------

### H

HEI'S	Higher Education Institutions
HEQF	Higher Education Quality Framework
HODs	Heads of the Departments
HIV	Human Immune Virus

### I

### J

### K

### L

### M

### N

N	Population
n	Sample size
NWU	North West University
NEI'S	Nursing Education Institutions

NQF National Qualification Framework

NDoH National Department of Health

O

P

PDoH Provincial Department of Health

Q

QC Quality Council

R

RDP Reconstruction and Development Programme

S

SANC South African Nursing Council

SAQA South African Qualification Authority

S.C.O.R.E Symptoms, Causes, Outcomes, Resources,

T

U

V

W

WPHE White Paper on Higher Education

WHO World Health Organization

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# CHAPTER 1

## OVERVIEW OF THE STUDY

# CHAPTER ONE:

## Overview of the study

### 1.1 Introduction

Many changes and challenges aimed at redressing the imbalances of apartheid have confronted South Africa since the advent of true democracy in 1994. The changes have had an inevitable impact on higher education and, subsequently, on nursing education. Many employees, including managers in nursing education institutions, are experiencing the changes as stressors which affect their wellness. This has affected the institutions' productivity due to nurses resigning and leaving the country in large numbers. The migration of nurses has resulted in a shortage of nursing staff in the country (Matlhape & Lessing, 2002:22). Productivity has also been affected as employees are not coping with the increasing workload, which has been complicated by the impact of HIV and AIDS and the need to administer ARV treatment (anti-retroviral). In spite of the increased workload there has been no increase in resources – staff are expected to deliver quality education and training and produce competent, critical-thinking professionals with socially useful and enriching knowledge.

Over the last decade, the Department of Health has been under pressure to increase the number of nurses due to the exodus and resulting brain drain. The outcome of this is that there has been an increase in the number of students which has led to overcrowded, unmanageable classes and hence overloading of nurse educators. In other instances the number of students was increased to a hundred and fifty per intake. The numbers pose a serious quality challenges. Managers are experiencing challenges regarding the management of the increased number of students without extra resources being allocated, both human and material. In addition to the frustrations experienced, the merger of the nursing colleges has resulted in both nurse educators and managers operating in a new environment without a well-structured support programme.

## 1.2 Background and rationale of the study

In 2003 some nursing colleges were merged to address the issues of the previous disparities in the country. The merger of the Nursing Education Institutions (NEIs) in South Africa created uncertainties and fears in most of the employees. The intention of the government was to redress the imbalances of apartheid and to retain and train more nurses. Restructuring brought about many challenges which have had an impact on nursing education. In reaction to the restructuring process, the country experienced a huge brain drain of its nurses and nurse educators from the profession and the country (Mkhize, 2009; 28; Mohlongo, 2000:7; Morosoni:161, 2003, Ntsele, 2008:4). These challenges implied that the management of nursing colleges should embrace the vision and missions of the provincial departments of health. Each college entered into an agreement and affiliated with the universities regarding academic quality control. The implementation of new policies such as the National Qualification Framework (NQF) (SAQA) (Act No. 58 of 1995) of which the new HEQF (Department of Education, 2007) forms part, had an impact on the functioning of managers and support to employees.

These changes have also affected the institutions' productivity and nurse educators are resigning and leaving in large numbers. The increased intake of students into the colleges has also contributed to the problematic situation of the big numbers of students in colleges, which has led to overcrowding of classes. This makes them unmanageable and overloads the nursing educators. Managers are faced with the challenges of managing and supporting nurse educators in these changes without additional resources. The nurse educator-to-student ratio in some classes is 1:165. In some clinical areas, the nurse educator-to-student ratio is currently 1:35. The South African Nursing Council (SANC) guidelines state that the nurse educator-to-student ratio should be 1:25 in the class and in the clinical area it should be 1:15. Nursing colleges, however, have to cope with high numbers of students which are not in line with the prescriptions of SANC. In addition to these constraints, the number of employees has not increased. Part of the challenges and constraints are the changes in higher education in the country and transformation in the workplace.

### 1.2.1 Changes in higher education in south africa

Higher education in South Africa witnessed significant changes in the 1990s. Some of these changes have been the result of post-apartheid legislation, and others the consequences of globalisation (Olivier, De Jager, Grootboom & Tokota, 2004:918). More and more pressure for change has thus been placed on nursing education institutions. The challenges of change -have indeed had a profound influence on the workforce (Schaufeli & Bakker, 2001:111). In particular, four trends have emerged that have created turbulent environments for higher education institutions. (Barkhuizen, 2005:1; Pennington, 2001:111; Coovadia, Jeweskes, Barron, Sanders & McIntyre, 2011:4-12; Mkhize, 2009: 28).

First, the demand for employees changed the structure of the nursing colleges in the country in a process of rationalisation. Consequently, not only did the student-to-educator ratio increase dramatically, but nurse educators were also expected to deal with a greater diversity of students who were culturally different from those with whom they had been involved in the past (Barkhuizen, 2005:1; Singh 2008: 1059; Portnoi, 2009: 375; Peltzer, Shisana, Zuma, van Wyk., Zungu & Dirwayi, 2009: 249).

Secondly, the affiliation of the nursing colleges to the universities brought about changes that seriously affected managers in implementing new policies derived from the Higher Education Amendment Act (Act No. 39 of 2008) and the NQF. The fact that there was little support for managers and nurse educators caused frustration. The highly knowledge-intensive fields which were changing faster than people were able to change their skills, held tertiary-education institutions responsible for up-to-date information (Singh, 2008: 1059).

Thirdly, government had increasingly exhorted tertiary education institutions, as an integral part of society, to assist them in solving problems across a broad spectrum (Clarke, 2000:556). Employees were expected to provide high quality education, be productive and creative, and have useful skills and knowledge for equipping a developing society to participate completely in a rapidly altering national and international global context (Smit, 2000:87; Singh, 2008: 1061; Mkhize; 2009: 116).

Fourthly, the globalisation of knowledge propelled its growth at an accelerating pace (Clarke, 2000:556). Accordingly, it appears that the job demands of managers have escalated, while the levels of support and other resources have declined. Furthermore, the literature is quite clear about the negative effects of high job demands and low resources on managers' wellness with specific reference to incidents of stress and low wellness (Barkhuizen, 2005:2; Blizzard, 2002:95; Stimie & Fouche, 2004:4; Peltzer et al., 2009: 248).

The increase in workload necessitated the development of new approaches to teaching. There is therefore the need to prepare college managers to cope with the workload and function, as expected, within higher education institutions (Branham, 2000:22). The college managers have to manage the challenges facing the institutions, including the education and training of competent and critical-thinking nurse practitioners in line with the Department of Health's human resource plan, implementing the Department's strategic goals and incorporating them into the department's main goals (Branham, 2000:22; Nahargang, Morgeson & Hoffmann, 2010: 6).

A further crucial role is Human Resource Management (HRM). This includes being change agents, strategic partners and employee champions (Renwick, 2003:344). As employee champions the managers are expected to play a role in training and coaching employees both formally and informally. The formal performance appraisal process is just one means of involving managers in the development and performance of employees (Mankin, 2009:32; Dyck 2009:375). Added to the HRM function are the challenges inherent in public institutions, that is, strict budget control, insufficient budget allocation, inexperienced and unsupported managers, ill-defined college culture and a general shortage of both academic and support staff (Stimie & Fouche, 2004:4). These challenges interfere with the managers in fulfilling their roles effectively and therefore affect the organisational outcome (Natarajan, Nagar & Dinesh, 2011:6).

Nursing education institutions are faced with government policy in college management and control. Stimie and Fouche (2004:4) concluded that it is evident that the control measures of both government and higher education regulations have caused shock. The assumption at this stage is that the productivity of management and employees of nursing colleges is affected, coupled with high turnover and

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absenteeism. According to a report by Tlapu (2005:55), statistics from one of the nursing education institutions indicate that 25% of employees are absent from work for more than two days a week, while 13% disappear for up to six to ten days in two weeks. The observation was that all categories of staff were influenced by absenteeism. Exhaustion due to overloading was cited as one of the reasons for absenteeism (Tlapu, 2005:55; Delobelle, Rawlinson, Ntuli, Malatsi, Decock & Delpoorter, 2010: 373). Up to now, the researcher has focused on the changes in higher education in South Africa. The next important factor that is explored is transformation in the workplace.

### **1.2.2 Transformation in the workplace and health industry**

Rapid transformation worldwide in the health care industry is taking place and the public sector in South Africa has not escaped the demands of the global economy. These changes have a negative impact on the characteristics associated with organisational effectiveness (Stimie & Fouche, 2004:18). Transformation in South Africa started in 1994, when government restructured the Department of Education (DOE) and the Department of Health (DOH). The restructuring of both nursing and education unfolded as a challenge, characterised by a need to understand the legislation, including the constitution, of the country. Before the restructuring started and during the transitional phases, the several stages of consultation were difficult for all the stakeholders. In the context of this study, stakeholders refer to nursing college managers, students, academic staff and support staff. The need to restructure the nursing colleges was based on principles of better health care services for all members of South African society. Oliver et al., (2004:918) report that changes in South African higher education can be cited as one area that was inclusively aggravated. The merger and rationalisation of nursing colleges has been a serious change that has affected the management of the education programme. In the light of the above challenges, it is important to equip managers with coaching skills which can facilitate their wellness (Makhuva, Davhana-Maselesele & Netshandama, 2007:62; Mkhize; 2009: 28; Singh 2008: 1061).

In South Africa and indeed in other parts of the world, some of the factors threatening the achievements of customer service, quality output and continuous improvement are due to the management of restructuring, increasing downsizing, as well rationalisation and a diverse workforce. Murphy and Cooper (2000:23) and Sparks,

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Faragher and Cooper (2001:489) point out that restructuring caused a serious shortage of skills in the country and the increasing decline in the wellness of workers. Technological advancement and increased globalisation have also created a new environment and reality in the workplace. Issues of principle, policy and morale have also created a substantial paradigm shift of the past and the practices in the corporate world and in business today (Sparks, Faragher & Cooper, 2001:489). These changes often lead to stress that affects the productivity of the employees, the general absence of wellness brought about by work-related and unrelated factors considered detrimental to productivity (Matlhape & Lessing, 2002:22). To address these complex issues, effective management of employees at work is the key to a successful organisation. Managers can enhance employee wellness by focusing on critical areas that can be achieved through coaching (Korttraba, 2004:32). Employee commitment, work satisfaction, loyalty and happiness at work can be achieved through the employers' active support and coaching (Oliver et al., 2004:912; Peltzer, et al., 2009: 249).

A further stressor, according to Matlhape and Lessing, (2002:22); Delobelle et al., (2010: 372) is the exodus of skilled South Africans from the country which continues to be a major consideration for all organisations. The retention of existing talent and the mobilisation of human resources to ensure better service than that of rivals and gaining a competitive advantage in industry is what these organisations desire. According to Renwic (2003:345) and Sieberhagen, Pienaar and Els (2011) most of the prominent challenges in the workplace are deterioration of work ethics, work performance and availability due to poor physical health habits, a limited pool of talent and rising costs in the provision of health-related benefits. In the South African context, stress levels are further exacerbated by the high level of violence and crime, inadequate training, organisational restructuring and rapid social and political change (Renwic, 2003:345). Employees are also experiencing emotional trauma and burnout due to workplace changes and challenges. In conclusion, the environment with all its technological changes, restructuring, downsizing, mergers, outsourcing, global competition and socio-political changes, has created a workplace full of uncertainty as well as a high level of employee stress.

### 1.3 Problem statement

This study was necessitated by factors such as changes brought about by government policies to address the issues of the past. These changes have led to an increase in the number of students, which has caused overcrowded classrooms, overloading of nurse educators and unmanageably large classes. Managers face problems of managing large numbers of students without additional resources, both human and material. The challenges in nursing institutions are compounded by several complex matters which managers have to deal with. The demands placed on managers in the higher education institutions of the new millennium will continue to generate anxiety and stress, but it is the senior managers' duty to take reasonable care of the health and safety of their managers.

All these will increasingly become items on the colleges' agenda of coaching programmes to minimise litigation in the workplace (Siu, 2002:5). An attitude that prevailed in the past was that employees came to work to do a job and should leave their personal problems at home. There was no provision of proper support systems to employees (Johns, 2002:44). The demands placed on employees in the education organisations of the new millennium will continue to generate anxiety and stress, and it is the duty of the organisations to take reasonable care of the health and safety of their employees (Delobelle et al., 2010: 372). Such duty will become an increasingly important item on the business agenda (Siu, 2002:5-7).

Based on the picture painted above, it can be concluded that nursing education institutions are faced with the following challenges: changes in higher education institutions such as delivery of quality nursing education are expected to ensure quality teaching and learning. There is a gross shortage of both human and material resources to address new trends and types of students in the nursing colleges (Barkhuizen, 2005:2; Olivier et al., 2004:918; Coovadia et al., 2011: 14). The management of change has not been effective in allaying the fears of all employees, and lack of support of managers by senior management is evident as there is a lack of any support programmes in place. The consequences of these changes are the uncertainties among nurse educators causing some to resign and others to leave the country for greener pastures in Europe and elsewhere (Matlhape & Lessing, 2002:22; Delobelle et al., 2010: 372).

The need for this study arose from the changes and challenges that are facing nursing education institutions in South Africa and the impact thereof on employees. There are general programmes in the colleges to address employees wellness but there is no empirical programme in the nursing colleges. The concepts of wellness and coaching are explored as possible frameworks to assist college management to address the challenges facing the employees in the nursing colleges and to facilitate their wellness. The programme is developed based on the empirical data. It is recommended that after the research has developed, the next phase of the programme should be implemented and be evaluated. In this study the researcher did not implement the programme. This study did not deal with the intervention nor intended to do so. Rather, the main aim was to develop a coaching programme for nursing college managers to facilitate employee wellness. with the empirical data.

#### **1.4 Research questions**

Based on the statement of the problem, the research questions below are posed:

What are the perceptions of employees and managers of the nursing colleges regarding facilitation of their wellness?

What is the role of managers regarding facilitation of employee wellness in the workplace?

What are the needs of employees regarding their wellness in the workplace?

How can a coaching programme be developed to facilitate employee wellness?

#### **1.5 Research purpose and objectives**

The aim of the study was to develop a coaching programme for nursing colleges' managers to facilitate employee wellness. To achieve this aim a number of objectives were set:

- To explore and describe the perceptions of employees and managers regarding the facilitation of wellness and the elements thereof in the workplace.
- To explore and describe the roles of managers regarding facilitation of employees' wellness.
- To explore and describe the needs of employees regarding their wellness.
- To describe the conceptual framework of the study.

## **1.6 Paradigmatic perspective**

A paradigm is defined as a general framework for theories and empirical research. It also answers questions and devises methods of finding solutions. The paradigmatic perspective is the whole system of thinking and general orientation, and it is viewed as a system of rationalising issues (Neuman, 2006:515). The paradigm perspective refers to the frame of reference for viewing the world, consisting of a set of concepts and assumptions. Kuhn (1970) defines a paradigm as a model for conducting normal research containing a set of rules and regulations that clarify boundaries for the researcher regarding what should be researched and how the research should be done. Paradigm perspectives include theoretical and methodological convictions. Therefore research should be bound by specific theories, methodology and research techniques as guided by the paradigm, and to certain meta-theoretical assumptions and presuppositions on which the paradigm is based (Kuhn, 1970). Paradigm perspective includes meta-theoretical assumptions and presuppositions as well as theoretical and methodological assumptions (Kuhn, 1970) and convictions which are described in Section 1.6.1.

### **1.6.1 Meta-theoretical assumptions**

Meta-theoretical assumptions clarify and describe the existence of societies and human beings and all other aspects which can affect communities. The meta-theoretical assumptions are also grounded in the researcher's own philosophy, which respects the privacy, dignity and beliefs of an individual. It has assisted and influenced the researcher to make final decisions throughout the study. It also reflects issues such as the nature and structures of theories, as well as scientific growth, which address the meaning of the truth (Botes, 1995:22). The meta-theoretical assumptions of this study comprise person, health, the community and nursing as described below.

#### **1.6.1.1 Person**

The researcher believes that a person is a spiritual being who is composed of the physical, social, emotional and cognitive dimensions which are interconnecting, ever-changing and in constant interaction with the environment. Understanding of life differs from one person to the other. It includes interaction between life activities and

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the environment, that is, how she or he interacts with management, colleagues, students and the physical environment. The different phases of an individuals' life depends on maintaining a balance within the self, irrespective of the challenges that are experienced in the external or internal environment. It includes maintaining wholeness irrespective of the different challenges one faces. In this study the persons referred to are the nursing college managers and employees.

#### **1.6.1.2 Health**

Wellness and health are used synonymously. In this study, wellness refers to physical, social, mental and spiritual wellness and it is the person's ability to reach his or her potential and to respond positively to environmental change (Guest & Conway, 2004:65). The health described is that of the nursing college managers and employees of nursing colleges and not of patients. An employee's state of complete physical, social, mental and spiritual wellness is not merely the absence of disease (Barkhuizen, 2005:1). This concurs with the WHO constitution of 1948 that defines health as "a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity" (WHO, 1948). Wellness is directly affected by the conditions under which the employee works and lives, so attention to the quality of the working environment itself is a fundamental prerequisite for a high standard of wellness (Guest & Conway, 2004:63).

#### **1.6.1.3 Community**

Environment and community in this study are used interchangeably. The community members are the employees of the nursing colleges. This concept includes the internal and external community. The nature of the internal community is physical, psychological, social and spiritual, and the external community comprises all the factors that can be affected by the physical or emotional, and includes other individuals' perceptions, reactions and attitudes. A supportive community plays an important role in the wellness of employees to the extent that they feel happy when forces in the environment are positive and people's attitudes become positive. When the environment is not supportive, employees tend to be negative. In this study community refers to the selected nursing colleges within the institutions of higher education where students are trained. In these institutions the nurse educators offer

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theoretical instruction and simulated practice before the students are exposed to real-life situations.

#### **1.6.1.4 Nursing**

Nursing is a noble profession in which there is interaction of groups of different professionals with the aim of assisting those who are in need of help. Kotze (2008:16) has a more comprehensive approach to the definition of nursing. In this definition the elements that are emphasised include interpersonal processes where professionals such as nurses and other health professionals assist sick individuals, communities and society at large to prevent illness and promote health. Nursing in the context of this study refers to the facilitation of the wellness of employees.

#### **1.6.2 Theoretical assumptions**

A theoretical assumption refers to the researcher's view regarding what the truth or valid knowledge is in an existing framework which relates to the researcher's study (Botes, 1995:22; Neuman, 2000:515). Theoretical assumptions are testable and offer epistemological pronouncements about research fields (Botes, 1995:622; Klopper, 2008:65). Theoretical assumptions include the central theoretical argument and definition of the key concepts of the study.

##### **1.6.2.1 Central theoretical statement**

A situation analysis, based on the exploration and description of the perceptions of employees and managers regarding the facilitation of wellness and the elements thereof in the workplace; the exploration and description of the roles of managers regarding facilitation of employees' wellness, as well as the exploration and description of the needs of employees regarding their wellness, is conducted. The empirical data obtained from the situation analysis, and the description of the conceptual framework, provides the content basis for the development of the coaching programme for nursing college managers to facilitate employee wellness.

##### **1.6.2.2 Theories and models**

The researcher adopted Bandura's (1977a:7) cognitive learning theory as it focuses on behaviour, beliefs, self-system and self-efficacy. In cognitive learning theory self-efficacy refers to an individual's ability to regulate her or his own behaviour and learning processes. According to Bandura (1977) individuals continually regulate

their behaviour to adjust to environmental changes and pressures. The researcher adopted this theory because of its congruence with her philosophy and the basis of this study. A full description of the theory is given in Chapter 6 of this study. The theoretical assumptions focus on the conceptual definitions which are discussed next.

#### **1.6.2.2.1 Models of coaching**

Coaching is the concept that has been used by sports people for a long time. Recently the concept has been used widely by politicians, actors and performers. Most of the organizations have been moving towards utilization of the term “coaching” in relation to performance and management (Van Der Molen, 2009:63). During coaching the skills of the coach determine the destination of the coachee. It can be mentioned that there is no right or wrong way of coaching, but the collaborative approach is recommended as it produces more results (Van Der Molen, 2009:63). Several models are described by many authors. In this study the co-active coaching model is described as an approach that emphasises all the activities of coaching including the roles of both coach and coachee. Co-active coaching is used in many instances in life both in sport and life coaching. For the purpose of this study the researcher adapted and adopted the GROW model as described by Parsloe and Leedham (2009: 162 -164). The GROW model has its origin in the sports field and it is also influenced by Tim Gallwey’s book *The Inner game of Tennis* (1974). The model rely on a critical questionnaire with well-constructed questions. The questions are set to assist during the discussions between the coach and coachee. The structure of questioning follows the mnemonic that is summarized as GROW :

- Establish the **Goal**
- Examine the **Reality**
- Consider all **Options**
- Confirm the **Will** to act

The first question focuses on the **goal**. It involves “the setting of clear, specific goals which prevent the coach and coachee from straying from the overall objectives. The coach has the critical role of clarifying the current life situation of the coachee. What, When, Where and How questions can be asked at all the time to determine and

clarify the area of life of the coachee” (Parsloe & Leedham, 2009: 162 -164; Bennie & Lonnor, 2011; Garvey & Megginson, 2009:151).

The second focus is **reality**. Both coach and coachee discussed the reality situation in the life of the coachee and the coach during brainstorming assist the coachee to see the situation as it is.

The third focus is on **options**. The idea is to identify as many solutions to particular issues or problems, without considering the quality of the options; what are important is the quantity; and what the coachee will do.

The final focus of the GROW model, addresses the **will** to act. The coach elaborates on how best decisions about the problem can be made after interrogating the options. The parties agree on the best option and lastly a selection is made and then the coach prepares a plan for the implementation of the option.

There is a relationship between the model and goal setting theory. However, it has been observed that the model is not empirically derived (Steward, O’Riordan & Palmer, 2008: 129). A coaching process contains enough cross matching to promote the model to be empirical (Steward et al., 2008). The GROW model has been rated as the “effective model” of coaching. (Bennie & Lonnor, 2011:3, Parsloe & Leedham, 2009: 162 -164) The model is relevant for this study and it will be applied in coaching process demonstration in Chapter 6.

#### **1.6.2.2.2 Supportive theories and models**

In addition to the GROW model other authors such as Barner, Corp and Higgins (2007:155); Dweck (2000); Schmidt (2003) and Barner and Higgins (2005) discuss models and theories which are grounded in coaching. The clinical model takes into consideration clinical issues, the social constructionist model **which** emphasises social interaction, system models, emphasising the influence of the environment on individuals, the behavioural models, which explain the impact of behaviour and coaching. However in this study the GROW model is used.

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### 1.6.2.3 Definitions

The following definitions are relevant in this study:

- **Coaching**

Coaching is the process of enhancing people's growth and development, instilling responsibility for developing potential, and nurturing and exploiting scarce leadership talent. It is the process of increasing the leader's skill and effectiveness in accomplishing managerial tasks, including communication of the organisational purpose, vision, mission, goals and outlining key opportunities, building relationships, facilitating interactions that result in outstanding performance and producing results from the direct efforts of managers (Milliman, Czaplewski & Ferguson, 2001:17; Murphy & Cooper, 2000:231).

- **Programme**

A programme is a coherent set of support systems leading to certain competencies, cognitive abilities and psychomotor skills. In this study, the coaching programme is developed to equip managers with the skills to enable them to coach employees and thus facilitate their wellness (Sito, 2008:14).

- **Nursing colleges**

Nursing colleges refer to the institutions that have an affiliation with a university to oversee and moderate the provision of the nursing science programmes. The nursing colleges are regulated and accredited by the South African Nursing council (SANC) and are responsible for preparing the curriculum, and the implementation and evaluation of the programme. In this study nursing college refers to the institution of teaching-learning of nurses in selected provinces, namely Gauteng and North West as approved by SANC in terms of section 15(2) in Nursing Act (Nursing Act NO 50 1978).

- **Nurse educator**

In this study nurse educator refers to a person registered with the SANC (Nursing Act NO 50 of 1978) as amended, as a qualified nurse educator and appointed as a professional nurse and in certain circumstances as a manager of a nursing college (Ntsele, 2008:17).

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- **Rationalisation**

Rationalisation refers to the restructuring and reconstruction of learning institutions to rearrange the nursing colleges to make them more efficient and in attempt to cut costs and labour (Ntsele, 2008:7; Mohlongo, 2000:17). Rationalisation in this study refers to the amalgamation of nursing colleges into a college in the provinces. In this study rationalisation is used synonymously with restructuring, merger, and to lesser extent, transformation.

**Mentoring**

Mentoring is a process that takes place between two parties, in which the mentee's day-to-day needs are identified by the mentor (Allen, 2001:440; Clutterbuck, 2003:38). According to Allen (2001:114), the mentor plays an advisory role in an idea-sharing relationship. It usually starts with the learning goal already identified, if not by the manager then by an influential third party.

**1.6.3 Methodological assumptions**

Methodological assumptions reflect the researchers' views regarding good research. For the purpose of this study, the researcher followed the model of Botes (1995:22) for nursing research which provides a holistic approach to the research. The research model describes the three orders (levels) of research. The orders are:

First order describes the practice of nursing and nursing activities, which repeatedly involve challenges and demands that need to be addressed. In this instance a research investigation can help to find solutions. The first order represents the nursing college as work environment of the nursing college managers and employees – where they positively or negatively experience wellness in the workplace. After exploring the experiences and perceptions of employees, the empirical data yield the results which assist in the development of the wellness facilitation coaching programme to be used by nursing college managers.

Second order refers to the theory and the method employed in the study, including research activities and theory development. In this study the researcher followed a

qualitative approach, and exploratory, descriptive and contextual in nature. The study also has two phases: the first phase is the situational analysis, and the second phase deals with the conceptual framework and development of a coaching programme for nursing college managers to facilitate employees' wellness.

Third order is the paradigmatic perspective which covers the meta-theoretical, theoretical and methodological assumptions. The meta-theoretical assumptions reflect the researcher's views and beliefs regarding person, health, community, and nursing (see 1.6.1), and the theoretical assumptions include the central theoretical argument as well as the definition of concepts sourced from literature (see 1.6.2.3).

## **1.7 Research design**

In this chapter, the researcher gives a brief overview of the research design. The design is discussed in detail in Chapter 2.

The research design is qualitative, explorative, descriptive and contextual in nature and the reasoning strategies employed were both inductive and deductive.

### **1.7.1 Qualitative research**

Denzin and Lincoln (2003:3) and Polit and Beck (2004:16) describe qualitative research as the process of inquiry into the perceptions and feelings which will lead to an understanding of the life environment of participants in any research. Morse (2003:833) contends that the qualitative research approach is used when the researcher does not have a clear understanding of the problem at hand. Qualitative design is followed in order to explore and describe the perceptions and experiences of employees, to explore and describe the roles of managers regarding facilitation of employees' wellness, and to explore and describe the needs of employees regarding their wellness. This study was conducted in the context of selected nursing colleges. The aim was to develop a coaching programme for nursing college managers to facilitate employees' wellness and the researcher moved away from vague assumptions to using empirical data to develop the coaching programme. A more detailed description is given in Chapter 2 (refer to 2.3.1).

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### **1.7.2 Explorative research**

The purpose of an exploratory study is to investigate unknown phenomena and to understand and find solutions to unanswered questions (Brink & Wood, 1998:283). Little is known about coaching programmes in NEIs and hence there is a need for further investigation. Exploratory designs take place in natural settings, and “they provide the least control over variables” (Brink & Wood, 1998:283; Mouton & Marais, 1992:45-460; Denzin & Lincoln, 2005: 1210) (refer to 2.3.2).

### **1.7.3 Descriptive research**

The purpose of descriptive design is to describe and record how data were collected. Polit and Beck (2004:716) describe descriptive design as a process that portrays the characteristics of participants and situations, either in groups or in individual interviews within certain phenomena. In this study, individual interviews were conducted with college managers to elicit their perceptions regarding the facilitation of employees' wellness, the aim being to develop a coaching programme to empower employees. Babbie (2010:93) comments that for the purpose of programme development, description and its implementation, descriptive research is more useful. After the individual interviews, focus group interviews were held with heads of the departments (HoDs) to obtain their experiences in facilitating employee wellness. The next step was to describe the perceptions and experiences of the employees regarding their needs for facilitation of their wellness. The coaching programme was developed and documented for the use of college managers (refer to 2.3.3).

### **1.7.4 Contextual research**

A context is defined by Mouton and Marais (1992:22) as the circumstances and conditions that surround the background stimuli in the environment that can be observed as foreground events. The context of this study is the selected nursing colleges. The contextual strategy concentrates on a specific description of the participants, and national and provincial structures, including the universities and nursing colleges (Mouton & Marais, 1992:22; Denzin & Lincoln, 2005: 1210) which are described in Chapter 2 (refer to 2.3.4).

## **1.8 Reasoning strategies**

Chinn and Kramer (1995:65) argue that “deductive reasoning is a logical way of reasoning”. The rule in deductive reasoning requires statements with the same relationship and the same understanding. The conclusions were deduced from the findings of the empirical data and the conceptual framework – the reasoning process in which the logic follows from the premises. These concluding statements provide the content (THE WHAT) for the coaching programme for nursing college managers to facilitate employee wellness. It also confirms the central theoretical statement. Deductive means to conclude by reasoning or in-logic meaning to take away from or subtract from another. Inductive reasoning was used for the description of how the content of the coaching programme can be used. Inductive logic is a technique of reasoning to a certain extent. The deductive logic refers to inferences; it explains the way it is done (THE HOW).

## **1.9 Research method**

The research methodology refers to the steps in the research process followed by the researcher and is inclusive of the population and sample, data collection, rigour, and data analysis (Klopper, 2008:64). The research was conducted in two phases, namely the situational analysis and the programme development. Phase one objectives were to explore and describe the perception of employees regarding their wellness, identifying and describing the role of nursing college managers regarding coaching to facilitate employee wellness, and lastly, to identify the needs of employees to facilitate their wellness. Phase one results form the basis for the content of the coaching programme. Phase two dealt with the description of the conceptual framework and the development of a coaching programme for nursing college managers to facilitated employees’ wellness. A full description of the research methodology is given in Chapter 2 (refer to 2.5).

### **1.9.1 Population and sampling**

The following is a brief description of the population, with attention paid to how the sampling was carried out. The population comprises employees in the selected nursing colleges, namely nurse educators, college management (principals, deputy principals, registrars and heads of department) and the support staff. A purposeful

sampling technique was used in this study for all in the population (Cormack, 2003:23; Polit & Beck, 2004:731). The participants were selected based on set criteria (Burns & Grove, 2009:233) to ensure that the participants' experiences were useful for the study. The population and sample is further discussed in Chapter 2 (refer to 2.5.1.1.1).

## **1.9.2 Data collection**

The method of data collection included interviews with individuals and groups. Field notes were recorded. The specifics are provided as follows:

### **1.9.2.1 Phase one: Situational analysis**

In this phase the researcher conducted interviews with both individuals and focus groups as follows:

- **Individual interviews**

The individual interviews were conducted with nursing college management comprising college principals, vice principals and registrars. The aim was to explore and describe the experiences and perceptions of managers, as well as their roles with regard to employee wellness. More details of the interviews are discussed in Chapter 2 (refer to 2.5.1.2.3).

- **Focus group interviews**

Focus group interviews were conducted with the heads of the departments, the nurse educators and support staff in the nursing colleges to collect data regarding the facilitation of employee wellness. Throughout the entire interviews, communication techniques were followed as described by Okun (2002:81). These techniques assisted the moderator to verify information. Field notes were descriptive, reflective and demographic in nature and were recorded by the researcher and incorporated in the main data analysis. In Chapter 2 a full description of the interviews is given (refer to 2.5.1.1.2).

### **1.9.2.2 Phase two: Programme development**

In phase two attention was given to the development of a coaching programme for nursing college management to facilitate employee wellness. The empirical data of phase one assisted the researcher to identify concepts to describe the conceptual framework and for the content of the programme development for nursing college

management to facilitate employee wellness (refer to Chapter 2, 2.5.2 for detailed description).

### 1.9.3 Data analysis

Both the individual and the focus group interviews were transcribed verbatim. The data analysis was conducted according to the content analysis technique of Henning, Van Rensburg and Smit (2008:104) in seven steps. The co-coder and the researcher worked independently to analyse the data and thereafter a consensus meeting was scheduled between them to reach consensus on the themes and sub-themes from the data. Refer to 2.5.1.1.3 for a detailed description of the data analysis process. An overview of the study is depicted in Table 1.2.

**Table 1.2: An overview of the research process followed in this study**

Research objective	Data collection	Sample and population	Rigour (Trustworthiness)	Data analysis
<b>Phase one: Situational analysis</b>				
<b>Step 1</b> To explore and describe the experience and perception of employees regarding wellness and elements thereof in the workplace	Focus group interviews (Krueger, 1994; Kvale, 1999)	Population: College employees (N=298)  Sample: Purposive sample Sample size (n=51)	Guba and Lincoln (1989:241) criteria for trustworthiness	Henning, Van Rensburg & Smit (2008: 104)
<b>Step 2</b> To explore and describe the role of managers regarding coaching to facilitate employee wellness	Focus group interviews (Krefting, 1991)  Individual interviews (Kvale, 1999)	Population: College managers Employees: (N=59)  Sample: Purposive sample Population: College managers Sample size (n=26)	Guba & Lincoln (1989:241) criteria for trustworthiness	Henning, Van Rensburg & Smit (2008: 104)
<b>Step 3</b> To explore the needs of employees to facilitate their wellness	Focus group interviews (Krueger, 1994; Kvale, 1999)	Population: college employees (N=298)  Sample: Purposive sample Sample size (n=51)	Guba & Lincoln (1989:241) criteria for trustworthiness	Henning, Van Rensburg & Smit (2008: 104)

Phase two: Programme development				
<p><b>Step 1</b></p> <p>To describe the conceptual framework</p>	Results from phase 1, steps 1-3	<p>Population: All concluding statements from results of employees and managers</p> <p>Sample: Purposive sample Sample size =100% inclusion</p>	Guba & Lincoln (1989:241) criteria for trustworthiness	Process of programme development
<p><b>Step 2</b></p> <p>To develop a coaching programme for college managers to facilitate employees wellness</p>	Results from phase 1, steps 1-3	<p>Population: All core related concepts and statements</p> <p>Sample size=100% inclusive</p>	Guba & Lincoln (1989:241) criteria for trustworthiness	Inferences from the empirical study

#### 1.9.4 Rigour of the research

Throughout the research rigour was ensured. Trustworthiness was ensured by the researcher adhering to strictness and accuracy (Krefting, 1991:215) when presenting the participants' experiences and their needs. Trustworthiness is summarised in Table 2.3 in Chapter 2.

#### 1.10 Ethical considerations

Ethical aspects were observed throughout the study as prescribed by the Democratic Nursing Organisation of South (DENOSA) (1998:1-7), as well as Burns and Grove (2009:174). The description covers consent, confidentiality, the rights of participants regarding issues of privacy and anonymity (Burns & Grove, 2009:243; Miles and Huberman, 1996:290).

The permission to conduct the research was obtained from the North West and Gauteng provincial Departments of Health, the North-West University, (Potchefstroom Campus) Ethics Committee and the Research Committee of the School of Nursing Science. The nursing colleges were requested for prospective participants to give consent. The ethical aspects are discussed in detail in Chapter 2 (refer to 2.7).

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## **1.11 Layout of the thesis**

The thesis is presented following the process used to develop the coaching programme.

Chapter 1: Overview of the study.

Chapter 2: Research design and –method

Chapter 3: Results from the managers' interviews and the embedded literature

Chapter 4: Results of focus group interviews and the embedded literature

Chapter 5: Conceptual framework

Chapter 6: A coaching programme for nursing college managers to facilitate employee wellness

Chapter 7: Evaluation of the study, limitations and recommendations for management practice, education and research

## **1.12 Summary**

This chapter orientated readers to the structure of the study by giving the rationale, background, research problem, purpose and objectives of the study and a brief description of the research design and methodology, ethical issues, rigor and trustworthiness of the study.

Lastly, the researcher outlined the study step by step by describing the contents of the different chapters of the study. The following chapter describes the research design and method, and explains the decisions taken by the researcher.

# CHAPTER 2

## RESEARCH DESIGN AND - METHOD

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## **CHAPTER TWO:**

# **Research design and -method**

### **2.1 Introduction**

The previous chapter dealt with the overview, introduction and background, the statement of the problem, research purpose and objectives, paradigmatic perspective and a brief overview of the research design and methodology. In this chapter the research design, research methodology, population and sample, data analysis, strategies for ensuring the rigour of the research as well as ethical considerations are discussed.

### **2.2 Purpose of the study**

The purpose of this study is the development of a coaching programme for nursing college managers to facilitate employee wellness. The research design and methods focus on the process to achieve this purpose.

### **2.3 Research design of the study**

A research design is defined as “a set of guidelines and instructions to be followed in addressing the research problem” (Mouton, 1996:107). He further suggests that the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions should be in such a manner that the eventual validity of the research findings is maximised. The research design is the plan or blueprint that the researcher will use in conducting the research (Klopper, 2008:68). The research design was qualitative, explorative, descriptive and contextual in nature. Inductive and deductive strategies were employed in this research study. Each of the components of the design as well as the strategies will be discussed.

#### **2.3.1 Qualitative research**

Qualitative research is the process of inquiry of the perceptions and feelings which will lead to the understanding of the life environment of the participants (Denzin &

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Lincoln, 2003:3; Polit & Beck, 2004:16) and it describes the structures of experience as they present themselves to consciousness, without recourse to theory, deduction or assumptions from other disciplines (Neill, 2006). The researcher conducted both individual and focus group interviews to capture the employees' points of view, perceptions and feelings regarding facilitation of their wellness and the role of managers in facilitating it (Denzin & Lincoln, 2003:3; Polit & Beck, 2004:16).

Morse (2003:833) contends that the qualitative research methodology is used when the researcher does not have a clear understanding of the problem or phenomenon at hand. Qualitative research is needed when the researcher has to move away from the vague assumptions regarding facilitation of employee wellness in the nursing colleges and get some clarity based on real-life experiences. Munhall (in Brink & Wood, 1998:338) points out that the qualitative design is needed in the formulation of the conceptual framework and that the design is appropriate "when the researcher wonders what it would feel like to experience something he or she knows nothing about". The information collected during the interviews assisted the researcher to clarify assumptions and allowed data and meaning to emerge 'organically' from the participants within the research context (emic perspective). From the data gathered, the researcher identified the core concepts, which were used as a basis for the description of the conceptual framework. The conceptual framework formed the cornerstone (provided content validity) of the coaching programme for nursing college managers to facilitate employee wellness.

### **2.3.2 Explorative research**

The purpose of the exploratory study is to investigate the unknown phenomena and to understand and answer the unanswered questions (Brink & Wood, 1998:283; Denzin & Lincoln, 2003). Little is known about coaching programmes for managers in nursing colleges and hence there is need for further investigation. Exploratory designs take place in natural settings, and "they provide the least control over variables" (Brink & Wood, 1998:283, Mouton & Marais, 1992:45-460). Brink and Wood (1998:284) describe the function of exploratory studies as "an in-depth exploration and description of a single variable and a process to arrive at a complete description". This implies that the data collected should explore the experiences, perceptions and feelings of employees regarding their wellness. Exploratory designs are employed in an attempt to see the world as the participant sees it (Mouton &

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Marais, 1992:45-460). In this study, the researcher explored the perception of employee wellness and the elements thereof by conducting focus group interviews with employees regarding their wellness and individual interviews with college managers regarding their roles in facilitating employee wellness. Exploring employee perceptions unlocked the unknown and provided answers to unanswered questions. By doing so the researcher gained an understanding of the phenomenon under investigation.

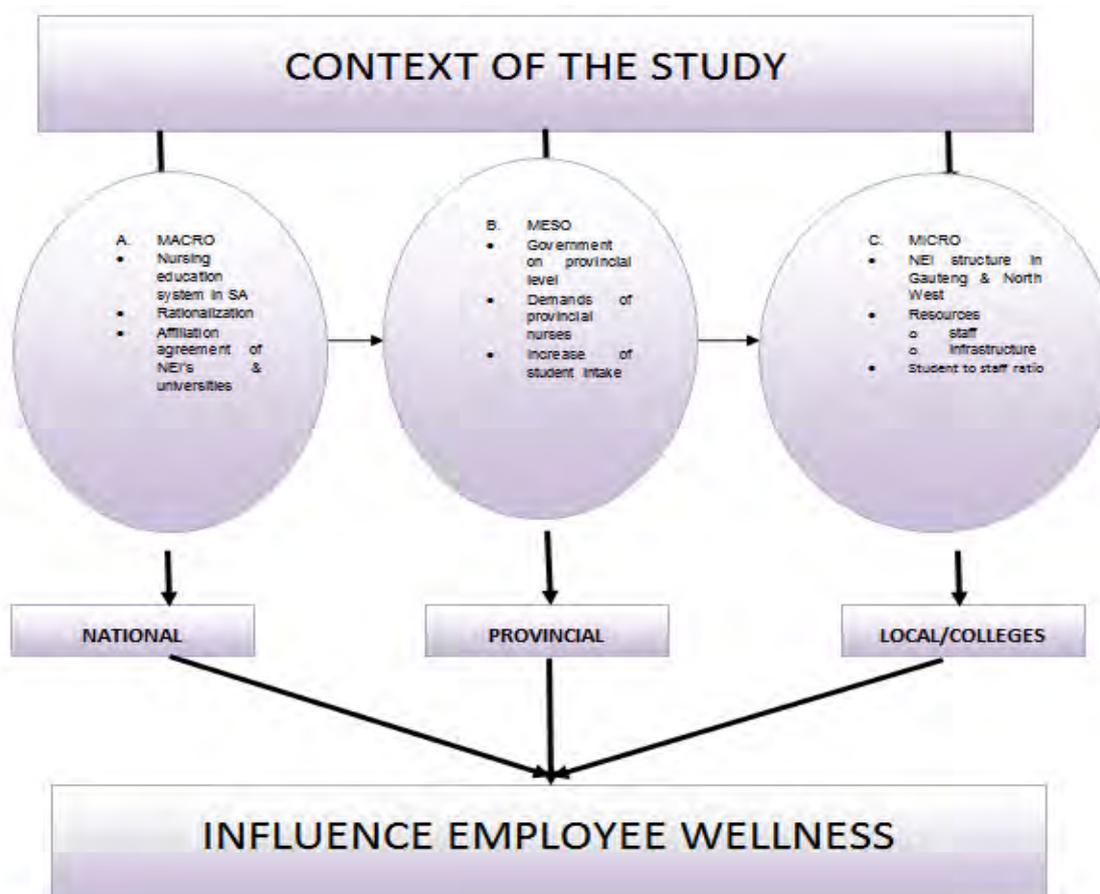
### **2.3.3 Descriptive research**

The purpose of descriptive research is to describe and record how data were collected. Polit and Beck (2004:716) describe the descriptive design as a process that portrays the characteristics of participants and situations, either in groups or in individual interviews within certain phenomena. Wolcott (2001:31) states that “description provides the firm foundation upon which qualitative inquiry rests”. He further states that the more solid the descriptive basis, the better footing there is for derived meaning. Aspects that are described in this study are the research design and methodology, the data from the empirical research, the conceptual framework, and the coaching programme. Empirical data are described from the results and findings of both the individual and the focus group interviews. The field notes captured also describe the physical structure, demography and participants’ interaction during the interviews. The data collected in this study were used for the programme that was developed. The programme is described and documented for use by the managers in the colleges.

### **2.3.4 Contextual research**

A context is defined by Mouton and Marais (1992:22) as the circumstances and conditions that surround the background stimuli in the environment that can be observed as a foreground event. The study is contextual in that it focuses on the experiences and perceptions of employees in the context of the nursing college. The contextual strategy concentrates on producing a specific description of the perception of employees regarding their wellness within the context of the unique setting, namely, nursing colleges (Mouton & Marais, 1992:22, Klopper, 2008: 64). The researcher conducted the study at nursing colleges in the public sector in two provinces, namely Gauteng and North West. The study context is divided into three

levels, i.e. macro level, meso level and micro level. Figure 2.1 shows the three different levels and how they are interrelated.



**Figure 2.1: Context of the study**

#### 2.3.4.1 Macro level

Macro level refers to the national level and structures which include the nursing education system (and nursing colleges) in South Africa. The mandate of Higher Education Institutions (HEIs) in South Africa is broadening and changing due to changes in the economic climate, the changing needs of communities and the knowledge explosion in response to the government transformation framework. As in most developing countries, South Africa is experiencing a brain drain particularly among nursing professionals. In an attempt to make up the losses, the government instructed the provinces to train more professional nurses which had a negative impact on employees, in particular nurse educators. The mandate included the rationalisation and merger of Nursing Education Institutions (NEIs) (in this study

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referred to as nursing colleges) and the extension of the affiliation agreement between nursing colleges and schools of nursing at universities.

### **The nursing education system in South Africa**

The nursing education system in South Africa prior to 1994 had a complicated structure which discriminated against certain classes of society, from the poor to the middle class to the rich. Changes and challenges affecting the nursing education system in South Africa were experienced after the 1994 democratic elections. Nursing education is regulated by the South African Nursing Council (SANC) in accordance with the Nursing Act (Act No. 50 of 1978, as amended) relating to Nursing Education Institutions (NEIs). The SANC acts as an accreditation and quality assurance body (ETQA) for nursing education (SANC Accreditation Policy, 2005.5). NEIs are approved or accredited by the SANC as nursing colleges (public or private) or as departments/schools of nursing within higher education institutions (HEIs or universities). The Higher Education Amendment Act (Act No. 39 of 2008) defines higher education as all learning programmes leading to a qualification that meets the requirements of the Higher Education Qualifications Framework (HEQF). It follows that all qualifications offered by HEIs as defined above must be aligned with the provisions of the HEQF. The Council for Higher Education (CHE) is the quality council (QC) authority for higher education (Bruce, Klopper & Mellish, 2010). All private nursing colleges fall under this Act. Public nursing colleges have been governed in accordance with the National Department of Health (NDoH) and the relevant Provincial Department of Health (PDoH). However, in accordance with the Higher Education Amendment Act (Act No. 39 of 2008) all nursing colleges will have to meet the criteria to be accredited as higher education institutions. All institutions are to be accredited accordingly and all employees are to comply. The same applies to the nursing colleges in accordance with the requirements of the South African Nursing Council (SANC) Accreditation Policy, (2005.5). The transformation process of NEIs had a negative impact on affiliation: the rationalisation and merger of NEIs (Makhuva et al., 2007:62). This transformation process affected the wellness of employees because of several changes and challenges in the nursing colleges. It is evident as this has affected the nursing colleges, as productivity has decreased, most of the nurse educators have been overloaded and their fear of uncertainties.

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Employees are not coping with the increasing workload which is exacerbated by poor administration of finances and human resources.

### **Rationalisation of nursing education**

The intention of the new dispensation was to correct the imbalances of apartheid. Regulations and policies influenced the change in nursing education, i.e. the Reconstruction and Development Programme (RDP), the White Paper on Higher Education (WPHE) and the National Qualification Framework (NQF) (South Africa, 1995:6). Nursing education and how it should be structured in the period after the establishment of full democracy dominated numerous debates between the National Department of Health (NDoH) and the Department of Education (DoE). However, after several discussions, the NDoH instructed the stakeholders to implement the process of rationalisation of NEIs. Towards the end of 1994 the Provincial Departments of Health (PDoH) of the Western Cape and Gauteng started with the rationalisation process. It is, however, reported that managers of the selected NEIs have expressed their views that rationalisation was never a viable option to address the previous inequalities of apartheid. Other provinces were given the task of driving the process of rationalisation at provincial level. This process is described in Section 2.3.4.2.

#### **2.3.4.2 Meso level**

Meso level context refers to the provincial structures that are responsible for driving transformation within the health care system, including training of nurses in line with the national structures directives. Since 1948, training of nurses in the South Africa has been the responsibility of the national government. Subsequently in 1994 the provinces were given the power to establish ordinances and to take all the responsibilities of training nurses under the auspices of the (Makhuva et al., 2007:62). Ever since, the provinces have remained the implementers of the mandate at provincial level, however the national level managers have not been playing a supportive role to the provinces with regard to the latter availing themselves of the resources. At the meso level, areas to be covered include governance structure, demands of professional nurses and increased intake of students.

- **Governing structures**

The governing structures of the provinces have managerial accountability, and at this stage, the leaders should accentuate the implementation of strategies based on the vision, mission and philosophy. As mentioned earlier, the provincial structures are informed by the national mandate. The provinces are also delegated and given power to manage their nursing colleges and all of their activities. At this level the provincial set-up of nursing colleges in the two provinces, namely Gauteng and North West, were looked at more intensely.

- **Institutional governance structure**

The colleges have their own administrative councils for governance and senates for academic issues. These two structures are regarded as the most important for facilitating smooth college management and ensuring quality education. In addition, the colleges are affiliated to the universities and have entered into agreements on issues of quality assurance. The role of the universities in the nursing colleges is mainly to give guidance, advice and support on academic issues such as curriculum development, implementation and evaluation and promotion of research. In collaboration with the college management, the universities regulate summative examination policies and requirements for qualifications, decide on examiners and moderators, and award diplomas.

- **Council versus college administration**

The college council is the highest governance structure in the college. The role of the council is to manage the administration of the college through the college management. The council is accountable to, and responsible for advising the Deputy Director-General on physical facilities, training requirements and the student body structure, as well as being responsible for financial management. On an annual basis the council submits a proposed budget to the Department of Health. The council ratifies the reports from the college senate and management, and it also handles disciplinary matters of students brought to their attention.

- **The administrative structure**

The college principal and registrar are responsible for the day-to-day management of the college. The principal is the accountable head of the college and is delegated

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with administrative responsibilities. The principal is the chairperson of the college senate and is the liaison officer between the university and the Department of Health.

- **Students governance structure**

The SRC is responsible for the needs of the students and is democratically elected. The representatives participate in the management activities and report to the entire students' body.

#### **2.3.4.3 Micro level**

Micro level, in the context of this study, involves discussions and an intensive look at the selected nursing colleges in North West and Gauteng provinces. In these nursing colleges there are management structures consisting of principals, vice-principals, registrars and heads of department. These managers face changes at the national and international levels, such as legislative changes in government, globalisation, and economic and technological processes (as discussed at the macro level context). At the micro level, areas that need to be queried are resources, namely employees, finances, infrastructure and the increased number of students per provincial nursing colleges. In the North West province alone the two nursing colleges have a total intake of 300. The increase in intake has been due to the political directive. Prior to 1994, South Africa experienced disparities which affected the NDoH and other disciplines, and as a result the government had to restructure certain departments, including that of health. To address the disparities, colleges were restructured, and the intake of students was increased to produce more nurses.

The mistake made by the NDoH is that it did not increase resources in line with the increase in the number of students. Therefore, the shortage of resources had a negative impact on education and training at nursing colleges, such as overcrowded classrooms. In the study by Ntsele (2008:61) the same findings support the experience of the researcher. According to the author, some of the impacts include high turn-over of nurse educators, poor performance of students due to overcrowded colleges, and poor coordination of learning in the colleges and lack clinical facilities for placements.

The initial college infrastructure could only accommodate 30 students, but due to the political mandate to increase student intake, problems such as class overcrowding

were experienced. Employees have also been affected by the large intake of students because the increase was not coupled with an increased number of employees and other resources. The nursing colleges became full of disgruntled employees who were overloaded with work. Currently, the nurse educator-to-student ratio in class is 1:165. These large numbers often compromise student learning (Ntsele, 2008:5). In the clinical area, the nurse educator-to-student ratio is currently 1:35 and the situation is compromising student accompaniment.

## **2.4 Reasoning strategies**

The researcher followed a logical reasoning process throughout the study. The reasoning strategies assisted in arranging, organising and reducing the empirical data. The empirical data were used to identify the concepts of the conceptual framework of the study, and the development of the coaching programme. The reasoning strategies used are deductive and inductive reasoning.

### **2.4.1 Deductive reasoning**

Chinn and Kramer (1995: 65) claim that “deductive reasoning is a logical way of reasoning.” Deductive reasoning is a skill that assists one to move from general knowledge to more a specific picture or the same conclusion. The conclusions in this study were deduced from the empirical data from phase one and the conceptual framework. The process of deductive reasoning in this study included synthesising concluding statements from phase one steps. The content of the concluding statements assisted in the development of the coaching programme for nursing college managers to facilitate employee wellness. An extensive literature review was conducted to describe the conceptual framework. The concept of coaching occurs less frequently in the literature on nursing education. The researcher analysed competing or inconsistent points of view about coaching programmes for nursing college managers to facilitate employee wellness. The analysis was followed by a clarification of the use, nature and properties of the coaching programme in nursing colleges. Conceptual definitions were formulated for main and related concepts (if a relevant definition did not exist) which were used in the development of a coaching programme (Walker & Avant, 2005:25-52). A visual conceptual framework that showed the relationship of concepts to each other was constructed (refer to Figure 5). An in-depth discussion is given in Chapter 5 (see 5.3).

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### 2.4.2 Inductive reasoning

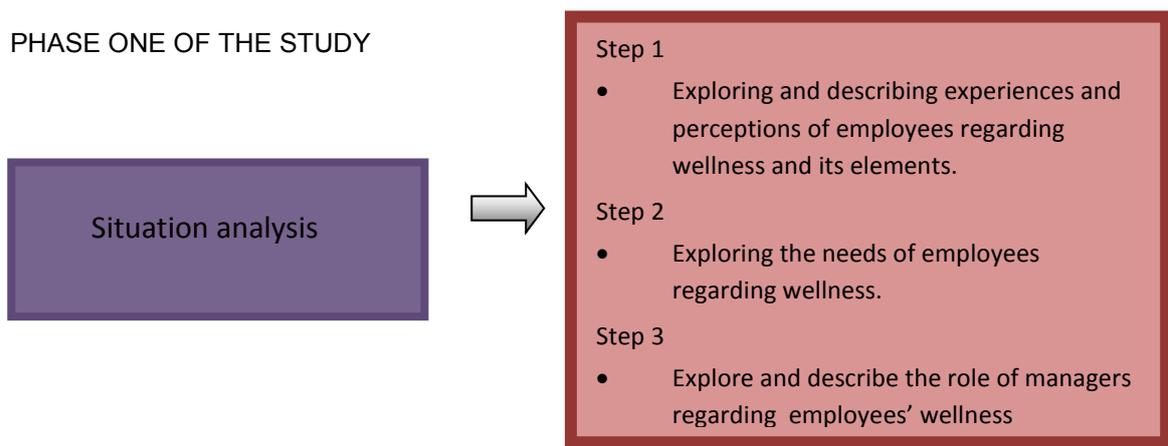
Chinn and Kramer (1995:65) argue that “deductive reasoning is a logical way of reasoning”. The rule in deductive reasoning requires statements with the same relationship and the same understanding. The conclusions were deduced from the findings of the empirical data and the conceptual framework – the reasoning process in which the logic follows from the premises. These concluding statements provide the content (THE WHAT) for the coaching programme for nursing college managers to facilitate employee wellness. They also confirm the central theoretical statement. (THE HOW). The conclusions led to the understanding of the phenomena at hand. The process aided the researcher to draw conclusions regarding recommendations for the implementation and evaluation of a coaching programme for facilitation of the employee wellness by nursing college management.

## 2.5 Research method

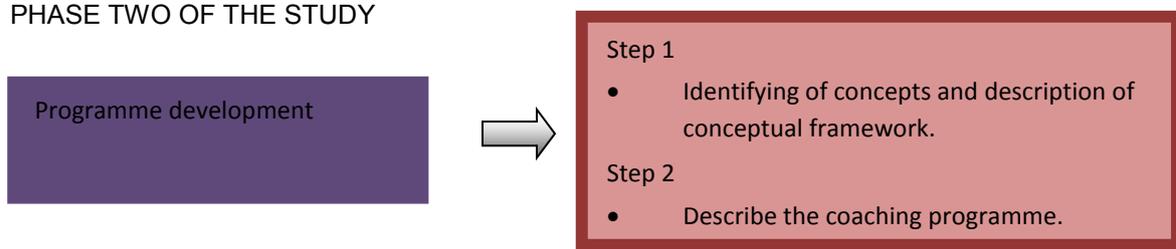
Klopper (2008:69) states that the research design influences the decisions about research methods. Furthermore, she indicates that the research methodology includes the steps of population and sample, data collection, ensuring rigor and data analysis (2008:69). Polit and Beck (2004:731) concur with this and refer to the research methodology as a technique that is used to *organise* and *structure* a study in a systemic manner from the start to the end, that is, from data collection to data analysis. Table 1.2 provides an overview of the research methodology used. The research was conducted in two phases. Phase one dealt with the situational analysis and phase two dealt with programme development. The research methods of these two phases are discussed below. Figure 2.2 provides an overview of the process of programme development.

The research methods of these two phases are discussed below. Figure 2.2 provides an overview of the process of programme development.

#### PHASE ONE OF THE STUDY



#### PHASE TWO OF THE STUDY



**Figure 2.2: Overview of the study**

### 2.5.1 Phase one: Situation analysis

Phase one was a process of situational analysis. The results of the empirical data collected were used for the formulation of a conceptual framework and the development of a coaching programme for nursing college managers to facilitate employee wellness. The following is a description of the objectives, population and sample, data collection and data analysis for each of the steps. Please note that the rigour (trustworthiness) and the ethical consideration for the study will be discussed as a whole for Phase One and Phase Two (refer to 2.6 and 2.7).

#### 2.5.1.1. Phase one: Step 1

The objective of step 1 is:

To explore and describe the perception and experiences of employees' regarding their wellness and the elements thereof

##### 2.5.1.1.1 Population and sampling

Polit and Beck (2004:727) define population as the entire set of individuals or participants having the same characteristics in the same institution or area. This study used the population comprising employees in nursing colleges in the North West and Gauteng provinces. These are nurse educators and administrative staff. The total number of employees is given in Table 2.1.

**Table 2.1: College employee population (N=298)**

COLLEGES	NURSE EDUCATORS	ADMINISTRATION STAFF
College A	79	16
College B	96	22
College C	30	15
College D	26	14
College E	60	19
<b>TOTAL</b>	<b>231</b>	<b>67</b>

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- **Sampling method**

According to Polit and Beck (2004:731), sampling is a process of selecting a portion of the population to represent the entire population. The sampling method used was a purposive sample technique. Polit and Beck (2004:729) define purposive sampling as a “method in which the researcher selects participants based on personal judgement about which ones will be most representative”. The sampling included representatives of a whole variety of participants. In this study the college employees were selected because they had the same characteristics and met criteria for inclusion. They were all from the nursing colleges in the North West and Gauteng provinces. The employees comprised nurse educators and administrative staff. The total number of these employees was two hundred and ninety-eight (N=298) (see Table 2.1).

- **Selection criteria for college employees (nurse educators)**

The sample was selected on the basis of the following criteria:

- Participants complied with the requirements of the South African Nursing Council (SANC, 1980:1).
- Participants had been in the post for at least three years.
- Participants were employed at a nursing college in either of the two provinces, namely Gauteng or North West.
- Participants were willing to communicate in English.

- **Selection criteria for college employees (administration staff)**

The criteria for inclusion of the college administrative staff were:

- Participants had been in the post for at least three years.
- Participants were employed at a nursing college in either of the two provinces, namely Gauteng and North West.
- Participants were willing to communicate in English.

- **Sample size**

### **NURSE EDUCATORS**

Invitations were sent to two hundred and thirty one (231) participants and thirty (30) were interviewed.

### **ADMINISTRATION STAFF**

In a category of administration staff sixty-seven (67) were invited and twenty-one (21) was interviewed. The total number of participants interviewed is fifty one (51).

**Table 2.2: Summary of employees' interviewed**

COLLEGES	NURSE EDUCATORS	ADMINISTRATION STAFF
College A	9	0
College B	0	0
College C	10	10
College D	11	11
College E	0	0
<b>TOTAL</b>	<b>30</b>	<b>21</b>

#### **2.5.1.1.2 Data collection**

The selected method for data collection in this step was focus group interviews. The researcher selected focus groups as suggested by Krueger, (1994:6). According to the author focus group interviews are more suitable because of their ability to capture the original opinion and expression of experiences and perceptions of the group without influencing the researcher. There is general agreement between Krueger (1994:19), Kvale (1999:101) and Burns and Grove (2009:81) that focus group interviews usually produce qualitative data that provide insight into the attitudes, perceptions and opinion of participants. A focus group is defined as a measurement strategy (Krueger, 1994:6), designed to obtain the participants' perceptions regarding facilitation of their wellness. The accepted number for the focus group interviews range from six to 10 participants, and can be limited by the participants' willingness to participate and signed consents.

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- **Preparation for focus group interviews with employees (nurse educators and administration staff)**

The researcher prepared for the study starting with the process of permission to conduct the study from the ethical committee of North-West University, (Potchefstroom campus) (see Annexure A), the DoHs in North West and Gauteng provinces (see Annexure B), the management of selected nursing colleges, and individual participants as per selection criteria and the interview schedule. The role of the researcher is discussed below.

- **Role of the researcher**

Correspondence was sent to all stakeholders by the researcher. The purpose of the correspondence was to request permission from the Departments of Health of Gauteng and North West provinces. Furthermore, the college managers in these two provinces, the nurse educators, heads of department and administration staffs were also sent a request to participate in the study (see Annexure C). The correspondence was sent two months before the interviews were scheduled to be held and reminders were sent again seven days before the interviews. All the participants who gave consent for the interview were sent individual written reminders (see Annexure D). The individual reminder letters were delivered personally by the researcher to ensure that they were received in time. The date, time and venue were discussed with the prospective participants. The researcher reminded all the participants to bring along their signed consent forms. On the set date the researcher confirmed that everything was in order. The interview schedule was prepared. The structured questions were formulated and organised as an interview schedule. The interview schedule was given for evaluation to an experienced qualitative researcher in the Department of Nursing, North-West University (Mafikeng Campus) (Creswell, 1994:151) (see Annexure E).

- **Physical setting**

Physical setting in this context is defined as an environment in which human behaviour can unfold and should not be constrained (Okun, 2002:66). The environment should thus foster psychological freedom and enhance participation. A private, quiet room in each nursing college was selected by the researcher. The researcher ensured that the room was free of distraction and that the temperature was comfortable – fans were provided in case it was hot and heaters

for cold days. Noise was controlled – participants were requested to switch off their cellular phones and all other telephones were taken off the hook. Chairs were arranged in a circle to facilitate eye contact and continuous rapport during the interview. It should be noted that the researcher aimed at grouping the institutions so as to have several central points for the interviews. In both North West and Gauteng, individual interviews were conducted at selected nursing colleges.

- **Role of the moderator**

The researcher appointed the moderator to conduct interviews and in other instances also to record field notes. In this study a moderator refers to the researcher, who is an experienced qualitative expert, and is also an advanced psychiatric nursing specialist with extensive skills in conducting interviews. The moderator was appointed in this study as the researcher was an employee and previous principal of one of the selected nursing colleges that was the reason why the researcher did not conduct interviews herself. However, the researcher recorded the field notes of interviews conducted in the selected colleges in Gauteng. In each session, the researcher created a warm and welcoming atmosphere by greeting each participant with a smile. The moderator introduced herself and after the participants had settled down, the moderator briefly explained the purpose of the meeting as stated in the letter (see Annexure D), and reassured the participants that confidentiality would be maintained and that they had the right to stop the interview whenever they wished. This information was repeated before each interview so that each participant and focus group would feel free. The moderator emphasised the purpose of the research, and reassured the participants that confidentiality and anonymity would be ensured by using numbers when referring to the participants and that their names would nowhere be linked to these numbers.

- **Focus group interview process with employees (nurse educators, and administration staff)**

The interview process included an introduction to the interviewee, the communication skills, period and time of the interview and recording of the interview.

- **Introducing the interviewee**

Krueger (1994:113) explains that the first few moments of a focus group are critical and therefore suggests that the researcher employ certain patterns to initiate the discussion. The recommended pattern to introduce the group includes a welcome, an overview of the topic, the ground rules and the first question as described below. The focus group interviews with the nurse educators were conducted at selected venues. The moderator introduced herself and made the participants feel relaxed, and then provided the participants with the opportunity to read the information letter. They were asked whether they had any questions about the interview process. An interview schedule was given to the interviewees to clarify any questions. The ground rules were set and then when the moderator and the participants were ready, the two audio recorders were switched on. The moderator followed the questioning strategies as indicated in Kvale (1999:133). The introductory question, which was general and non-threatening, was asked which encouraged the participants to talk freely. The purpose of the general question was to break the ice: "Could you describe as far as possible what your job entails?" The information was recorded (see Annexure E). The communication skills used by the moderator are described below.

- **Communication skills**

During the data collection, communication techniques were employed as described by Okun (2002:81). These techniques were used to encourage the participants to be open and talk freely. The techniques used were as follows:

- **Minimal verbal response**

A verbal response that correlates with occasional nodding, e.g. "mm-mm, yes, I see", showed the participants that the researcher was listening (Okun, 2002:81). Minimal responses are the verbal equivalent of occasional head nodding.

- **Paraphrasing**

Paraphrasing is a verbal statement that is interchangeable with the interviewee's statement. The words may be synonyms with the words that the interviewee has used (Okun, 2002:81).

- **Reflecting**  
Reflecting refers to communicating with the participants and understanding their concerns and perspectives. The interviewer reflected the stated or implied feelings, what she observed non-verbally and what she felt had been omitted or emphasised as well as specific content (Okun, 2002:81).
- **Clarifying**  
Okun (2002:81) explains that clarifying is an attempt to focus on or understand the basic nature of each participant's statement.
- **Checking out**  
Checking out occurs when the interviewer is genuinely confused about his or her perceptions of the interviewee's verbal or non-verbal behaviour or when the researcher has a hunch that bears trying out.
- **Interpreting**  
Interpreting occurs when the interviewer adds something to the participant's statement or tries to help each participant understand his or her underlying feelings, their relation to the verbal message and their relation to the current situation.
- **Confronting**  
Confronting involves providing the participant with honest feedback about what is really going on. The confrontation may focus on the genuineness of the statements.
- **Informing**  
Informing occurs when the objective and factual information is shared, such as what the interviewer knows about particular information.
- **Summarising**  
By summarising, the interviewer synthesises what has been communicated during the interview session and highlights the major effective and cognitive themes. It also provides an opportunity for the interviewer to encourage each participant to share his or her feelings about the situation.

- **Length of interview**

The interviews with the nurse educators and administration staff lasted for one to two hours per session. Each group was given enough time to respond to each question as stated in the interview schedule. The objectives of the research were kept in mind all the time. The researcher followed the communication techniques as described in Okun (2002:81). The researcher thanked the participants at the end of the interview. The audio recorders were switched off and the researcher and the moderator asked to be excused.

- **Field notes**

The moderator conducted focus group interviews. The role of the researcher was to take field notes. Field notes are broad, descriptive and reflective. The researcher recorded her observations during the interview. The demographic field notes were also recorded. Creswell (1994:152) comments that field notes serve as an analytical basis for the collected data and are a written record for future publication of the research results (see Annexure F). Krueger (1994:147) emphasises that field notes might include important key points of the discussion, notable quotes, and important observations (silent agreement, obvious body language, indication of group mood, and irony or contradictory statements when the meaning is opposite of what was said.) Creswell (1994:152) describes four protocols for collecting field notes, namely observations, descriptive notes, reflective notes and demographic notes. These protocols are defined as follows:

- **Descriptive notes** are descriptions of participants, the physical setting and the interviewer's account of particular events and activities that occurred during the interview.
- **Reflective notes** are records of personal thoughts such as speculation on incidents, feelings, problems encountered during an interview, ideas generated during the process, hunches, impressions and prejudices.
- **Demographic notes** are pieces of information pertaining to the time, place and date to describe the physical setting where the interview took place.

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### 2.5.1.1.3 Data analysis

Data analysis is the technique used to reduce, organise and give meaning to the data collected (Burns & Grove, 2009:479). Henning, Van Rensburg and Smit (2008:106) describe the process of data analysis as the task of the researcher to reduce a voluminous amount of information to certain patterns and themes, and then to interpret this information by using some schema. The audio recordings of both the individual interviews with the principals and the focus groups were transcribed verbatim. The process of verbatim transcription included writing down the details of the interviews word for word without leaving out any information.

In this study the researcher used Henning *et al.*, (2008:104) methods as a specific point of reference. The steps for data analysis are as follows:

- The text was transcribed from raw data specifically from individual interviews and fields notes.
- The set of data was read to form impressions of the context of single utterances.
- Units were segmented in meaning of one or more sentences or phrases to the end.
- Units were labelled according to their meaning and more than a single word. The labels were written on the margin with an arrow pointing to the text.
- The codes were grouped together.
- A list of codes was arranged and the texts were read again to see whether the codes made any sense and whether there was coherence.
- The researcher made sure that the codes were related to the research questions.

The rest of the transcripts as well as the field notes were then analysed in the same way. An experienced qualitative research specialist was requested to conduct the independent co-coding. The same transcripts and field notes and the protocol were sent to the co-coder. Thereafter a consensus meeting was held between the researcher and the co-coder to reach consensus on the codes, themes and sub-themes that emerged from the data.

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**2.5.1.2 Phase one: Step 2**

The objective of this step was to explore and describe the needs of employees regarding their wellness.

**2.5.1.2.1 Population and sampling**

The population and sampling of this step are described as in step 1. The employee refers to both nurse educators and administration staff (see Section 2.5.1.1.1 and 2.5.1.1.2).

**2.5.1.2.2 Data collection**

The method of data collection was focus group interviews with the employees to ascertain their insight regarding their needs for facilitation of their wellness (see Section 2.5.1.1.2).

**2.5.1.2.3 Data analysis**

The data collected were analysed by both the researcher and the co-coder (see Section 2.5.1.1.3).

**2.5.1.3 Phase one: Step 3**

The objective of step 3 was to explore and describe the perception of college managers regarding their roles in facilitating employees' wellness.

**2.5.1.3.1 Population and sampling**

The population and sampling of this step is the managers of nursing colleges who comprise the principal, vice principals, registrars and heads of departments. These managers had been working in the nursing colleges for the period from the time of the colleges' restructuring and the implementation of the increase in student intake. The total number of the population was N=59. The population is depicted in Table 2.3.

**Table 2.3: Population of college managers (N=59)**

COLLEGES	PRINCIPALS	VICE PRINCIPALS	REGISTRARS	HEADS OF DEPARTMENT
College A	1	0	1	10
College B	1	0	1	10
College C	1	1	1	9
College D	0	1	1	9
College E	1	0	1	10
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>48</b>

- **Sampling method**

As described in Section 2.5.1.3.1, the sampling in this step was comprised of college management, all from the nursing colleges in North West and Gauteng provinces. The managers comprised principals, vice principals, registrars and heads of departments.

The sample of college managers was selected on the basis of the following criteria:

- Participants comply with the requirements of the South African Nursing Council (SANC, 1980:1).
- Participants have been in the post for at least three years.
- Participants are employed at a nursing college in either of the two provinces namely, Gauteng and North West.
- Participants are willing to communicate in English.

The sample of registrars was selected based on the following criteria:

- Have been in the post for at least three years.
- Participants are employed at a nursing college in either of the two provinces namely, Gauteng and North West.

Participants are willing to communicate in English. Sample size Burns and Grove (2009:96) define sample size as the number of participants who are examined in a study. Data saturation was used in the individual interviews which were conducted with college principals, vice principal and registrars. In this study, the sample size was determined by means of data saturation. According to Polit and Beck (2004:731), data saturation means “the point where a sense of closure is attained because new data yield redundant information”. The principals, vice principals and registrars were all interviewed until information was exhausted, no new information surfaced and there was repetition of information. This means that interview was conducted until a pattern of redundancy was reached (Polit & Beck, 2004:731). Invitations were sent to fifty eight (58) participants. 26 were interviewed (Principals 3, vice principals 2, registrars 5, HOD's 48).

The following interviews were conducted:

**Individual interviews** (principals 2, vice principals 1, registrars 2)

**Focus group interviews** (a total of 3 interviews were held with 21 HOD's)

**Table 2.4: Summary of managers sample included and interviewed**

COLLEGES	PRINCIPALS	VICE PRINCIPALS	REGISTRARS	HEADS OF DEPARTMENT
College A	1	0	0	0
College B	1	0	0	6
College C	0	1	1	10
College D	0	0	1	5
College E	0	0	0	0
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>21</b>

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### **5.1.3.2 Data collection**

The individual interviews were conducted with nursing college management comprised of college principals, vice principals and registrars. The aim was to explore and describe the experiences and perceptions of managers, as well as their roles with regard to employee wellness.

- **Individual interview with college management (N=6)**

An interview is the process of obtaining information from participants during verbal communication between the interviewee and the interviewer (Kvale, 1999:6). In qualitative research interviews the interviewer strives to obtain the participants' perceptions and felt needs. In the context of this study the individual interviews were conducted to obtain the life experiences of college principals in the selected nursing colleges regarding their employees' wellness. All three of the selected colleges' principals, registrars and one vice principal were interviewed. The individual interviews were conducted at all the selected colleges by the moderator.

- **Focus group interview with heads of the departments**

Focus group interviews were conducted with the heads of the departments in the nursing colleges to collect data regarding the facilitation of employee wellness (see role of moderator). A total of 3 focus group interviews were held with 21 HOD's.

- **Length of interview**

The individual interviews were for the college principals, vice-principals and college registrars. The interviews ranged from one hour 30 minutes to two hours per session. Each manager was given enough time to respond to each question as stated in the interview schedule. The objectives of the research were kept in mind all the time.

### **2.5.1.3.3 Data analysis**

The data collected were analysed by both the researcher and the co-coder (see Section 2.5.1.2.3)

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## 2.5.2 Phase two: Programme development

The objectives of phase two are as follows:

**Step 1:** To describe the conceptual framework for the development of the coaching programme for nursing college managers to facilitate employee wellness.

**Step 2:** To formulate a coaching programme for nursing college managers to facilitate employee wellness.

### 2.5.2.1 Phase two: Step 1: Description of conceptual framework

The researcher used the method of Walker and Avant (2005:37) and Chinn and Kramer (1995:97) in the formulation of the conceptual framework. For the purpose of this study the process is discussed in the following sequence:

- **Step 1:** All the conclusion statements from the empirical data results of the individual and focus group interviews in the first phase are grouped and used. An overview is given of the findings as are the conclusions in table format derived from the empirical findings, and the literature was searched to substantiate the evidence during phase one (Tables 5.1 and 5.2).
- **Step 2:** An integrated map was compiled by mapping the concepts from the conclusions from all the empirical findings in Chapters 3 and 4.
- **Step 3:** The main concepts of the integrated map are described.
- **Step 4:** A visual conceptual framework is presented.

In this study the above steps were used to describe the conceptual framework. The process is described in detail in Chapter five.

### 2.5.2.2 Phase two: Step 2: Development of a coaching programme

A programme is a coherent set of a support system leading to certain competences: cognitive affective and psychomotor skills (Sito, 2008:14). A programme is a plan of activities to achieve the set goal. The coaching programme is inclusive of the foundation, assumptions, vision, mission, objectives and a programme model to select content. In this study, the coaching programme was developed to equip managers with skills to enable them to coach employees and thus facilitate their wellness.

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- **Foundation of coaching programme**

The programme for managers moved from the need of employees to be empowered leaders in the colleges to facilitate wellness. These are the managers who are to drive the implementation of the coaching programme. It gives coaches the ideas, models and principles from which to design individual actions. The content will be implemented through several contact sessions between coach and coachee. The college managers are first to be trained as coaches first which is a process that is covered in the foundation so that they will gain extensive knowledge of coaching Support from the senior managers is important for a successful implementation process. The programme component is described below and a full discussion follows in Chapter 6 (refer 6.2.1).

- **Assumptions of the programme**

The researcher advanced from the personal experience and believes that there are several faults at the colleges that need to be corrected. There was no theory or specific model and conceptual framework to assist the researcher. The empirical data and embedded literature were used to develop the programme. Chapter 6 (refer 6.2.2) gives more details.

- **Vision and mission of the programme**

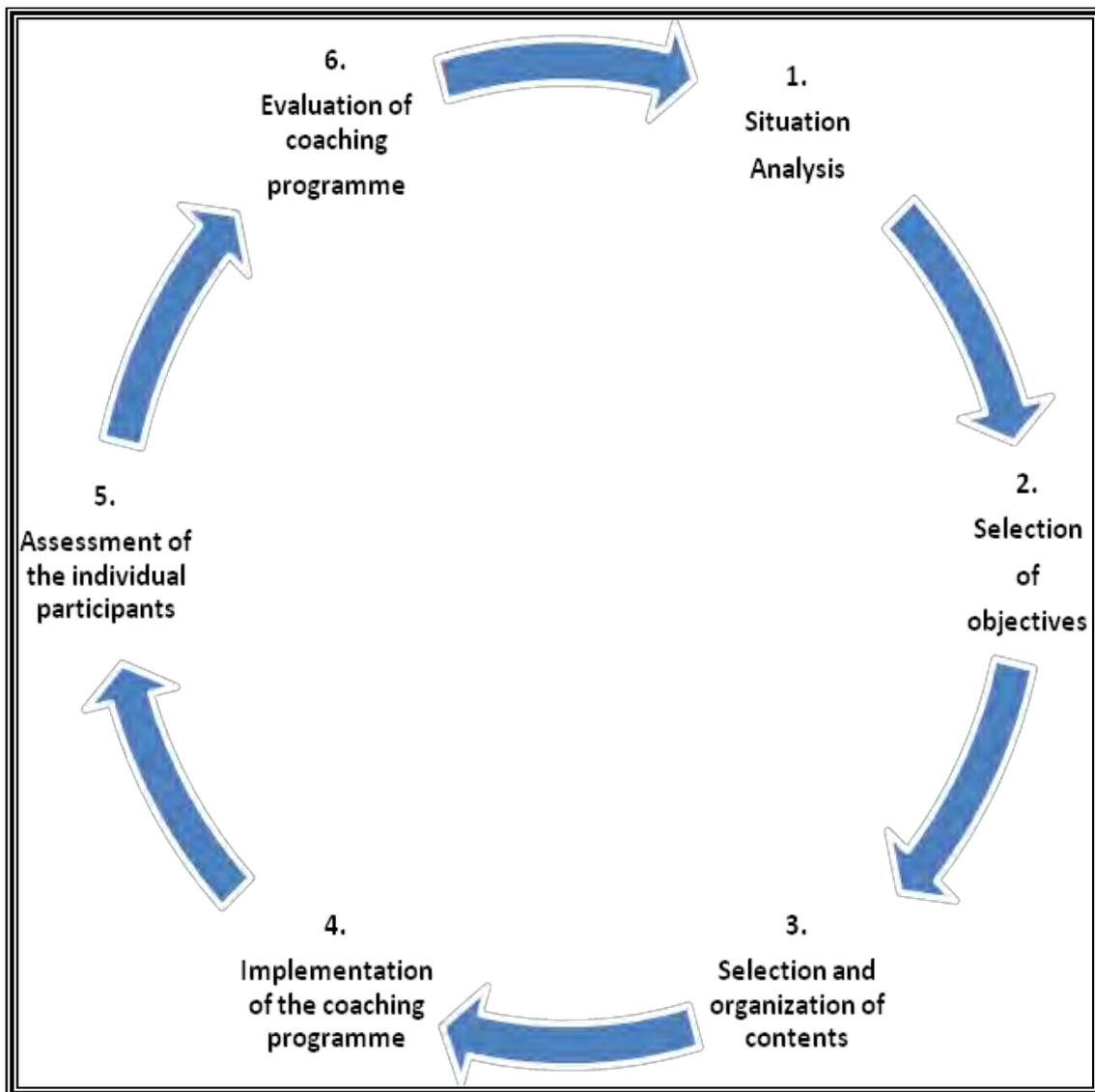
The researcher believes that the programme vision and mission is to facilitate an optimum level of employee support in the selected nursing colleges. A mission statement will firstly reflect the commitment of college managers to facilitate employee's wellness through the coaching programme; secondly encourage participation of all employees in the coaching programme; and lastly foster and encourage an environment of a life-long career path. A detailed description is given in Chapter 6 (refer 6.2.3).

- **Formulation of the outcomes**

The outcome describes the destination of the participants in the specific direction. It includes clear and attainable activities. The direction indicates outcome activities to be achieved first and also those which should be attained later in the programme. The outcomes are specific and describe knowledge to be gained from the programme activities. The outcomes are convergent, operating in the well-coordinated direction and form a homogenous approach. The focus of the outcome should describe what the person can achieve.

- **Select a programme development model to select content**

Models consist of ideas of individuals as to how a programme can be planned to ensure successful programme development. The description of programme models by Flaherty (2005:71) includes several ingredients that are important to ensure successful outcomes as planned. The models come in different shapes and sizes, but the researcher's planning is for an employee development programme that will be simple and follow a certain pattern. This pattern should be developed step by step for easy evaluation of the programme. The researcher developed a programme based on Donner and Wheeler's (2009:45) writings on a coaching programme for nursing college managers to facilitate employee wellness. The programme development model has six components, namely: situational analysis, selection of objectives, selection of organisational content, selection of implementation methods (presentation, discussion and doing yourself), selection and implementation of techniques (media) and lastly evaluation. Figure 2.3 shows the model.



**Figure 2.3: Programme model**

In this study the components used are situational analysis, selection of content and selection and organization of contents. The other three components form part of guidelines and recommendations Chapter 7 (refer 7.4.1).

- **Situational analysis**

The situational analysis was done in Phase One of the study. Concluding statements were deduced from the empirical data from the individual and focus groups interviews. From the concluding statement the key concepts were identified, and clustered using the survey list of Dickoff, James and Wiedenbach (1968). The list served as a guide for identifying the concepts in this research.

The nursing college management will facilitate employee wellness by implementing the coaching programme. It is important to indicate that the managers must first be trained as coaches for them to be able to coach employees.

- **Selection of objectives**

The researcher selected the objectives based on the concluding statements from the empirical data; the conceptual framework formed the evidence for finalising the process of selection of learning outcomes. The following objectives are relevant to the coaching programme:

- To provide specific needs of employees and to articulate the purpose of coaching.
- The time frame should be indicated and cover the needs of individual employees.
- Attainable goals should address individuals' needs and both coach and coachee should agree.
- The activities should be measurable and be relevant to work.
- To indicate and reflect all occupational roles.

- **Selection and organisation of content**

In this study, the methodology used in programme development included content organisation that consisted of the empowerment of managers with coaching skills; coaching foundation of coaching facts, concepts, models, principles, skills and attitudes in a learning process; construct guidelines in coaching process; practising coaching skills; Content selection was done to address employee needs and deal with their challenges. Specific outcomes, range statement, embedded knowledge and assessment criteria were used as guides to the selection of content (Donner & Wheeler, 2009:28).

As part of programme development and presentation of content the modules are used. For the purpose of this study the modules are described as follows:

A module is described by literature as a unit within a programme, which can be examined separately at the end of the course. In coaching there is an

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agreement between the coach and coachee on the content of the module. The module outlines the task to be carried out by coachee, areas outlined by the module are: objectives, appropriate content, teaching or facilitation process, learning resources, and assessment strategy (Uys, 2005:71).

The systemic steps of a module include; specific learning outcomes, activities description, prerequisite knowledge, presentation methods, facilitation method, evaluation and references.

The discussion of each step follows:

- **Module**

A module is described by literature as a unit within a programme, which can be examined separately at the end of the course. In coaching a module is left for a coachee to decide the way and the order that the module can be carried out (Uys, 2005:23). The module outlines the task to be carried out by coachee, areas outlined by the module are: objectives, appropriate content, teaching or facilitation process, learning resources, and assessment strategy (Uys, 2005:71).

The systemic steps of a module include; specific learning outcomes, activities description, prerequisite knowledge, presentation methods, facilitation method, evaluation and references. The discussion of each step follows:

- **Learning outcomes**

The learning outcomes are more specific and cover a range of activities to be presented at the time. It describes what the coach and coachee will cover during coaching process.

- **Activities description**

The activities are described by both parties it will include how the coachee will utilize the programme material, question like where the information fit is answered and the “what” is expected of a coach and coachee is explained.

- **Content**

Identify which activities are to be included i.e. concept, attitude, principles, skills are described

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- **Prerequisites knowledge**

The coach identifies what knowledge the coachee can bring to the course, both parties to discuss the information before commencing with coaching.

- **Presentation**

The introduction of the coaching process and the actual facilitation during coaching and the topics are discussed before presentation.

- **Facilitation methods**

The decision on how to approach the content, how much time to spend on each part of the module, how each part of the module should follow the other and how to prepare facilitation tools, such as videos, flip chart, overhead projector are addressed.

- **Evaluation**

Both parties prepare time for assessment and it is recorded as reference.

- **References**

The coach and coachee discuss the reference material to be used.

The content of the programme covered the topics which are presented in the form of modules, and is described in Chapter 6 (refer 6.2.8). Table 2.4 depicts the content framework of the programme presentation for the coaching programme.

**Table 2.5: Content of the designed programme**

Knowledge (cognitive)	Skills (psychomotor)	Value and attitude (affective)
Understanding what coaching is empowerment of managers with coaching skills	Explaining to others and employees: skill of imparting knowledge	Be able to impart knowledge to others
Understanding the subjects and elements of coaching; coaching foundation of coaching facts, concepts, models, principles, skills and attitudes in a learning process;	Design a lesson plan	Utilise the plan when coaching
In-depth knowledge of how to coach; construct guidelines in coaching process;	Coaching skills	Be able to coach employees
In-depth knowledge of debriefing; practising coaching skills	Plan debriefing	Debrief with colleagues
In-depth knowledge of others and diversity issues in the work place; content selection was done to address employee needs and deal with their challenges	Diversity management skills	Be able to handle employee-problems applying the dynamics of diversity at the work place

A brief description of the content is discussed, a focus is on the knowledge, skills and value more detailed discussion is in Chapter 6 (refer 6.2.8).

#### **a) Knowledge (cognitive)**

All conversations are essential to all aspects of a person's life because in each of those conversations, there is an essential lesson learned. Hence there is the need for more educational conversations on which the coachee is advised to focus in order to increase his or her knowledge. Educational conversations include both the direct and indirect passing of information from one person to another to increase knowledge. In this way the two parties will understand what coaching entails, including in-depth knowledge of each other and dealing with all the challenges including diversity.

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**b.) Skills (psychomotor)**

Direct educational conversation is when knowledge is imparted from a more informed person to others. In this instance, the knowledge that is referred to has to be in the context of why the coaching is necessary in the first place. It is merely the discussion of issues that brings the coach and the coachee together in the first place.

**c) Value and attitude (affective)**

In indirect educational conversations we look at conversation in general. There is always something to learn from conversations – relationships, action and insight. Knowing your co-workers' plans or intended actions allows you the opportunity to work around them if the need arises and allows them the opportunity to be a step ahead of them. In conversations on relationships lessons of life are learned, and new skills evolve and are learned inclusive of; designing plan for coaching; coaching skills ;designing a debriefing plan and diversity management skills.

- **Implementation of the coaching programme**

Implementation of the programme in this study form part of the recommendations which will be discussed later in chapter 6 (refer 6.7).In this study, implementation refers to the coaching process of coaching between the coach and coachee. Rye (2009:166) states that the instructional and learning activities, the selection of appropriate instructional methods and the need to carefully study the content are the important roles of the coach, which in this study is the nursing college management. The conceptual framework and conclusion statements are integral parts of the coaching programme.

Communication is under way with key stakeholders (individuals who will be expected to play a coaching role as well as potential recipients of coaching) through the intranet, newsletters, posters, etc. Evidence from research and testimonials are included, and the programme is linked to organisational/professional goals:

- Regular reports are made to the senior team (through the project champion).
- Space has been allocated to meet the demand for coaching/ mentoring (i.e. private areas where interactions take place).

- Library/Internet resources are available to support ongoing learning.
- Individuals have dedicated time within their current role to engage in coaching/mentoring activities (coach and client, mentor and protégé).
- Administrative support is in place to manage the logistics of connecting coach/mentor and client/protégé, tracking programme usage, collating evaluation data, etc.

The process of assessment for individuals forms part of guidelines, however it is described to form basis for understanding as part the component of the model more detail are in Chapter 6 (refer 6.4.2).

- **Assessment of individual participants**

In the context of this study, this stage refers to interaction between employees and the nursing college managers. The area of assessment include: employee reaction, behaviour, learning process, skills acquired and the results or the outcome in the organisation. In this study the guide include assessment of the cognitive, psychomotor and affective domain of the programme. More discussion is in Chapter 6 (refer 6.4.2).

- **Evaluation of the implementation and outcomes**

Evaluation is an ongoing process which starts from the development of the programme to the implementation level and after the classroom level. Accordingly, Donner and Wheeler (2009:28) described approaches to programme evaluation as a process that occurs throughout the implementation phase in coaching. The evaluation covers different levels and different factors that range from the programme to the student. The description includes the following areas: student reaction, behaviour, learning process, skills acquired and the results or the outcome in the organisation.

## 2.6 Trustworthiness of the research

Throughout the research rigour was observed. In any research, trustworthiness is ensured by the way the researcher adheres to strictness and accuracy (Krefting, 1991:215) when presenting the participants' perceptions. The trustworthiness of this research was ensured by the achievement of the criteria identified by Guba as described by Krefting, (1991:214-224); Klopper and Knobloch, (2010) namely, truth-value, applicability, consistency and neutrality. Truth-value was ensured by using strategies of credibility, and applicability used transferability, consistency used dependability and neutrality used conformability. The application of the criteria in this research is discussed in Table 2.5.

**Table 2.6: Research trustworthiness**

CRITERIA	STRATEGY	APPLICATION
<b>TRUTH VALUE</b> Lincoln and Guba (in Krefting, 1991:215) refer to truth-value as that criterion which considers whether the researcher has established confidence in the truth of the findings of the research participants and the context in which the study is conducted.	<b>CREDIBILITY</b> To ensure truth-value the strategy of credibility is used. The following criteria apply:	To ensure credibility in this research
	<b>Triangulation</b>	Interviews were conducted by the moderator and the researcher took field notes. Literature control was done to ensure triangulation of data. The source maximised the range of data that might contribute to the complete understanding of the concepts.
	<b>Peer examination</b>	An evaluation of the research proposal was done by the doctoral committee at the seminar. The research design and method were reviewed by an experienced researcher in qualitative research in the nursing school. A continuous discussion of the research with the study leader and co-promoter was done to ensure peer examination.  An interview schedule was given to the study leader for evaluation.

	<p><b>Prolonged engagement</b></p>	<p>The moderator and the researcher established a relationship of trust with the employees through the explanation of the research objectives and process that lasted for one to one-and-a-half hours per session. It included three sessions of individual interviews and six focus group interview sessions. This allowed the employees to relax during the interviews so that they could give more in-depth information freely.</p>
	<p><b>Reflexive analysis</b></p>	<p>The moderator and the researcher reflected on their own biases in a diary on a daily basis in addition to the field notes. The diary included the feelings, perceptions, daily logistics and a method log. These helped the moderator and the researcher to identify their own biases.</p> <p>The field notes as described in Section 2.5 were to ensure that all observations as well as ideas in the researchers' minds were noted, allowing the researcher to reflect on the interviewer's own biases, preconceived ideas, behaviour and experiences and separate them from the findings.</p> <p>The fact that the interview was done by the moderator assisted the researcher to reflect easily on her own biases.</p> <p>Consensus discussions between the researcher and co-coder also reflected on biases.</p>
	<p><b>Interview techniques</b></p>	<p>The moderator used communication techniques (Okun, 2002:81) to increase credibility as described in Section 2.5.</p>
<p><b>APPLICABILITY</b></p> <p>The degree to which the findings of the research could be applied to other context and settings is referred to by Lincoln and Guba (in Krefting, 1991:216)</p>	<p><b>Comparison of sample to demographic data</b></p>	<p>The selection criteria in the research were such that all employees in the nursing colleges who fit well could be selected, as described in Section 2.5 and could be used in case of withdrawal of the initially identified participants. This thus ensured comparison of demographical data.</p>
<p><b>Consistency</b></p> <p>Lincoln and Guba (in Krefting, 1991:216) refer to consistency as a criterion that</p>	<p><b>Dependability</b></p> <p>Dependability strategy ensures consistency of the findings of research through the following criteria:</p>	<p>Dependability was ensured by the following in this research:</p>

considers whether the findings would be consistent if applied in a similar context if the inquiry were to be replicated.	Code-recode	Data were analysed by the researcher and the independent co-coder. They held two meetings after which consensus were reached on the themes that emerged from the data.
	Dependability audit	The written field notes and verbatim capturing of the interviews on audiotape, as mentioned in Section 2.5, made auditing possible in this research.
	Dense description of research methods	Furthermore, detailed information on methods used in this research, as described under applicability (Section 2.5), informs other researchers how repeatable the study might be or how unique the research is.
<b>Neutrality</b>	<b>Confirmability</b> Conformability as a measure related to data interpretation uses the following criteria to ensure the criterion of neutrality:	Member checking.
	Confirmability audit	The research proposal was evaluated by the doctoral committee, and a seminar on research design and method was held with experienced researchers in qualitative research at the North-West University's School of Nursing in Potchefstroom.  Field notes, a clean set of transcriptions, as well as the interview schedule, were made available for auditing. The researcher worked together with the co-coder and an experienced qualitative researcher to ensure auditing and thus neutrality.

## 2.7 Ethical consideration

In qualitative research, participants are human beings with feelings and rights. The researcher must observe ethical issues regarding participants' rights (Burns & Grove, 2009:181-198). The researcher paid attention to optimal ethical considerations, namely: code of ethics, university code of ethics, respect, beneficence and justice throughout the whole research process.

In this study, the researcher operated within the scientific domain as a PhD candidate, registered as a student at the North-West University (Potchefstroom Campus). She declared adherence to the University's Code of Ethics as stipulated by the Statute. A comprehensive research proposal was submitted to this University's Ethical Committee and the research was only to be conducted after the Ethical Committee had granted its consent according to the Guidelines for Postgraduate Studies (North-West University, 2005:29).

Prior to the activation of any interventions stipulated in the research process, written consent was received from the North-West University's Ethical Committee: NWU – 00001–07–S1 (see annexure A). The principle of respect for others rests upon the autonomy of others (North-West University, 2005:29) and therefore each person's right to existence. In this study the participants were treated with respect at all times. The participants exercised their right to voluntary participation as well as the right to end participation at any time with no discrimination. The purposes of the research as well as the processes of data collection, analysis and publication were explained to each participant. This is part of the participant's right to informed consent prior to participation. The management of each college granted informed consent (DENOSA, 1998:1-2, 2.3) apart from the consent obtained from each participant. Any positive and possible negative effects that participants might experience during the course of the research were explained to the participants and their governing bodies. The researcher aimed at transparency in all processes (DENOSA, 1998:2, 2.3).

The researcher received informed consent from the participants (employees at the nursing colleges in Gauteng and North West) and also from the heads of the health departments of Gauteng and North West. The principle of beneficence refers to each participant's rights being maintained during the course of the research (North-West

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University, 2005:29). Besides maintaining their wellbeing, any form of emotional discomfort was avoided or minimised. Therefore the researcher was granted permission by the North West University's (North-West University, 2005:29) Ethical Committee. The participants received all the relevant information in a comprehensive consent letter that stipulated any possibilities of emotional discomfort during the process of data collection. The participants' right to refuse the use and publication of certain information was supported.

The principle of justice (North-West University, 2005:29) refers to the right of participants to be treated fairly in the selection process, their right of participation as well as their right to privacy and anonymity. The researcher strived towards the principle of justice by utilising purposive and voluntary sampling once each college had given its consent. To ensure the participants' right to privacy, the researcher conducted interviews in a private venue and focused only on the research questions during the interviews. The participants had the right to refuse to answer certain questions and this was respected without discrimination. Anonymity in this research was ensured by allocating a code name to each participant. The researcher did not disclose anyone's identity during the process of data collection and analysis, nor during the process of publication.

## **2.8 Summary**

In this chapter the research design and- method was discussed. A qualitative, explorative, descriptive and contextual research design was used. The research methods were also elaborated. Research methods included the population and sample data collection, data analysis, and rigor for Phase one (situational analysis) and Phase two (programme development). The next chapter focus on the results from the managers' interviews and the embedded literature.

# CHAPTER 3

*RESULTS FROM MANAGERS' INTERVIEWS  
AND THE EMBEDDED LITERATURE*

## **CHAPTER THREE:**

# **Results from managers' interviews and the embedded literature**

### **3.1 Introduction**

In the previous chapter, a detailed description of the research design and- method was given. This chapter discusses the findings from the individual interviews with managers, who included nursing college principals, vice-principals and registrars, as well as the findings from the focus group interviews with the HOD's. The discussion of the findings from the managers is based on the experiences and perceptions of the facilitation of wellness. The researcher first elaborates on the data collection and data analysis, followed by the findings of the study based on the empirical data, including the field notes and the verbatim transcriptions of the interviews. The literature pertaining to facilitation of wellness and coaching was used to confirm the uniqueness and supported the findings of the research.

Individual interviews were conducted at selected nursing colleges. The participants were the principals, vice principals and registrars and the focus group with HOD's. The objective of the study was to explore the perceptions and roles of nursing college managers with regard to facilitation of employee wellness, with the intention of developing a coaching programme for college managers to facilitate employee wellness.

### **3.2 Materialisation of data collection of individual interviews**

The data collection for individual interviews included a sample of the college principals and registrars from the participating colleges in North West and Gauteng. The colleges were visited by the researcher after requesting permission through letters and telephonic follow-ups to conduct the study. After permission had been granted, the researcher visited the potential participants to request volunteers for the study. The potential participants attended the briefing session and those interested

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were given letters and consent forms to sign which were collected during the interviews.

Each nursing college was called again to confirm the interview date and time. Four individual interviews were conducted with the college principals and college registrars as planned. The participants were from four nursing colleges in Gauteng and North West. The interviews were held at pre-arranged suitable venues as described in Chapter 2. A data analysis technique was used to reduce, organise and give meaning to the data collected. The process of data analysis reduced the voluminous amount of information to certain patterns and themes and then this information was interpreted by using some schema. The audio recordings of the individual interviews with the principals and registrars were transcribed verbatim. The process of verbatim transcription was to record the interviews word for word without leaving any information out. In this study the researcher used Henning, et al. (2008:104) (see Section 2.6) for the embedded literature used to support the findings, which is presented as an integrated whole. Field notes were recorded by the researcher while the moderator was conducting the interviews (see Annexure E). The themes and sub-themes which emerged from the empirical data are outlined in Table 3.1 below.

### **3.3 Results of the individual interviews**

Individual interviews in this study were conducted with the managers which included the college principals and registrars in the selected nursing colleges. The participants included four college principals and three registrars. One nursing college registrar was not interviewed as he did not make himself available. The moderator made the participants feel comfortable and at ease by creating a warm and welcoming atmosphere. After the participants had been settled, the moderator briefly repeated the purpose of the meeting as stated in the letter (see Annexure C). The moderator reassured the participants that ethical conduct would be maintained and that they had the right to stop the interview whenever they wished. The interview with each participant lasted for approximately an hour. The researcher took field notes (refer to Annexure F for the field notes). The results of the interviews as they emerged are summarised in Table 3.1.

**Table 3.1: Themes and sub-themes from the individual interviews**

THEMES	SUB-THEMES
1. WELLNESS	
2. SUPPORTIVE ENVIRONMENT	
3. COMMUNICATION	3.1 Team building
4. STAFF DEVELOPMENT	4.1 Employee induction
	4.2 Employee coaching
	4.3 Succession plan
5. OPTIMAL UTILIZATION OF STAFF	

Each of the themes is discussed with supporting quotes from the results and is indicated as M1: p3, which means manager 1, page 3 of the transcript. After each discussion conclusion statements are formulated that are used as evidence for the development of the programme.

### 3.3.1 Theme 1: Wellness

Wellness refers to that condition when a person achieves a level of health that minimises the chances of becoming ill. Wellness is achieved by a combination of emotional, environmental, mental, physical, social and spiritual health; it is a state of being in good health, both physically and mentally, and of being free of illness. To maintain wellness, individuals need to follow and adopt behaviour changes that lead to a healthy lifestyle. It means a healthy balance of mind, body and spirit that results in an overall feeling of well-being. Wellness is a state that combines health and happiness. Thus those factors that contribute to being healthy and happy will also likely contribute to being well. To achieve a state of wellness, individuals should understand concepts such as destiny, health practices, spirituality, family, environment, work, security and social support.

The wellness approach includes a way of living that maximises individual potential to unleash positive thinking. An individual should be able to adapt to all life's challenges to be well. Participants commented that employee wellness is a concept that entails elements of taking care of individuals holistically; accordingly, it includes taking care of the emotional, physical, social, spiritual and professional aspects. Physical wellness includes a state where an individual takes care of physical fitness and optimal nutrition. These determinants include practising a healthy lifestyle.

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Physical wellness is the goal behind the efforts of at health promotion and disease prevention.

The participants in this study described wellness as taking care of employees as individuals who have emotional, physical, spiritual as well as professional needs.

One manager said:

*When I think of employee wellness, I take it that an employee, as an individual, has to be taken care of in totality. As I say, taken care of mentally, physically, socially, spiritually and even professionally because nursing is a profession. So every accounting officer will need to make sure that the employees in this institution must be accountable profession-wise, meaning that all treatment commences here(M1: p502).*

There was general agreement of individuals regarding the description of wellness. The similarities were noted in all the interviews but, interestingly, the participants' description separated the aspect of illness or sickness from the wellness concept. The results from the empirical data agree with the views of Cestnick (2006:1), Csiernik (2005:7) and Meyer and Kirsten (2005:233). Accordingly, wellness is characterised by a sense of responsibility, accountability, self-image, self-worth, relationships with others, relationship with the inner self and the ability to control ones' external environment and the body, a sound and healthy mind, spiritual practices that help the body to connect to the soul and recreation, sleep and rest. The meaning of holistic approach includes employees' experiences of emotional turmoil, physical, spiritual and social needs. The determinants of wellness are physical fitness and good nutrition of individuals are taking care of the selves. Wellness is the goal behind efforts at health promotion and disease prevention and includes physical fitness, optimal nutrition and spiritual, social, and emotional health. Physical wellness includes fitness, and spiritual wellness refers to worshipping God. An argument is advanced that the spiritual embraces other traditional rituals practised in different communities. Social wellness includes the ability to interact positively and have social support at all times. Emotional wellness has more of an effect on day-to-day functioning, and a healthy approach is able to adapt easily to all challenges of life. Wellness exists on a continuum ranging from disease and disability to optimal health (the illness/wellness continuum) (Cestnick, 2006:1). The promotion of wellness is intended to encourage people to change their high-risk behaviours in order to enjoy a disease-free and fulfilling life.

Prescribed changes in behaviour can result in the development of an individual's full potential as an active process of becoming aware of and making choices towards a more successful existence. This is consistent with a shift away from illness in viewing human health, and is typical of contexts where the term wellness is used. In other words, wellness is a view of health that emphasises the state of the entire being and its ongoing development. Wellness can also be described as the constant, conscious pursuit of living life to its fullest potential (Guest & Conway, 2004:66).

It is interesting to note that the description of wellness by the participants shares the elements described by Oliver et al. (2004:912). According to the authors, wellness entails not only the health components but also includes individual lifestyle, mental health and the physical (described as the workplace). More elements of wellness aspects are "a holistic self-development of individuals, that will include organisational and community wellbeing". The community in this study refers to employees in the nursing colleges. The wellness facilitation of these employees will enhance institutional performance. Accordingly Barkhuizen (2005:1) and Guest and Conway, (2004:65), argue that wellness is looked upon as a reaction to an occupational disease which is conceptualised as a dynamic situation, a condition of change in which the individual "moves forward, climbing to a higher potential of functioning". When interrogating the definition of Barkhuizen (2005:1), the writing of Branham (2000:22) is affirmed, which refers to wellness as all strategies, action plans and methods used to promote the physical, emotional and mental health of employees to ensure healthy employees and a productive workforce? Highlighted by the definition is the understanding that wellness does not only focus on an individual's health but includes other aspects of life. Both definitions suggest that wellness has an effect on productivity, whether this is positive or negative. The managers who participated seemed to be very clear about their role of facilitating employees' wellness. It seems that there is consensus on the description of wellness. However, in addition to the broad definition, Barkhuizen (2005:1) further says that an employee's state of complete physical, mental and social wellness is not merely the absence of disease, but includes physical aspects.

Health is directly affected by the conditions under which the employee works and lives, so attention to the quality of the working environment is a fundamental prerequisite for a high standard of wellness (Guest & Conway, 2004:63). The

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concept of wellness in the workplace has passed the point of being a fad and has been established as a fixed image in the public's perception as a guide towards generating desirable changes in working life (Guest & Conway, 2004:65). A country's international competitiveness and growth of the knowledge community depends on its highly skilled population having good level of well-being. Higher education institutions, nursing colleges in particular, have a significant role to play in a nation's wellness with their capacity to foster intellectual capital and economic growth, and stimulate development and innovation in a knowledge economy.

The managers' strong point is that they understand their leadership role in facilitating employees' wellness, which is evident from the fact that they affirm that employees are to be taken care of holistically.

**Concluding statements:**

- Wellness includes taking care of individuals (employees) holistically, which means taking care of them emotionally, physically, socially, spiritually and professionally.
- Managers are responsible for supporting employees and facilitating all aspects of their wellness.

**3.3.2 Theme 2: Supportive environment**

Supportive environment refers to the existence of an employee support programme characterised by a combination of different elements such as empowering others, providing a supportive environment, promoting emotional, physical, social and spiritual wellness. The findings from the managers' discussions support the points of view of the employees. It is essential for managers to bring about a positive turning point in their supportive role to employees at the nursing colleges. The supportive environment contributes to employees becoming confident, hardworking, innovative and excellent workers. The supportive environment regarding employee wellness includes limited employee support programmes, employee assistance and employee wellness programmes. Participants reported that the Gauteng Department of Health has a contracted service provider who deals with emotional, drug and alcohol and financial problems. Interestingly the programme has financial advisers for individual budgeting. As part of family support, the programme also deals with child and marital

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problems and advises accordingly, and also provides toll-free numbers for employees to call when they experience any kind of problem. In addition, the colleges have committees which aim at creating the environment envisaged above. When describing the programme one manager commented:

*We are also making use of ICARS. ICARS is a service provider contracted to the Department of Health. All staff members have contact through a toll-free number, even if they can communicate directly with ICARS. And even the institution through the student counselling department can now communicate with ICARS and refer staff members and students to it(M1: p524)*

Similar to the managers' reports, the results of the HR report by Cestnick (2006:1) and the writings of Flanagan and Finger (2003:364) shed light on the meaning of a conducive environment. Several engagements and activities that can influence a positive and conducive environment include individual coaching and counselling, team building, group coaching, in order to encourage supportiveness and being more creative in defining the tasks that managers should deal with. The social aspects should create a warm and conducive atmosphere and be taken. The managers regard social activities as the most important factor that can create a conducive environment. This is evident by the fact that some institutions have social committees to create a supportive social environment. One manager states:

*I make sure they are comfortable functioning in a positive way socially, emotionally and otherwise. I need to make sure that there is progress. I combine socially and emotionally and make sure that there is supportive environment – the relationships with each other will then be 100% – and that the environment and relationships are comfortable and interact positively (M1: p522).*

There is consensus between the participants and Bach (2008:357), Flanagan and Finger (2003:365), and Kouzes and Posner (2007:224), who consider the aspects of the physical environment as more rewarding and fulfilling for employees. The creation of a safe environment is included in the package of a conducive environment. Most of the authors Bach (2008:357), Flanagan and Finger (2003:365) and Kouzes and Posner (2007:224) also agree regarding the characteristics of a supportive environment. Conducive and supportive environments are characterised by :

- A warm environment in which employees feel happy and safe.
- Security is in place and the employees feel safe and free from intimidation, victimization and harassment.
- There is high-performance culture and both internal and external customers are served with courtesy and understanding.

O'Neill (2008:16) a supportive environment as a strong factor in the achievement of positive results. These debates support the notion that "environment can influence employees' behaviour". In contrast, in the survey conducted by Levine (2008), employee satisfaction was rated as: 43% rated relationships as the most influential factor, followed by work load and responsibilities at 24%, and compensation/benefits at 19%, with others rated as 13%. Given the above quantifiable results, it can be concluded that employers rated relationships as the most important variable (Kausto, Elo, Lippon & Elovainio, and 2005:449). Levine (2003) also indicates that a supportive environment is a potent predictor of performance. It is clear that there is no consensus on the matter.

The managers in this study suggest that the nursing colleges should have counselling departments. The importance, extent and level of support is affirmed in this context of support for employee wellness. A supportive environment is seen as the key to address the discomfort and differences brought about by the merger of nursing colleges. In their discussion the managers explained their experiences of the merger as the one factor that caused racial challenges among employees. As an aftermath of the merger processes, some nursing colleges introduced social committees to address the racial tension.

The characteristics of any supportive environment include a safe physical environment, and they emphasise the need for a safe environment. The safe environment is a right and not just a need. Safety in this context is to ensure that sound quality processes and measures are in place for strengthening security and safe surroundings (Bach, 2008:357); Flanagan and Finger (2003:365) and Kouzes and Posner (2007:224).

**Concluding statements:**

- A supportive environment is to ensure that the safety of all employees is observed.
- A safe environment promotes good health and allows free participation of employees.
- A supportive environment includes a supportive and caring approach which on its own will operate as a vehicle to retain the brightest individuals, foster quality output and also create a healthy environment for all employees.

**3.3.3 Theme 3: Communication**

Communication refers to the process of interaction between employees and the managers; it can either be verbal or written. Communication has been pointed out as one aspect that can increase employee job satisfaction and thus result in institutional excellent performance (McGovern & Shelly, 2008:182). The participants in this study mostly indicated the elements and factors that could enhance communication skills, improve institutional relationships, build a trusting relationship between employees and management, and encourage active participation of employees. They viewed communication as an important factor in achieving multiple skills. The statements expressing these views included the following:

*Communication is a two-way thing. It is supportive. It is cooperative. That is why I also need to make sure that the programme will be comfortable. That's why I expose them to teambuilding. In those teambuilding sessions we invite a facilitator and we also make sure there are services in the colleges that take care of the emotional wellbeing of the people (M1: p523).*

Unpacking the statements of managers' further, communication implies that there is active participation where all the parties talk to each other continuously. It is true that the managers engage employees at all times. This is evident from the fact that the colleges have 23 committees in which employees are given a platform to express themselves. In addition to these committees, there are management-employees meetings. Effective communication in the organisation is characterised by the free flow of information, active participation of employees in organisational activities, good interpersonal relationships, team spirit and high productivity.

Employee communication cannot be limited to e-mails, newsletters and notice boards (Jo & Shim, 2005:278). It was evident from the comments of the participants that

their emphasis was on strengthening the communication system. Gopinath and Becker (2000:66) revealed that employees prefer direct interaction with their managers, which supports the managers' view.

The managers also believed in an open-door policy which allows one-to-one communication, which is more effective than memos and notices. In their discussions, managers shed light on how employees could communicate openly if provided with the platform for sharing ideas by monthly meetings with management and employee forums. One participant said:

*Employees should have freedom of expression. Policies and procedures should be communicated to employees. Listening and communication is an effective system. Individuals are given time and allowed to ventilate and are listened to. An open-door policy is practiced; all employees are given the opportunity to discuss their issues (M1: p527).*

The experienced managers stated that employees were supported continuously and that management enjoyed the cooperation of all the employees. Defining communication, one of the participants said:

*Then, secondly, this communication must encourage participation by the people. Because once you've succeed in those two, then you will be able to motivate its people to claim ownership of their institution (M1: p526).*

*Firstly*, communication is seen as the link between management, peers, colleagues and the entire institution, and the success of the link relies on an effective communication system. *Secondly*, employee wellness is enhanced by a sound relationship that can be promoted by effective listening and communication systems. Gopinath and Becker (2000:66), Olivier, *et al.*, (2004:920) agree with the managers' notions regarding the fact that effective communication will improve institutional relationships and build trust between employees and management. It is interesting to note that all the managers are in agreement, that their critical role in communication is to improve management-employee relationships, peer relationships, trust, guidance and giving empathetic support. William (2009:240) supports the managers' notions that "*open, honest, and direct communication can reduce organisational dysfunction*". The sub-theme, team building, also deals with that part of communication that can enhance team building, which is seen a good strategy for communication.

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**Conclusion statements:**

- Communication is a vehicle that can drive and improve institutional relationship and build trust between employees and management.
- Employee wellness is enhanced by a sound relationship that can be promoted by effective listening and communication systems.
- Effective communication in the organisation should encourage the free flow of information, active participation, good interpersonal relationships, team spirit and high productivity.

**3.3.3.1 Sub-theme: Team building**

Team building refers to exercises which enhance team spirit and understanding, and thus build a positive relationship. Performance in any organisation will be termed excellent when there is high-quality production. Excellent work is produced by a team, and most people will want to work for a winning company. In the context of the colleges, winning includes successful student throughput and employee retention, and this can only be achieved by a winning team. Managers work hard to build team spirit among employees for the improvement of teaching-learning.

The managers expressed their views regarding the benefits of team building for employees as follows:

*Then we also have a Social Committee to take care of the social needs of the people. The committee is referred to as the SHE Committee. It has to do the relationship interaction issues (M1: p524).*

According to the managers, team building exercises cover a wide scope of activities that can enhance wellness. This agrees with the participants' views on specific areas in team building as effective communication and consultations which address cultural diversities, personality problems and racial differences. The practice is that employees' are taken out for team building exercises and experts are invited to facilitate the process.

Grant et al., (2007:55) and McGovern and Shelly, (2008:145) shares similar views with the managers', regarding team building exercise and its values, benefits and importance. Team building improves group dynamics, including group cohesion.

There are several trade-offs in team building such as individualism as well as promotion of psychological wellness of employees. Though team effort is recommended, the feeling is that some employees may prefer to work independently. Before the managers finalise the planning programme, the autonomy factor should be considered. But team building may not be the only answer to quality employee interaction. It is important to embark on a situational assessment to exclude challenges and constraints that are inhibiting the achievement of goals, and employees should always be part of the process (Grant, Christianson & Price, and 2007:58).

Team building exercises are encouraged as a tool to improve employee interaction, interpersonal relationships and skills of coping with distressing issues, and also enhance quality performance. The better managers are able to sell ideas with words, and more people will think of contributors to the organisation. It is easy for employees to disagree with their managers on different approaches to programmes. If so, managers have a serious task at hand which is sensitive, and therefore only a careful approach will resolve the situation. In this instance, managers view team building as a positive approach to resolve differences.

Team building is very important for extracting the best out of the workforce. Employees are urged to work smarter and not just harder, in an effort to deliver the desired results. Team building contributes to the individual brilliance which will decide the fate of an entire project. It is the team that eventually determines the success or failure of a project. Team building in the workplace becomes absolutely essential for a number of reasons such technique for constructive management of a team's dynamics and conflict management promoting trust, cohesion creativity and productivity.

Team building in an institution helps to foster better and open communication between the employees themselves, as well as between the employees and the higher management. It goes a long way towards improving professional relations, understanding and co-operation, and this is very much reflected in the quality of work being done. Team building in the workplace significantly contributes towards employee motivation and building trust among the employees, thereby ensuring better productivity.

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**Conclusions:**

- Team building enhances team spirit and understanding, and thus increases positive relationships and effective communication.
- Team building addresses cultural diversity, personality problems and racial differences.

**3.3.4 Theme 4: Staff development**

Staff development is the process that provides employees with planned specialised skills and extensive knowledge. It also facilitates issues of value and role clarification which are needed for empowerment of employees and achievement of the outcome of the programme which will lead to service excellence. For managers to assist and appropriately place and delegate employees, it is imperative that they assess all employees periodically to identify any skills gap in their sphere of operation. The planning of the training programme should be based on identified needs which will guide and give direction to planners of the training programme. Employee training and development were regarded by the participants as the most important factors in building human capital with specialised skills and knowledge. As one manager noted:

*I think when looking at needs of employees in broader terms, the employees need to be supported ... staff meetings are held to discuss the need for a training programme ... need to plan an employees' training programme (M1: p514).*

Training programmes provide employees with planned specialised skills and extensive knowledge. Training and development assist employees to acquire a holistic view of the organisational goals, vision and mission, and ensure that employees are prepared and motivated to do the work with confidence (Plakoyiannaki, Tzokas, Dimitros & Saren, 2008:274). The best approach to quality results for training is to have a vigilant training committee. In addition to the committee's efforts, managers need to identify struggling employees and help them to address their needs.

The in-service training programme must be structured in such a way that there is in-house training as well as the external training programme. The committee sees to it

that the programme includes both formal and informal activities in the form of seminars, workshops and conferences regularly attended by all members of staff. All supervisors must attend to issues of skill development to empower employees and make them comfortable. One manager said:

*I would like to say, we encourage development and we really spend on our personnel. We like to further their skills and development. And we try to make our people comfortable (M1: p511).*

The literature on employee training supports the views of the managers employees' development needs must be addressed continuously in a user friendly and positive approach. The managers at the colleges have a role to play in the training of employees. On this issue, the managers reported that the department was offering an internship programme for graduates, but there was a need to improve upon the internship programme (Plakoyiannaki et al., 2008:274, Kouzes & Posner's (2007:260). One manager said:

*The majority of people coming from the university are without skills and they get internship training but it doesn't actually help them (M3: p465).*

*I am saying that the head office should have a training centre ... Let's say that prepares them to find their way easily ... one should concentrate on HR and the other should concentrate on finances ... the person should go to head office for two months to get training there; to do a small part of a job and move to another job until she or he masters the skills and can be brought to the college (M3: p465.)*

Basic management and leaders' roles include the training of employees, following a well-planned and needs based formal or informal, long-term or short-term programme. For any training programme to be successful, a situational analysis must be done to establish the needs of the institution versus the individual employees' needs. The purpose of a training programme is to provide employees with specialised skills and extensive knowledge, and to facilitate issues of value and role clarification which are needed for the empowerment of employees (Meyer and Kirsten, 2005:76).

**Concluding statements:**

- Staff development provides employees with planned specialised skills and extensive knowledge and it is the responsibility of managers to steer training matters.
- Situational analysis must be done to identify needs of supervisors and the training committee should play a supportive role in this regard.
- The training programme and internship programme must be intensified.
- The Department of Health must establish a training centre for staff development.

**3.3.4.1 Sub-theme: Employee induction**

Induction is a process of taking through and guiding new employees in a new job. The induction process is important for newly appointed employees to understand what the new job entails, and to be able to undertake all the various activities that it comprises. The employee is familiarised with the new environment, the people and the cultures and practices of the new institution, and this will help him or her to be more comfortable in the optimal performance of his or her duties.

The managers interviewed for this study reported having been involved in the induction of newly appointed employees on several occasions.

*I need to see that she is being oriented, that she is being introduced and prepared for her post so that she can feel comfortable in what she is doing. She will feel guided and be aware of what is expected of her, including the do's and don'ts of the post (M1: p522).*

According to the managers, such induction programmes should include outlining the job content, knowledge, HR and finances.

*I think the proper thing is that they should have an area at head office where the person can be orientated: "Your appointment is from that date for two months". Then when they go there and say, I have qualifications, I have degrees but I don't know how to do the work, they can be put in an HR orientation programme for some time, and then to finance and to HR. They will be shown how it is done there (M3: p465).*

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Induction is the first step towards gaining an employees' commitment, it is aimed at introducing the job and organization to the newly appointed employee of him or her to the organisation. It involves orientation and training of the employee in the organizational culture, and guiding how he or she is linked different department of the institution. An induction programme is an important process for bringing staff into an organisation. It provides an introduction to the working environment and the set-up of the employee within the organisation (Plakoyiannaki et al., 2008:274; Nel et al., 2009: 262; Cloete, Allen-Payne, 2009:50). The process will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction programme must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee. The programme is part of an organisation's knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team (Palma, 2009:10; Cloete, Allen-Payne 2009:69).

HR management, together with the immediate supervisors, are usually responsible for the induction which is often planned for all newly employed staff. The macro programme induction addresses the context of national to provincial department structures, and the micro programme deals with the college itself. The induction programme is part of the college policy.

The managers should accept that it is their full responsibility to facilitate wellness and therefore to support all the committees in the college for the smooth running of a well-coordinated orientation programme. An effective orientation programme should be implemented throughout the year. Every newly appointed employee should be assigned a mentor and a quarterly review should be done to check whether the person was adjusting to the new environment or not. The programme should be a joint venture between the mentor and the newly appointed employee.

The assessment should continue until the end of the year when the appointment of the employee is confirmed. Most definitions share the same sentiment but have a broader approach. It outlines induction as an HRM responsibility rather than a narrow approach which focuses only on one individual manager's responsibility (Mankin's,2009:156). However, there is consensus regarding the purpose of induction, which is to empower the newly appointed employee. There is a lot of literature on employee induction, but for the purpose of this study the focus is on the

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support given by a mentor and immediate supervisor. For newly appointed employees to feel at home, an orientation should be conducted by their supervisors and HRM should always pioneer the programme as the custodian of employee induction.

Induction is an ongoing process from the time of appointment until after a year when an employee is assessed by the immediate supervisor. The supervisor plans a remedial programme with the newly appointed employee. The orientation programme makes employees confident by the end of the year. The benefits of induction are endless as they have short and long-term effects. Any employee who is thoroughly inducted stays longer in the organisation than those who are not taken through the systematic process of induction (Plakoyiannaki et al., 2008:274). While reflecting on the benefits of an induction programme, participants placed more emphasis on the benefits to individual employees rather than the institution. Organisational benefits come from well-structured, well-planned and well-implemented programmes. The following comments illustrate the point. Induction is outlined in the literature as guiding and supporting the newly appointed employee to assist him or her to perform optimally and productively. Induction may allay fears and uncertainties, and make a person comfortable and relaxed in the new environment. The induction programme focuses mostly on organisational growth and does not actually exclude employee benefits. Employee benefits include the sharing of close understanding of the organisation. The organisational benefits are based on customer satisfaction and profit, by basically looking at return on investment (ROI) due to improved customer care. A well-oriented employee will improve the customer-client relationship, which will have positive effects on organisational performance.

**Concluding statements:**

- Managers should prepare an orientation programme for the induction and the preparation of newly appointed employees.
- The orientation programme should be prepared in such a way that employees are guided and are aware of what is expected of them.

### 3.3.4.2 Sub-theme: Employee coaching

Coaching is a process of enhancement, people growth, development and instilling responsibility for developing potential, nurturing and exploiting scarce leadership talent. It is the process of increasing the leader's skill and effectiveness in accomplishing managerial tasks. It is characterised by: communication of the organisational purpose, vision, mission, goals and outlining key opportunities, building relationships and facilitating interactions that results in outstanding performance and producing results more from the direct efforts of the managers. Coaching is beneficial to trainees as it starts with defining the tasks to be performed, the conditions under which they must be performed and achieved and the link to the standards set. Coaching adopts a systematic approach and easily achieves its goals. One manager stated:

*I think coaching employees is essential; I wish I can also have a coach (M3: p449).*

The managers referred to employee coaching as an essential process that all managers need to be able to do. Managers need to be coaches for them to be able to coach other employees. Coaching is one process that will enhance quality and performance at the colleges and that it is a tool for empowering all employees. The managers believe that facilitating the coaching programme for employee wellness can adequately address issues such as individual support and employee guidance (Forsyth, 2008:49). Here is the relevant statement from one participant:

The philosophy underpinning coaching is a passion for people growth, development of responsibility for potential, and nurturing and exploiting scarce leadership talent. It is important when planning a coaching programme to include bridging the gap and extending competences (De Jager & Van Lingen, 2000:1) and Franco (2001:30) suggest two ways which are important, namely:

*To empower people for their tasks so that they can better serve the organisation through improved skills and educate the employees to develop flexible and adaptable individual capabilities through learning, understanding and growing.*

Coaching involves communication of the organisational purpose, vision, mission, and goals, and outlining key opportunities, building relationships and facilitating interactions that result in outstanding performance and producing results from the direct efforts of managers (Murphy & Cooper, 2000:231).

In support of this view, Franco (2001:33) contends that coaching and development of managers is an important element of facilitating wellness with the intention of increasing productivity Forsyth (2008:48), Franco (2001:30) further emphasise that if a coaching programme is to have true widespread success, it must convince managers to see the merits of the prospect of there being less control and more freedom for creativeness. Managers are capable of creating a culture of development as a means of encouraging learning and induction within an organisation namely, familiarising an employee with the new environment and taking an employee through the practice and code of ethics.

- The managers' view of coaching mentioned above is supported by the literature which emphasises the role of managers in coaching and the benefits of coaching. Most of the managers in this study did not mention that coaching could assist and facilitate employee wellness. **Concluding statement:**
- Coaching involves communication of the organisational purpose, vision, mission, and goals, and outlining key opportunities, building relationships and facilitating interactions that result in outstanding performance.

#### 3.3.4.3 Sub-theme: Succession plan

A succession plan is a process whereby senior managers prepare juniors for certain positions. The managers stated that most of the senior management staff were about to retire and therefore it was important that their positions be filled with prepared individuals previously exposed to the same responsibilities. One senior manager said:

*The two of us being the youngest in management and the others being 58 – 60, they will very soon be leaving, so we have to prepare the younger staff. So we try by all means to make people very flexible (M1: p534).*

**Succession planning** is a process for identifying and developing employees with the potential to fill key business leadership positions in the institution (Palma, 2009:10). Succession planning increases the availability of experienced and capable employees that are prepared to assume these roles as they become available. The

practice of taking a quick replacement planning for key roles is the heart of succession planning. Effective succession or talent-pool management concerns itself with building a pool of employees up and down the entire leadership pipeline or progression (Palma, 2009:10). In contrast, replacement planning is focused narrowly on identifying specific back-up candidates for given senior management positions. For the most part position-driven replacement planning is critical, The succession plan needs clear objectives to establish effective succession planning (Palma 2009:10; Nel, Werner, Haasbroek, Poisat, Sono & Schultz, 2009:55).

The objectives are;

1. Identify those with the potential to assume greater responsibility in the organization
2. Provide critical development experiences to those that can move into key roles
3. Engage the leadership in supporting the development of high-potential leaders
4. Build a data base that can be used to make better staffing decisions for key jobs
5. Improve employee commitment and retention
6. Meet the career development expectations of existing employees
7. Identify key roles for succession or replacement planning
8. Define the competencies and motivational profile required to undertake those roles
9. Assess people against these criteria – with a future orientation
10. Identify pools of talent that could potentially fill and perform highly in key roles
11. Develop employees to be ready for advancement into key roles - primarily through the right set of experiences.

The same sentiments were shared by the managers and one added that:

*Even at our weekly management meeting, I chair only when there is a crisis. Otherwise in the academic meetings the HODs take turns in chairing. In our meetings, including our committee meetings, everybody chairs a meeting, becomes a secretary, and we noticed that it really develops them (M1: p533).*

The succession plan is implemented in such a way that all employees are encouraged to perform. Junior staff are allocated tasks on a rotational basis, are exposed to management duties and given authority to function independently with minimal supervision from their managers; they attend senior managers' meeting; they act as chairpersons of the meetings; they are given opportunities to take managerial decisions; they act as HoDs. In the absence of the principal the HoDs take charge of the college. The following quotes support the statement:

*And that lecturer must act over and above her lecturing duties. She must act as a HoD. If she has to attend meetings, she will sit with us management. If she has to attend any outside meetings, then she will have to attend them (M1: p533).*

*Even when there is no management available, I appoint the acting principal to act and I tell her only to phone me if the college is on fire. Otherwise they make a decision because I believe that it gives them the opportunity to make what they think is the best decision. If it is not the best decision, we will correct it (M1: p533.)*

*Even when I'm on leave, the person acts. When an academic HOD is going on leave, before I authorise her leave, she has to indicate on that leave form that who is going to act on her behalf in her absence. In the past, they used to rotate, but now I've introduced the arrangement that in her department the lecturers must rotate (M1: p533).*

As part of the succession plan employees are exposed to specific training and peer teaching. They have to attend specific meetings and special gatherings and be prepared for a senior post. A person can learn more advanced skills and be able to function productively, and the level of responsibility and accountability is increased.

Strategic plan and workplace planning and decision-making processes will assist the managers in the organisation to formulate a successful succession plan (Palma 2009:10; Nel et al., 2009:55) succession planning steps are:

**STEP 1: IDENTIFICATION**

- Identifying the long-term vision and direction
- Analysing future requirements for products and services
- Using data already collected
- Connecting succession planning to the values of the organisation
- Connecting succession planning to the needs and interests of senior leaders.

**STEP 2: ANALYSE GAPS**

This step involves:

- Identifying core competencies and technical competency requirements
- Determining current supply and anticipated demand
- Determining talents needed for the long term
- Identifying “real” continuity issues
- Developing a business plan based on long-term talent needs, not on position replacement.

**STEP 3: IDENTIFY TALENT POOLS**

This step involves:

- Using pools of candidates vs. development of positions
  - Identifying talent with critical competencies from multiple Levels, early in careers and often
  - Assessing competency and skill levels of current workforce,
  - Using assessment instrument(s)
  - Using 360° feedback for development purposes
  - Analysing external sources of talent.
-

**STEP 4: DEVELOP SUCCESSION STRATEGIES**

This step involves:

- Identifying recruitment strategies
- Recruitment and relocation bonuses
- Special programmes
- Identifying retention strategies
- Retention bonuses
- Quality of work life programmes
- Identifying development/learning strategies
- Planned job assignments
- Formal development
- Coaching and mentoring
- Assessment and feedback
- Action learning projects
- Communities of practice
- Shadowing.

**STEP 5: REFINING SUCCESSION STRATEGIES**

This step involves:

- Implementing recruitment strategies (e.g., recruitment and relocation bonuses)
  - Implementing retention strategies (e.g., retention bonuses, quality of work life programs)
  - Implementing development/learning strategies (e.g., planned
-

- job assignments, formal development, Communities of Practice)
- Communication planning
- Determining and applying measures of success

#### **STEP 6: IMPLEMENT SUCCESSION STRATEGIES**

- Linking succession planning to HR processes
- Performance management
- Compensation
- Recognition
- Recruitment and retention
- Workforce planning
- Implementing strategies for maintaining senior level
- Commitment.

#### **STEP 7: MONITOR AND EVALUATE**

This step involves:

- Tracking selections from talent pools
- Listening to leader feedback on success of internal talent and Internal hires
- Analysing satisfaction surveys from customers, employees, and stakeholders
- Assessing response to changing requirements and needs

**Concluding statements:**

- A succession plan prepares employees to take over management roles in the absence of managers.
- Senior managers prepare juniors for certain positions in the future.
- Succession plan employees are exposed to specific training and peer teaching, and have to attend specific meetings.

**3.3.5 Theme 5: Optimal utilisation of staff**

Optimal utilisation of employees is based on several key aspects such as the qualifications, knowledge and skills, competencies, experience and willingness of individuals. On the other side, the abilities of managers to note and observe talented employees who can do the work also count. During the delegation of tasks to employees, the above factors should be taken into consideration. Employee utilisation is one of the key areas of organisational performance and growth. Basically, managers hold the belief that the success of the colleges is based on the ability of the employees to carry out tasks out on a day-to-day basis. Consequently, the wellness status of employees will determine the quality of the activities that they perform. Correct placement of employees may either cause the organisational performance to deteriorate or pick up. Performance measurement is based on the special skills and commitment of employees in the institution. The institution may have good employees and be well staffed, but if the employees are not optimally utilised, there may be problems for management. As indicated by one manager:

*Nobody in this college can complain that they are overworked. We have 67 tutors. So the personality issues are amongst themselves, but what I've noticed is that 85% of the time the work is shared and done, and then they start to relax. Finally there is a thing between the team and the boss and they sit and discuss the reasons and their responsibilities then the whole problem is resolved (M1: p530).*

This statement was made by a manager who had drawn the line between poor allocation of task, workload distribution and delegation of tasks. Employee utilisation and placement is an area into which managers channel their energy. Employees should not be seen only as statistics and numbers, but their talents and creativity should be used optimally. Levine (2003:1) observes several attributes of managers which, according to him, will influence the utilisation of employees.

Two factors identified within the attributes are recognition of achievements and provision of opportunities such as training and career development to enhance employer relationships and optimal utilisation including the realistic allocation of workload (Cestnick, 2006:1). Delegation should be appropriate and according to capabilities, there should be a proper communication system, employees should be involved in goal setting sessions, there should be continuous support of employees. A manager's role is to see that the work is done; therefore delegation should be accompanied by the power of authority. Several authors are in agreement with this notion (Levine, 2003:1; Cestnick, 2006:1; Grant et al., 2007:55; Sias, 2005:378).

**Concluding statements:**

- Utilisation of employees is associated with the ability of the manager to spot the most talented employees and effectively use their talents.
- An effective manager is able to make an accurate assessment and draw up a situational analysis and plan, based on the available resources.

### **3.4 The results of focus group interviews and embedded literature**

Focus group interviews were conducted at selected nursing colleges and the participants were vice-principals and heads of department. The objective of the study was to explore the perceptions and roles of nursing college managers with regard to facilitation of employee wellness, with the intention of developing a coaching programme for college managers to facilitate employee wellness.

Questions asked during the interviews were as follows:

- Could you describe in as much detail as possible what your job entails? (Ice breaker).
- What do you think employee wellness entails?
- What do you think are the needs of employees regarding their wellness?
- Could you describe your role with regard to facilitation of employee wellness?
- How do you think employee wellness can be successfully facilitated?

### 3.5 Materialisation of data collection

The focus group interviews and individual interviews were conducted with the college vice principals and HODs. The participants were from four nursing colleges in Gauteng and North West provinces, with a total of 26 managers.

- Invitations were sent to fifty eight (58) participants. Twenty six (26) were interviewed which included 3 principals, 2 vice principals, 5 registrars, and 48 HOD's.
- Individual interviews were conducted with 2 principals, 1 vice principal and 2 registrars.
- A total of 3 focus group interviews were held with 21 HOD's.

The data analysis for the focus groups were done as for the individual interviews (Section 3.2). The themes and sub-themes emerged from the empirical data.

### 3.6 Themes from the focus group interviews

Empirical data from the focus group interviews were analysed and the outcome was three main themes and one sub-theme emerged as depicted in Table 3.2.

**Table 3.2: Themes of the focus group interviews**

THEMES	SUB-THEMES
Wellness	Individual responsibility
Change Management	
Obstacles	

## **3.7 Integrated discussion of focus group results and embedded literature**

### **3.7.1 Theme 1: Wellness**

Wellness refers to an approach to living that maximises individual potential to unleash positive thinking. An individual should be able to adapt to all life's challenges to be well. Wellness is characterised by a sense of responsibility, accountability, self-image, self-worth, relationships with others, relationship with inner self and the ability to control one's external environment. The determinants of wellness are physical fitness, nutritious state of the body, a sound mind, spiritual practises that will help the body to connect to the soul, and recreation, sleep and rest. Managers can be instrumental in facilitating wellness at the workplace. Employees' wellness is a concept that entails elements of taking care of individuals holistically; it includes taking care of emotional, physical, social, spiritual and even professional aspects. According to the participants, the holistic approach entails taking care of employees' wellness, which includes taking care of the emotional aspect: this means supporting employees when they are experiencing emotional turmoil and when celebrating special days.

One of the participants echoed the sentiment:

*Yes. I think being there for employees in hard times and good times will facilitate their wellness (M4: p472).*

The participants reflected on other aspects such as taking care physically, socially, spiritually and professionally. It is interesting to note that the description of holistic care is the same in the findings from the individual interviews and the focus group interviews of the managers as indicated in Table 3.2 above.

### **3.7.2 Theme 2: Change management**

Change refers to the movement away from the old way of carrying out certain activities and the old behaviour, attitudes and beliefs. Managing change is one of the most difficult tasks of managers. Not many leaders and managers are good change agents. Change might bring about improvements in the workplace or may cause

uncertainties, fears, frustrations and scepticism, and the process is not easily accepted by most employees.

Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the changes. Change can be forced and cannot be imposed if change is imposed on people normally problems arise (Nel et al., 2009:519-527). Change must be realistic, achievable and measurable. These aspects are especially relevant to managing individual change. Before starting organizational change, managers should ask questions like: What do we want to achieve with this change, why, and how will we know that the change has been achieved? Who is affected by this change, and how will they react to it? How much of this change can we achieve ourselves, and what parts of the change do we need help with? These aspects also relate strongly to the management of personal as well as organizational change (Nel et al., 2009: 527).

Change tampers with employees' comfort and places them in the uncomfortable and unknown zone (Gallos, 2006:631). The managers identified several areas at the colleges which, according to them, needed to be changed. In their discussions, they referred to issues that needed immediate change and described them as issues that could harm the institution. One manager said:

*Areas that need changing are employee attitude; harassment; violence and intimidation amongst employees and resistance to change (M3: p474).*

It is necessary to unpack the above excerpt and analyse areas that managers said "must be changed". In this study the focus is on the behaviours referred to above which needed modification.

Change management is a topic that many researchers have worked on. In this study, managers describe change as the process of changing unbecoming behavioural patterns of employees. As this definition by the managers lacks a lot of elements, the definitions of other authors are considered.

According to Armstrong (2008:130), Cook (2008:208), Dyer (2004:55), and Herold and Fedor (2008:3-4), similar to the managers' definition, change is referred to as a significant move from current routine and behavioural patterns to a new way of doing things, and, furthermore, that success lies in the support of those affected. It is

necessary to caution managers not to think that “change is just change” regardless of where, when and how it is happening.

Accordingly, employees are also important elements of change, which means that employees should always be on board and understand the impact of change. This action will assist managers to effect behavioural change. Their role includes being change agents, strategic partners and employee champions (Renwick, 2003:344). As employee champions they are expected to identify unbecoming behaviour and plan a programme of behaviour modification exercises knowing that many people may resist change. In so many ways, managers alluded to the fact that some of the employees displayed a negative attitude, and their behaviour was unbecoming and affected the performance of the colleges, although some of them may accept change and adjusted their behaviour to cope with change. As indicated by the participants, there is a need to change employees’ behavioural patterns and their attitudes. Bond and Wise (2003:72), Fenton O’Creevy (2001:22), Stimie and Fouche (2004:4), and Flanagan and Finger (2003:328) indicate some steps in the basics of change management:

- Employees may accept change if they are empowered and understand the purpose and effects of behavioural change. However, the most important role of the managers in this regard is to make sure that change is managed smoothly without too many casualties.
- However, it should be noted that it is not only the attitude of employees that has to be changed, but also the management approach to change remains problematic if not handled with care.
- Acknowledge the individual weaknesses and behaviour, and encourage employees to ventilate their feelings.
- Managers should remain calm and speak in a low voice to indicate that they are listening and being supportive.
- Provide a non-threatening environment, ask questions and summarise the extent of the feelings.
- Work towards a solution and an action plan.

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The same understanding was expressed by several authors like Buck and Watson (2002:176-181), Sias (2005:382) and Plakoyinnaki et al., (2007:284) who link the notion of behaviour modification and emotional feelings and change to management issues. The planning of the behaviour modification programme process is engaged in by all employees and thus productivity is guaranteed where the goals set are achieved and the feeling of belonging to the institution becomes excellent. However, Gallos (2006:631) introduced a new dimension and advances the argument that other factors such as group incentives, management practice through HRM, including individual bonuses, may influence change of behaviour.

Comparison between behavioural patterns and institutional performance are imperative elements which can affect change management as well as patterns that deal with challenges as described earlier. It is therefore crucial to look at issues of organisational commitment as change can take a lot of managers' time if not managed properly. The patterns, values and beliefs of employees in the organisation can affect change management (Janssen.2004:57 and Gallos, 2006:631). Organisational culture is the level of artefacts, values, attitudes, morals and shared assumptions. The notion is evident when one manager said:

*I think the attitude will also determine the standards of what you want to achieve. Attitude determines the excellence of the service even the image of the college. My feelings are it is important to involve people at all levels (M4: p474).*

The challenges of change have indeed had a profound influence on the workforce. In particular, four trends emerged that created turbulent environments for higher educational institutions (Clarke, 2000:556 in Barkhuizen, 2005:1). *Firstly*, the demands on the nursing colleges to increase intake and pressurising them to participate in changing the structures of the nursing colleges in the country played a part in the process of rationalisation. Consequently, not only did the numbers of students increase dramatically but also the nurse-educator ratio and nurse educators were expected to deal with a greater diversity of students who were culturally different from those with whom they had been involved in the past. *Secondly*, the affiliation of the nursing colleges to the universities has been a serious change that has affected managers. The frustration around the matter was the fact that there was little support for managers and employees. The high knowledge-intensive fields are changing faster than people are able to upgrade their skills, and the tertiary education institutions called for responsible employees with up-to-date information.

*Thirdly*, government and the private sector are increasingly exhorting tertiary education institutions, as an integral part of society, to assist them in solving a broad spectrum of problems. The problem of the shortage of nurses in particular also affected the colleges negatively as the production was to be doubled (Clarke, 2000:556). Colleges were expected to provide training of highly skilled professional nurses and to take care of the country's high demand for nurses. The managers expressed disappointment regarding the unbecoming behaviour of both students and employees, especially the rate of absenteeism which affected performance. The managers described violence and intimidation as another serious behavioural problem – as one says:

*Violence is observed as employees are against each other and not taking care of one another; they are targeting each other and there is harassment and intimidation (M4: p453).*

In many ways managers alluded to the fact that some of the employees were displaying a negative attitude. According to the managers the behaviour was unbecoming and was affecting the performance of the colleges. However, it was promising that management and the employees were working together to address issues that needed to be changed. This was evident from what the managers said:

*I find that to be excellent is to challenge problems and bring changes. I am satisfied to find solutions. Because there will be problems, no matter what the challenge is and there is a way to find solutions (M5: p495).*

*And you can't function without challenges. You must accept that. Life is challenging. A great leader will come across problems and have ways of dealing with them" (M5: p514).*

The organisational change management drains a lot of energy from managers, many guidelines are outline for change management on how to deal with change in the organisation. Some of those guidelines are;

- Managers should have visionary leadership skills and be able to support employees throughout the process of change.
- Managers should explain why change should be effected because change is inevitable.
- Allow participation of all those affected by change to gain their buy-in as this will enhance the process.

- Managers must bear in mind that “it is easy to change behaviour by changing processes, structure and systems but not easy to change attitudes” Therefore this area needs more patience and tolerance.
- Always remember that there can be resistance to change and be ready to manage the situation.

Managers should remember that there are those in the college who will support change and they should always be brought on board, also that those affected by change must be supported. Change is the only constant thing that happens in the colleges. There are many challenges for managers in effecting change as many people may resist change. Although some of them may accept change, they cannot change their behaviours to adjust and cope with change. Minority employees may accept change and they need to be supported. In the South African context stress levels are further exacerbated by a high level of violence and crime, inadequate training, organisational restructuring and rapid social and political change (Renwic, 2003:345). Employees are also experiencing emotional trauma and burnout due to workplace changes and challenges. Organisational burnout is an emotional phenomenon associated with high achievements (Talbot , 2000:3), in the academic role and management echelons. Many nurse educators, for example, enter the field eager to teach and create, only to experience what so many other educators have encountered – the fire to teach has dwindled to a mere spark.

It seems that the managers were working on the behavioural patterns described, and solutions were already in place as explained. The managers, together with the employees attended several workshops with a neutral counsellor from the provincial Department of Health to address the matter. Nevertheless, Armstrong (2008:134) warns that dealing with attitudes might not be easy. Personalities have been described as a contributory factor to conflicts and unbecoming behaviour. The managers mentioned that they set ground rules together with the employees to decide on an ethos of the college which is a coordinated effort of good governance practices. It is interesting to observe that the managers involved employees on issues of conflict management as a form of change management. It is crucial that managers should identify areas for change and discuss change strategies with the employees to encourage their buy-in. Keeping the employees in the dark about change might be a good change management strategy, but if it not well handled can turn sour and cause problems (Dyer, 2004:55).

The political decision taken nationally to reverse all the actions taken previously to limit the student intake by implementing mergers and rationalisation of nursing colleges caused serious change complications. The managers complained that the change was just announced and no processes of implementation of change were followed. Apparently this came as a shock to the college management and employees. What was worrying was that change had not been planned properly with regard to human, material and financial resources:

*But obviously that is a challenge. I think that one of the challenges for all of us at the moment is that we often plan to take very large groups of students. I think we take 300 students per year and it's now starting to bottleneck because there is no placement. So you are running around trying to get enough places for the students and this makes your old block programme or educational planners experience more problems, making it more and more difficult (M5: p503).*

The effective implementation process of change shape response as well as the skill of coping with transition. Uncertainties cause anxiety and shock and employees will automatically react negatively to control and structure, and if they feel threatened, they will unconsciously or consciously resist or sabotage (Dyer, 2004:56) the change. To lead employees through change, managers must be well informed about the change implementation process. Employees depend on communication as to why change is occurring, how they will be affected, how and when change will occur and who must do what. The change which took place in the colleges was transformational change. According to Dyer (2004:56), this type of change *“is more profound and traumatic, it is somehow out of control and it produces a future state that is unknown until it evolves”*. The organisation reacts in a contrary way and struggles against the pressures until it break down, leading to the destruction of the organisation Dyer (2004:55). However the most important role of the managers in this regard is to make sure that change is managed smoothly without too many casualties. Several principles have been cited to fasttrack and facilitate a smooth change process. They are;

- Involve of at all times and agree before making a decision in order to support all people within the organisational environment, to follow processes, culture and relationships in the organization.
- Understand where the organisation is at the moment.

- Understand where you want to be, when, why, and what the measures will be for having got there.
- Plan and develop appropriate achievable measurable goals and stages.
- Communicate, and involve all to enable and facilitate involvement from people, as early and openly and as fully as is possible.

**Concluding statements:**

- The change that took place in the colleges was transformational change.
- Individual employees will follow the programme of behaviour modification.
- The managers involved employees in issues of conflict management as a form of change management.
- The managers expressed disappointment regarding the unbecoming behaviour of both students and employees

**3.7.3 Theme 3: Obstacles**

Obstacles in this study refer to the challenges, shortcomings, constraints and weaknesses experienced by employees. In this state of affairs the problems are experienced at national, provincial and institutional levels. The discussion so far has emphasis the experiences at the nursing colleges. The experiences and perceptions of managers in the selected nursing colleges were confronted and challenged by transformation which resulted in uncertainties and changes, which they referred to as obstacles and challenges that delay progress. These experiences are at institutional level which, in this instance, is the selected nursing colleges.

The participants identified the negative experiences that were termed challenges as including poor relationships among employees, problems leading to stress, overworked employees due to shortages of staff, limited resources, counselling centres and clinical accompaniment. Transformation in the nursing colleges included political decisions which led to abrupt changes in the nursing colleges which caused stress for managers as well as employees. A brief description of the experiences follows:

The managers experienced the consequences of change which related to increased workload and cultural/racial diversity. These managers needed more support Stimie and Fouche (2004:4). The managers' experiences included an increase in student intake, thus affecting the capacity of the human and material resources. The growth necessitated the development of new approaches to teaching strategies, (Branham, 2000:22) and (Sparks, Faragher and Cooper, 2001:489) as changes advanced in education and training and in all tertiary education institutions.

There is, however, the need to prepare college managers to cope with the workload and function as expected within a higher education institution. A further stressor, according to Matlhape and Lessing (2002:22), is the serious shortage of professionals in the country. The "*brain drain syndrome*" is a big challenge for the country. A major consideration for organisations is the retention of existing talent and the mobilisation of human resources to ensure better service.

However, overwhelmed managers are unable to cope with the challenges that the country is faced with. According to Renwic (2003:345), most of the prominent challenges in the nursing colleges included deterioration of work ethics, work performance and the availability of both academics and workforce due to poor physical and health habits. There is a limited pool of talented employees and a rising demand for the provision of professional nurses which also affects NEIs, and this in turn affects relationships between employees and management. A brief description of the experiences follows.

Managers have noted that there are poor relationships among employees and even among management themselves. The relationships are characterised by certain behavioural patterns such as: *bad attitude, conflicts, mistrust and lack of respect among employees*. Personality clashes were also seen as a cause of conflict among employees. This is affirmed as follows:

*I think the depth of anger in staff should be realised. If I think about all the lecturers and all the academic staff and even the admin staff, sometimes there's somebody thinking their motive is better – there is a lot of anger and that needs to be addressed (M5: p513).*

The managers are facing challenges that can lead to stress and poor relationships. Despite the fact that these managers also experience arduous situations, they are trying hard to address employees' poor relationships in the colleges (Chen et al., 2007:1127).

The managers acknowledged that their approach to dealing with employees' problems was sometimes impartial. However, it seems that the managers did not lose hope of dealing with employee problems and were willing to continue to be supportive. The hope is picked up in the following quote:

*This college is so good ... we've got a lot of effective management, and if we work together we could overcome a lot of the issues and improve, but separately we can't, unless we talk to somebody (M5: p492).*

It should, however, be reported that not all employees experience these challenges. Some are cooperative and others display a pattern of non-commitment and negativity.

*We are a college. We said we are professional people. We are on a higher level than some businesses, but we've got a lower level also. So we are really having a rise in levels. It is quite difficult to deal with problems if you don't have the ability to know how to deal with that" (M5: p512).*

*Correcting employee's behaviour was more complicated because of the behaviour of other staff members; it is difficult as they refuse to be referred and I really feel that is also one of our biggest problems. Also with professional people together, because our environment is completely different, but we must work together, hence the one might be a support for the other. And your preference – yes, completely different (M5: p493).*

The managers complained about the motives of, and anger displayed by employees:

*I am not talking about the students now, I'm talking about the staff especially the academic staff that is also under stress, that it doesn't help that you give the help first and then do more and do less about yourself and also get less. Because at that moment your spirit is high but the next day you fall down again, because the problem stays the same (M5: p514).*

The managers expressed the emotions that they experience with regard to their activities and responsibilities which have an impact on their lives. There is no doubt that the managers are overwhelmed and stressed:

*And everyone's got a different type of stress, you know. My stress might be a little bit less or different from her stress because her role is different and you also have this mother and baby outside ... don't get me wrong, the patient might not be taking the medicine right now, but later you know. It's different stress levels (M5: p514).*

*Being in a situation where you sometimes work with students and staff, you know you're working with different kinds of people than yourself, then it is wise to really sit and really handle this problem or the challenge with this specific person. Because I think that is one of the main things: to have this specific wisdom and a certain relationship to let you be able to do that (M5: p515).*

Managers and lecturers have stress due to the many students and the shortage of staff; poor relationships among staff; poor personalities and the impartial ways of managers when dealing with issues. Many studies have been conducted in higher education institutions on the frustrations and stress that employee's experience. The experience of the managers include the changes in higher education in South Africa this another factor that can be cited as a stressor – the affiliation of the nursing colleges to the universities has been a serious change that has affected managers. It is frustrating for both nurse educators and managers to operate in a new environment without a well-structured support programme.

*A bit of stress is too much stress. Because you know that the motivations that you give to do the right things within all the boundaries that you have. The regulations, the university and the nursing council, but still you have that little stress, because there might be an implication, or the students might complain about their exam paper or a lecturer's involvement in a class. You're always on a sort of stress level (M5: p501).*

Higher education in South Africa witnessed significant changes in the 1990s. Some of these changes are the result of post-apartheid legislation; others are consequences of globalisation. More and more pressure for change has thus been placed on nursing education institutions. The challenges of change have indeed had a profound influence on the workforce (Schaufeli & Barker, 2001:111). In particular, three trends emerged that created turbulent environments for higher educational institutions (Clarke, 2000:556; Barkhuizen, 2005:1; Pennington, 2001:111; Olivier et al., 2004:918).

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Firstly, there are the demands made on the nursing colleges to increase intake and the pressure to participate in changing the structures of the nursing colleges in the country in a process of rationalisation. Consequently, not only the student-to-nurse educator ratio increased dramatically, but nurse educators were expected to deal with a greater diversity of students who were culturally different from those with whom they had been involved in the past (Barkhuizen, 2005:1).

Secondly, the affiliation of the nursing colleges to the universities has been a serious change that has affected managers. The biggest frustration around the matter was the fact that there was little support for managers and employees. The high knowledge-intensive fields, which are changing faster than people are able to upgrade their skills, therefore it calls for responsible employees with up-to-date information. Thirdly, government and the private sector are increasingly exhorting tertiary education institutions, as an integral part of society, to assist them in solving a broad spectrum of problems. The problem of shortage of nurses in particular also affects the colleges negatively as the production should be doubled (Clarke, 2000:556). Colleges are expected to provide training of highly skilled professional nurses, and to take care of the country's high demand of nurses. The creation of relevant structures and the imparting of useful knowledge to managers to function optimally have been equated with equipping a developing society to participate completely in a rapidly altering national and international global context (Smit, 2000:87). The managers expressed disappointment regarding the unbecoming behaviour of both students and employees. According to the managers the absenteeism rate affects performance:

*Sometimes there are problems regarding their studies and then specifically to do with absenteeism and maternity leave, so we see a lot of students every day with problems and then refer them for counselling to help improve behavioural change (M4: p503.)*

Control measures for nursing education institutions are more complex and complicated due to the government policies that govern the colleges' management and control. Both government and higher education regulations have shocked the management of nursing colleges, to the extent that their wellness and productivity are affected (Stimie & Fouche (2004:4) and Tlapu (2005:55). These frustrations are coupled by a high turnover of employees and absenteeism. According to Mmabatho College of Nursing (MMA CON), a training institution for nurses, statistics (2004

statistics) indicate that 25% of employees are absent for more than two days a week while 13% lose up to six to ten days in two weeks (MMAACON, 2004). It was observed that all categories of staff were absent most of the time. Exhaustion due to work overload was cited as one of the reasons for absenteeism (Tlapu, 2005:55).

The managers verbalised that they were overworked as there was a shortage of staff and large numbers of students, and they had to deal with many problems of students and lecturers, and handle academic programme demands, including legislative requirements. The managers referred to multiple factors such as diverse activities, accountability and increased workload. The managers expressed themselves about their difficult tasks:

*So I think to be in control of all the academic requirements and needs in different subjects is very stressful, actually what the students request is very stressful. I think that we've got a lot of stress because continuously we have to tackle the crisis or what would be the implications of this and it is a test. So I think it's continuously a sort of a stressful situation ... and also the supervisor of the lecturers is causing a lot of stress (M5: p505).*

Challenges in nursing colleges have been affected by the macro-level transitions, such as major changes in the management structures and institutional mergers. These changes have brought about an increase in student intake with consequences of more workload and overcrowded classrooms. The growth necessitated the development of new approaches to teaching strategies. There is, however, the need to prepare college managers to cope with the workload and function as expected within higher education institutions (Branham, 2000:22).

The college managers have to manage the challenges that are affecting the institution as the outcome brought about by the changes that are taking place in South Africa, and are faced by multi-factorial activities, including education and training of competent and critically thinking nurse practitioners in line with the departmental human resource plan, implementing the strategic goals of the department and –co-opting them into the Department of Health's main goals (Branham, 2000:22).

A further stressor according to Matlhape and Lessing (2002:22) is the serious shortage of professionals in the country: the brain drain syndrome is a bigger challenge for the country. The major consideration for organisations becomes the retention of existing talent and the mobilisation of human resources to ensure better

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service. However, overwhelmed managers are unable to cope with the challenges that the country is faced with. According to Renwic (2003:345) most of the prominent challenges in the workplace are among others deterioration of work ethics, performance and availability due to poor physical and health habits, a limited pool of talent and rising costs in the provision of health-related benefits.

The managers raised concerns regarding resources, which include financial, material and human. Of importance to the college were the human resources. The majority of the managers wished that the increase of students was coupled with an increase of staff. The greyest area described was the need for the specialised skills:

*That person should have a background of psychology. You know something like that. That person must be a psychologist (M5: p510).*

The priority was the employment of an employee wellness officer and an occupational health and safety officer. The officer can either be an industrial psychologist or a nurse. The role of the officer will mainly be to counsel, support and give guidance to all employees. It was emphasised that the person should be a committed counsellor who has passion to do the work and is empathetic and understanding and can keep confidential matters to herself. The centralised officers should be based in the institution and be able to handle employees problems. The idea is that they should not only deal with problems but should also identify employee needs and refer employees to another specialist if there is need to do so. It is evident that there is a demand for an officer as the key person to facilitate employees' wellness.

Managers globally require advanced knowledge, it appears that the job demands of managers have escalated, while the levels of support and other resources have declined (Clarke,2000:556) the experiences is not only in education and training institutions and it causes stress. Furthermore, the literature is quite clear about the negative effects of high job demands and low resources on managers' wellness with specific reference to incidents of stress. Wellness (Barkhuizen, 2005:2; Blizzard, 2002:95) at this level of transformation within the health care system is an area of concern. Due to transformation some changes require employees to work too hard and do too much, thus leading to poor health – the huge effort does not yield the expected results (Schaufeli & Barker, 2001:22). More seriously, the devastating impact on academics such as declining mental and physical health (Barkhuizen, 2005:5), drug and alcohol abuse (Winefield et al., 2002: 63; Peltzer et al., 2009: 248;

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Delobelle et al., 2010: 372; Coobadia *et al.*, 2011: 15) and deterioration in teaching and research performance, hold serious repercussions for education and academic achievement. Other factors include the fact that the resources were not distributed equally and fairly in the past. This led to unattractive workplaces and has resulted in the brain drain.

In addition to human resources for the facilitation of employee wellness, the managers expressed the fact that they appreciated the availability of a service provider procured nationally by the Department of Health to facilitate wellness, but they wished that the colleges could have their own big centre for employee wellness. These counselling centres should be easily accessible to all employees:

This statement implies that the availability of physical structure is seen to be better than consultation in offices of supervisors. There was also an assumption that the presence of this centre would increase employees' utilisation of wellness programmes. The managers found it difficult to cope with the present situation in the colleges, and acknowledged that there were limitations with regard to driving the support programme as there were no resources for emotional support. The available resources were said to be underutilised due to the process of access and confidentiality problems. In addition to resources for counselling and linked to employees' wellness, managers have introduced a health education programme, which is intended to implement several health awareness programmes.

The managers were dissatisfied with the intake of students; seemingly the numbers are a barrier to the achievement of the colleges' goals. The implication is that too many problems are experienced at all levels, by both college management and hospital and clinic managers. These problems have a negative effect on the health of employees and thus the production of nurses. Areas that were badly affected were clinical facilities, classrooms, clinical staff and other facilities such as transport and accommodation for students and lecturers and a shortage of college staff:

*Due to big numbers of intakes, clinical facilities are limited and also overloaded clinical facilities are a problem, which makes an impact on policy and legislation implementation and affects the quality of training. For instance, we could only give them two weeks at mental health, the rest were not taken out because we had a group of 200 then. Next year it will be more. So I think that the training is becoming more difficult (N5: p503).*

Facilitation of learning is a problem due to the large numbers of students; lecturers are not coping with guiding and helping students. Clinical accompaniment is part of teaching in the clinical area and demonstrating skills to students.

Many studies conducted have pointed out serious shortage of staff in public service in South Africa. To mention few are studies by Buys and Muller (2000:50), Stimie and Fouche 2004:4), Olivier et.al (2004:921) and O' Toole (2002:234).The effects of the shortage of staff can cause problems in the institution (Buys & Muller, 2000:50). Shortage of staff causes effects such as physical exhaustion and stress; these conditions can also increase the rate of absenteeism in the colleges (Tlapu, (2006:55; Sieberhagen et al., 2011; Delobelle, 2010: 373).

Resources are the enabling resources which can either be material or human. In a broader human resources perspective, human resource managers are responsible for implementing and achieving the set objectives of the institution. It is therefore imperative for the nursing colleges to be well equipped for the betterment of the services. It appears that the managers are also frustrated by the increase in the number of students and the increased demands to produce more professional nurses while the levels of support and other resources have declined.

Similar ideas are shared in the literature by Clarke (2000:556) and Chen (2010) who explain that the resources are the key pillars of a better output, and proposed four pillars for taking care of employees emotionally:

- Train managers to deal with wellness issues.
- Establish an effective support programme at the colleges.
- Create an effective infrastructure which employees will use to learn more about handling problems and stress.
- Appoint a qualified employee to take care of the issues of safety and emotional support, including issues of finances.

**Concluding statements:**

- Dissatisfaction may exist due to a shortage of resources, both human and material.
- Managers are dissatisfied about their own support by senior managers.
- Large students' intakes cause an obstacle in wellness of employees.
- Managers were not continuously supported individual employees.

## **3.8 Summary**

This chapter focuses on the findings from the individual interviews with the managers which included nursing college principals and registrars, as well as the focus group interviews with the vice-principals and heads of departments. The discussion on the findings of the managers is based on the experiences and perceptions of the facilitation of wellness. The researcher first elaborates on data collection and data analysis, followed by findings of the research grounded in the empirical data, including the field notes and the verbatim transcriptions of the interviews. The literature pertaining to facilitation of wellness and coaching was used to confirm the uniqueness relevant to the support of the findings of the research.

# CHAPTER 4

**RESULTS FROM EMPLOYEES INTERVIEWS AND THE  
EMBEDDED LITERATURE**

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## **CHAPTER FOUR:**

# **Results of employees interviews and the embedded literature**

### **4.1 Introduction**

The discussions in this chapter deal with the results of the employee interviews. The objective was to explore the perceptions of nurse educators and support staff regarding facilitation of their wellness in the nursing colleges. The empirical data have been used to develop a coaching programme for college managers to facilitate employee wellness.

The focus group interviews in this study were conducted with the nurse educators from selected nursing colleges (N=231). Invitations were sent to two hundred and thirty one (231) participants and thirty (30) were interviewed.

The 30 participants were from four nursing colleges in Gauteng and North West provinces. Three focus group interviews were held with nurse educators. College A 9 nurse educators were interviewed, 10 from college C and 11 from college D. There were no participants from both college E and B. The participants, who were known to the researcher and the college managers, were visited by the researcher several times to seek permission to conduct the interviews. The focus group interviews were held in arranged and suitable venues (refer Chapter 2, 2.5.1.1.2). Data from the nurse educators and support staff focus group interviews were analysed and themes emerged. This has been outlined in the form of a table. The embedded literature is intergraded in the discussion. The themes that emerged from the empirical data of the nurse educators are described below in Table 4.1. The discussion focuses first on the nurse educators.

In a category of administration staff sixty seven (67) were invited and twenty one (21) was interviewed. The total number of participants interviewed is ninety eight (98).

## 4.2 Results of the nurse educators' focus group interviews

Six themes emerged from the empirical data of the nurse educators with three sub-themes.

Each of the themes will be discussed with supporting quotes from the results and will be indicated as NE1: p3, referring to nurse educators in focus group 1, page 3 of the transcript. After each discussion, conclusion statements are formulated that will be used as evidence in the development of the coaching programme.

**Table 4.1 Themes of nurse educators' focus group interviews**

THEMES	SUB-THEMES
CONCEPT OF WELLNESS	Supportive Environment
HUMAN RESOURCE MANAGEMENT	Staff Development
	Conditions of Service
COMMUNICATION	
FACILITATION OF LEARNING	
RESOURCES	
SUCCESS IN THE COLLEGE	

### 4.2.1 Theme 1: The concept of wellness

Holistic care refers to taking care of employees in totality, meaning that all aspects of life are to be catered for to achieve all the set goals of the institutions. This description is in line with the findings from both the individual and the HOD interviews. One participant explains wellness as follows:

*I experience personal wellness if I am perceived as a whole person physically, emotionally, socially and otherwise (NE1: p445).*

The participants believed that individuals should firstly practise a healthy lifestyle, secondly have a good and well-balanced diet, and thirdly maintain sound mental health that will contribute to complete wellness. As one participant noted:

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*It may be stressing and also having psychological effects. You need to balance your life, keep physically fit, have a well-balanced diet, be receptive to the social environment and have sound mental health – it makes a positive contribution to wellness (NE1: p448).*

*I think wellness means when you have the ability to control how you act, on the correct way and how you control your behaviour, in other words I mean when you are able to control your reaction in a crisis situation without been overwhelmed or overreacting. It means having a way of evaluating whether you are still well or not NE1: p448.*

Another participant continued as follows:

*It is a state of maintaining balance within yourself irrespective of the challenges that you face in your external environment and internal environment and maintaining your wholeness (NE1: p447).*

The view is that of an individual who has been able to maintain a balance in life and functions harmoniously in a given situation. This leads to an environment in which an individual can perform well with the support of management.

Wellness is characterised as physical wellness, psychological wellness, spiritual wellness, social wellness as well as the environment wellness. It is also agreed wellness have a positive effect on health and safety issues and are related. A supportive environment enhances productivity, and psychological and physical wellness (Adams in Csiernik, 2005:25, Cestnick; 2006:3; Cook , 2008:3; McGovern and Shelly; 2008:233; Kouzes & Posner, 2007:317).

**Concluding statements:**

- Wellness includes physical, psychological, spiritual and social health and it encompasses the need for holistic care.
- Wellness is a state of maintaining balance in life and having control over one's life with the ability to function harmoniously.

#### 4.2.1.1 Sub-theme: Supportive environment

A supportive environment is defined as a supportive arrangement covering several aspects such as the physical safety of individuals and the infrastructural set-up. The atmosphere should be relaxed to encourage sound relationships and sustainability. The participants are in agreement that wellness starts at home. If people are not happy at home, that unhappiness may affect their work and also the workplace environment.

*In other words you move with unhappiness from your home and if you come to work it has an impact on those you are working with – let's say you are at work and you are so quiet it affects those you are working with. Someone says something that can make you laugh, but you stay quiet, and someone sees this and asks "Are you OK?" and you say "I am OK", when actually you are not OK. If you have a problem at home you need to spit it out, so that it's at work (NE1: p447)*

Participants described wellness and safe environment as two variables that cannot be separated. Bound to this is also the remuneration of employees. One participant explained:

*Just sitting with them after achieving the objective, we request consistency and availability of resources to be allocated to individual lecturers – a reasonable work load that can be afforded; distribution of work equally to all people. Because there are so many discrepancies here, they are not here to see and correct them, and so management must work with HR to ensure that there is fair remuneration for all and also the PMDS must also be fair (NE1: p458).*

In contrast to the discussion with the managers regarding support they offer employees, the nurse educators expressed their disappointment in the managers' roles regarding their support. According to them the managers were not creating a supportive environment for the employees. A statement from one participant makes this evident:

*But there are serious environmental situations which are unavoidable, like the political mandate of the intake of students, it's negatively affecting us, we are willing to teach ... however, it is unavoidably so that the numbers impact on us (NE1: p449).*

The participants literally expressed their dissatisfaction with the delegation of duties. They complained of *over-delegation, overwork and overload of tasks* of certain individuals. The practice of managers was described as targeting certain individuals who were always willing to do the work and who also had several competencies to

accomplish their tasks, and this is seen as non-supportive. Those who were always complaining were ignored and not delegated any extra responsibilities but this style of delegating often disadvantaged the willing horses. The employees felt that other staff members were not motivated to do the work. The excerpts below are indications of this:

*I also think the support should also apply to us in our work because if HODs cannot support us positively then it means obviously we can't work. We are overworked, over-delegated and overloaded and they don't care. I think they need to support us in all aspects, I mean advocate for us (NE1: p449).*

*When given those tasks and you are not supported, and even if you are reporting problems nothing is being done, they want the work to be done on time, this person will scream at you and at the end you will feel overwhelmed with the departmental work. You know work is allocated to you only and you are "raided" periodically. Issues that have been 1, 2, 3 then you don't get any support, you are constantly under stress, you understand because .... You work hard and do the work because if you can show that you can do the work, everything is dumped on you; it ends up with you alone (NE1:p453).*

It is noteworthy that the subject of employee support has been researched by many authors and suggestions and recommendations have been made to address employee needs. In the findings of this study, reference is made to non-supportive organisations; the findings are not unique as they agree with the findings of other employees. The essence of the support is enshrined in the philosophy of the supportive programme which is to help employees and their families to obtain counselling and proper and prompt referral.

Nurse educators have identified several management weaknesses which include being inaccessible, inconsistent, not transparent, non-flexible and non-supportive. The following statements reflect this view:

*Also what I have realised is the inconsistency of applying policies in this institution. The policy might say that the student must not do 1, 2, 3 and you follow it and at some stage you are told that the directi0on that you took was wrong, so it is applied differently to us and sometimes to students (NE1: p450).*

*And the other thing that make us frustrated is the case of study leave; we want to go and study and grow professionally – then they will come and say, the policy and the protocol, you be will told how many to go when; and we have to wait for those who are already studying and you know the time does not wait for me, but somebody may not be treated like you and*

*she got the study leave. Somehow it is unfair labour practice, especially on issues of study leave (NE1: p451).*

*I think our management should attend management workshops or leadership skills workshops or something to that effect, because I think they are functioning as if it were still in 1988 or the 1990s. I think people should go out and learn what other companies are doing, because our managers want to do the job that we are supposed to do, like drawing up a roster (NE1: p456).*

The recommendation by employees seems to be that managers should benchmark HR practices from other business settings. The employees described the roles of managers as been a grey area, especially their abilities regarding good managing strategies which could be copied by other employees. The conclusion can be drawn that managers' responsibility regarding employee wellness is extensive but in this regard it is not well carried out. From the discussions of the participants it is clear that it is prudent to have a well-structured support programme. However, the participants complained that management was not supportive at all. Employees need to be supported in both academic and social issues.

In contrast to the group above, another group related different experiences:

*I am aware that wellness is a broad concept. Whatever we have been saying it should include counselling services in the college. I have personally experienced it; you know when I lost my husband I actually received lot of support from my college ... my principal, the HODs, colleagues everybody was there for me. I felt like a very important person (NE2: p494)*

*I think our principal has an open-door policy and if there is a problem we put it on the table, we can also call an ad hoc meeting to address the problems; and we also have two meetings on a monthly basis to address our problems. Even our classrooms have been upgraded; we are told that they are "state of the art" (NE2: p494).*

#### **Concluding statements:**

- A supportive environment can assist employees to cope in difficult times.
- Nurse educators are dissatisfied with the non-supportive management style prevailing at the nursing colleges.
- Nurse educators complain that managers are inaccessible, inconsistent, not transparent, non-flexible and non-supportive.

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## 4.2.2 Theme 2: Human resource management

The process of human resource management starts with the planning and appointment of employees, proper induction of employees for them to feel at home, education and training to develop their skills, performance management and the monitoring of conditions of service. The focus in this section is staff development and conditions of service.

### 4.2.2.1 Sub-theme: Staff development

Staff development is the process of empowering employees based on skills gaps in order to achieve organisational productivity, effectiveness, efficiency and creativity. Training should be done in such a way that it maximises the results. Managers who invest in employee training will retain the most talented employees, increase work flexibility and improve staff motivation.

In this study, the participants complained that managers were not carrying out staff development activity very well. Individual development was lagging behind employees' needs.

*And also, I want to say that the support given to us as lecturers, how much development is given to us; the support of students and how you react to other environmental situations, for instance, the personal development that they are giving us ... are they really helping us to manage the situation and also how to deal with the situation, how much information and how much is given to you and ... to use to cope with unavoidable circumstances. For instance, personal development that the people are attending, is it also developing people; developing our wellness, forming part staff development? I think the training is not enough to empower us. We need a systemic programme (NE1: p449).*

*And I think that in the college we need to have opportunities to upgrade ourselves so that we are also on a par with nursing movement ... so that we become confident in whatever we are doing (NE2: p493).*

It is interesting to note that some of the participants acknowledged that training was actually taking place but it was not enough. However, they suggested that the training programme should address issues of clear job description given to employees. For productivity, the participants seemed to be confident that team building could enhance team spirit.

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*We also plan a team building workshop and also to go out to Christmas lunch. I think these activities strengthen relationships ... they are represented at the budget meeting; they send us to workshops with our managers (NE2: p495).*

In this regard there were several areas where the participants differed with the findings from the individual and HOD interviews. The managers believed that employee training was well catered for, but in contrast to the educators they did not support the notion. There seemed to be no agreement regarding personal and professional development. Some of the participants proudly indicated that their managers prioritised and encouraged individualism and professional development, while others complained that the managers were not taking care of their personal and professional development.

*I think we also need personal growth because if we have personal growth we will be able to be productive and work independently as professionals (NE2: p491).*

A positive input from other participants was that managers were also supporting and guiding employees continuously and that the processes included mentoring of junior staff members.

*As a junior I think my manager should be supportive throughout so that I will acquire more skills and competence. My managers are supportive and I attend an induction programme ... it is good to be inducted (NE2: p495).*

Any organisation that invests in their employees enjoys the outcome. It is indeed strategically correct to empower all those who need training. One may appreciate the broadness and the analyses that reflect on the management of untrained personnel, it is described as costly and may harm the company. Training and development of staff is one of the most important roles of managers, and the most expensive mistake of any manager is to fail in this role (Forsyth, 2008:1). Organisational effectiveness and efficiency are determined by well-informed and empowered employees. No organisation can be productive if the workforce lacks critical skills and competences (Armstrong, 2008:109; Forsyth, 2008:1; Meyer & Kirsten, 2005:85).

#### **4.2.2.2 Sub-theme: Conditions of service**

A condition of employment is the package that the employer presents before the employee can be appointed. This package includes salaries, working hours and leave. The participants viewed their work as demanding and extending beyond

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normal working hours. According to them, more work is done at home after hours, for example marking of examination scripts. The complaint is that management doesn't appreciate their hard work.

The status of lecturers is currently described by the Department of Health as that of any other employee employed at the nursing colleges. The Department of Health recognises the lecturers' extra qualifications as educators, but offers the same conditions of service as those of other employees. This means that the lecturers receive the same leave dispensation and same off-duty time. In this study the lecturers were of the opinion that their status should be changed and they should be treated like other professionals in tertiary institutions and be allowed to be independent and work without any pressure.

*We need to have lecturers' status; we request to be allowed to travel from home, not from the office. Let's say you are doing accompaniment in the West Rand and you staying in the West Rand: other tutors are using their own cars for clinical accompaniment, leaving from their homes. We come to the college to sign on at roll call. We request to be allowed to travel to the clinics from home. Now students can travel from home to the clinics, so why not lecturers? (NE1: p456).*

Their views concerning conditions of service and the area of operation are discussed below:

*Lastly, I think there is lack of work, life balance. We have a gym now which is nice but I think we are working and working means you must be here from 7 to 4 and 7 to 1 on Fridays. I fail to understand why it is so restrictive, it is strict. Why don't we work flexible time, what is wrong with that? We are adults and this place makes us feel that this is not a place to work. Why don't they allow flexibility which will still let you see what is happening at home and still be at work? At the end of the day what do we do? You go on sick leave – the concentration is on the input not the output (NE1: p454).*

*I want to add on input and output: you know, sometimes we take work home and we do marking after hours, work is the order of the day. But coming to the control of time, really there is no balance between life and work. They really don't care about the output even if we meet the deadline; I think we are not treated well" (NE1: p454).*

Dissatisfaction regarding working conditions includes work not being appreciated and labouring in vain on issues of recognition and the creation of a suitable balance between life and work. Accordingly, flexible time should be an option.

*I understand that one doesn't get the recognition of tasks or whatever (NE1: p456).*

Conditions of employment are part of human resources management (HRM), and one area which makes employees complain a great deal is the performance management system. It is true that money cannot be a good motivator because time and again employees complain that they are not fairly remunerated. In this instance, the complaint is that the process is unfair and not in line with departmental policies.

These views are shared in the literature when, for example, Meyer and Kirsten (2005:234) refer to appreciation of work well done and the life balance. According to Meyer and Kirsten (2005:234), employees should have recreation facilities and more time to attend to personal matters. Work is seen as an important aspect of an individual's life and the time one spends at work is longer than any other time, therefore employees' happiness needs to be considered and the managers' role to make employees stay at work should include setting the tone regarding work balance. Work balance includes making available entertainment facilities within each institution (McGovern & Shelly, 2008:230).

**Concluding statements:**

- A weak HRM structure can cause a lot of dissatisfaction in the workplace – employee dissatisfaction is justified because there is no coordination of activities and management is not taking charge of HRM.
- Conditions of service are not implemented as per departmental policies.
- Nurse educators are dissatisfied with their professional status.

**4.2.3 Theme 3: Communication**

Communication refers to interaction between employees and management. There are several means of communication in all institutions. Effective communication is the key to organisational success. It is one important organisational strategic tool that can either build or break organisational functioning. More often when there are conflicts in the work place, communication is seen to be the cause (Cook, 2008:6; Gallos, 2006:730; Mc Govern & Shelly, 2008:115).

In this study, the participants reflected on several issues that affect communication – their experiences are both positive and negative. Here are some comments from the participants:

*I think we have been involved in everything that has been done in the college. We have a platform to express and communicate our needs, so we have everything. I think you came at a time when the issue of our remuneration has been addressed, so we are happy (NE2: p494).*

When reflecting in greater detail on these experts' opinions, it is clear that management should be close to all employees. Communication flow is clearly a two-way process in which there is an understanding of issues by both parties. Currently there is open communication between all categories of staff and the college principals are practising an open-door policy which allows staff access to them to consult them on serious issues affecting them and the institution. It is obvious that there is a platform for employees to express their views and communicate their needs. According to them, there is everything going for active participation of all employees in institutional affairs to bring about transparency and a non-judgmental attitude in the all the colleges.

Some participants showed resentment towards non-sharing of information. They believed that, as part of the institution, they had the right to information. According to them, if these rights were observed, employee wellness would improve. The practice is more acceptable, but a few participants expressed negative attitudes, which show that poor communication exists in certain places, especially between nurses the educators, supervisors and managers.

*I think even if the principal or vice-principal are not there the HOD must know their whereabouts ... the HODs would say, "no we don't know where they are", the HOD would say, "no I am not responsible, I am not going to do it". If they could get together and communicate it would be better. There are lots of camps, there is a principal camp and vice-principal camp, and there is a lot of trust, yes there are is much mistrust (NE3: p557).*

Jo and Shim (2005:278) claim that communication is an effective tool that can bring parties together in the organisation, irrespective of how far they are from each other. It is evident from the comments of the participants that the main issues concerning building an effective communication system in the organisation relate to team effort, starting with management and involving the full workforce of each college, not

excluding the students (Gopinath & Becker, 2000:66; Jo & Shim, 2005:278). Positive relationships among employees are the pillar of a strong organisation. An organisations' performance is progressive when employees work as a team and a strong team reflects a sound relationship. The role of managers in this instance includes sound communication strategies and the harnessing of individual understanding.

**Concluding statements:**

- Communication is not that smooth and easy in all areas.
- Managers to involve employees in effective communication and encourage them to participate actively in all activities of the college.
- Strategies to correct the situation were proposed, such as prompt and regular meetings to discuss issues of mutual interest and understanding.
- The employees' views and beliefs are that the managers should practise an open-door policy.

**4.2.4 Theme 4: Facilitation of learning**

Facilitation of learning refers to those areas where students can acquire practical knowledge and be able to put theory into practice. It includes teaching in class, clinical accompaniment and demonstration of procedures in simulation centres. These areas are important in the education and training of student nurses. It is the core business of the colleges to see to the smooth functioning of the institution. The clinical facilities include hospital wards, operating theatres, casualty departments, outpatient departments and clinics. In the South African context, for students to be placed in these institutions, the SANC's approval is required. In this study, the participants complained that these facilities were limited due to the large intake of students. The classes are too large to manage and it is difficult to control and discipline. The large number of students is seen as creating strained relationships between tutors and clinical staff and also limiting clinical facilities. The constraints indicated are both human and material in nature. It is difficult, if not impossible for lecturers to support all the students and implement remedial plans with the students. Participants said:

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*I think too many students cause overcrowding of facilities. Clinical staff is unable to help students, which leads to problems such as compromising quality (NE3: p553).*

*Another thing that we need to emphasise is the classrooms. I think it's taxing ... I mean, if you have to teach 140 students like we did last year and that other year, I will have to scream and scream and scream. It's very strenuous (NE3: p553).*

*Also big numbers of students that are in each institution contribute: because we will be having about 140 to 150 students, it is too much. (NE3: p553).*

*You have 300 students and they are writing a test, maybe section A and section B, and I went down to student affairs ... [to ask] whether they could do me a favour and give me a list of students, and I was told I couldn't be given a list of my students. I was surprised that I couldn't have a list of my students whose tests I am going to mark (NE1: p459).*

Participants' experiences revealed that the quality of nursing education may be compromised by poor clinical accompaniment. One area which is described as a constraint is that the student-tutor ratio is too big. It is obvious that overcrowding of students in the clinical area causes poor relationships between tutors and clinical staff. Student allocation is mentioned as another problem. In their discussion, the participants shared sentiments of how the colleges were politically instructed to take in 300 students, the repercussion being that it was not possible to allocate all students at the given time. Such incidences were reported as follows:

*Quality might be affected; Clinical accompaniment is a problem, the very same number that you are teaching in class you must also accompany to clinical facilities. The clinical staffs also complain if you give them a large number of students. You will move from one area to another without any outcome (NE1: p553).*

The participants also see travelling to clinical areas as a nightmare because there is no transport and most of the nurse educators do not have subsidised vehicles. Safety issues during travelling add to the problems. Due to overcrowding at the main campus, lecturers travel long distances to facilitate teaching on site. Participants were vocal about emotional trauma and physical exhaustion leading to stress as a result of all these problems. Quality issues are also of concern. The college is experiencing poor support from the stakeholders who fail to attend meetings and failure of the University to support the established structures.

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Facilitation of learning is a process that needs immediate interaction between both those who learn and those who facilitates learning. The effects and dilemma of the facilitation of large groups, especially is the inability to maintain face-to-face facilitation. In large groups, there are several constraints such as failure to be recognised, individualism, uncontrolled behaviour and problems of structure. However, it is interesting to note that one important advantage of big groups is that the groups can learn from each other and use the information for their development. Handling of unbecoming behaviour is never easy, but it needs a lot of focus and strategies to resolve the situation. People who display unbecoming behaviour demand things which are not achievable and they can destroy any process as they are difficult to manage and it is not easy to handle their behaviour (Gallos, 2006:317) McGovern & Shelly, 2008:159; Rye, 2009:159). Ironically, the statement is congruent and similar to what the participants experienced.

**Concluding statements:**

- The participants were dissatisfied with the conditions of student placement in the clinical areas.
- Identified obstacles that hindered clinical learning facilitation were large student numbers, limited clinical facilities, limited clinical resources and strained relationships between clinical staff and college staff.
- The large student numbers were seen as the biggest challenge which can lead to quality problems.
- It is clear that the political mandate to increase the student intake has a negative impact on the functioning of the colleges and it should be noted that lack of resources such as clinical facilities and classrooms is very daunting.

**4.2.5 Theme 5: Resources**

Resources, including human resources, are the enabling tools needed for facilitation of learning at the colleges. These include offices for tutors, classrooms, learning centres, transport, faxes, e-mails, IT (computers and printers). Without these resources, facilitation of learning is hardly possible.

*Management should know that we are using our own email addresses for the college; we are not able to log in with our personal emails. I have been here for many years without an email address. How am I going to do the work? What I have noticed is poor empowerment – if you come and say: “Can we do this thing like this?”, the answer will be: “No, no, no”. We are using one printer for the whole floor and the information gets mixed up on the ground floor; there is no confidentiality of any report you are producing and you have to go up- and downstairs. The memory sticks are incompatible with most computers. If you want to use them, you must go to the library. This means there is poor time management; there will be no one in that office and it means no work will be done (NE1: p455).*

The experiences reported by the participants relate to a shortage of resources, both human and material. The participants also expressed their dissatisfaction regarding resources and areas which they described as one of the biggest constraints to attaining a supportive environment. As they put it:

*I think the government should give us resources. Yes, there should be smooth interaction (NE2: p491).*

These resources include both material and human factors. The participants reported that there was no office space and employees shared one classroom and used it as an office. One participant said:

*One class has been given to us as an office ... there is no computer, no printer, no cupboards, no phones, just a chair and a table and absolutely nothing else. You know when I arrived here I was so shocked to be given a chair and a table, I felt like leaving immediately, then I thought I must give them a chance, I have now been here for one year and three months, but I don't have an office. Until now, we were told that they were building the offices (NE1: p455).*

The unfortunate experiences include the sharing of common resources, for example computers and printers. There are no subsidised schemes and pool cars are in poor condition with no allowances for lecturers even when policies provide for that.

*Yes, just as a follow-up you know: the issue of the resources, I don't know if it is according to government policy that a person who coordinates should have a scheme for vehicle subsidy, but you find out that here. It's an issue for the person to get a subsidised vehicle, you have to use the government cars and you will wait for these cars, and they don't even make them user friendly, they are dilapidated and depreciated. According to government policy a lecturer is a coordinator especially when going to the clinical facilities, and according to the policy she qualifies for a subsidised vehicle ... and why not here? (NE1: p459).*

The participants mentioned during the interview that the shortage of resources was caused by strict red tape within the department. The frustrations regarding resources were also raised in the managers' discussions.

Resources in clinical practice include trained personnel, patients/clients, equipment, policy manuals and reference material. Provision of resources in clinical settings offers and promotes learning of all personnel in such settings. Kirkpatrick (1967:179) supports this viewpoint by stating that adequate nursing care and learning can only take place if the above resources are available and properly utilised. Lack of resources directly impacts on clinical staff and client care, which will ultimately deprive students of opportunities to learn in clinical settings.

**Concluding statements:**

- The government is being blamed by some of the participants for budget issues with lots of red tape that delay productivity. However, there is also the belief that management's capacity has compounded the difficult process of acquiring the necessary budget.
- Management is seen as an obstacle due to lack of support for the employees to acquire resources such as technology.
- Government is also blamed for policies which are difficult to implement. Examples are the rationalisation of colleges and the big intake of nursing students.
- Nurse educators complain that the college management does not recognise their qualifications and therefore they have requested that their status be raised to that of university lectures.
- Dissatisfaction is caused by the lack of participative management and transparency on the part of both college management and the Department of Health.
- Workload increase and poor learning facilitation are experienced by nurse educators in the nursing colleges because of increased numbers of students.
- Clinical accompaniment of students is difficult due to the large student intake and shortage of resources.

#### 4.2.6 Theme 6: Success in the college

The question of success triggered a lot of discussions. Success was seen in a positive way, indeed the concept showed good results and achievements, and what wellness means to employees. The participants elaborated on the subject of success as well as their understanding of success to mean well-functioning institutions with good management that deals with issues and faces all challenges in a positive way.

*To me success means a sustainable programme. Sustainable programmes mean a more relaxed atmosphere and good interpersonal relationships with others. I think a sustainable programme like this does ensure wellness (NE2: p496).*

On the other hand, employees also regarded themselves as important elements in the achievement of set objectives.

*For me success at the end will mean the students that I taught completed the course, and I didn't compromise on quality, but now I am not sure with these big numbers. I am not sure (NE2: p496).*

*To me success means a competent and self-reliant professional person who produces safe practitioners (NE2: p496).*

*Very competent, very reliable professional persons who can compete nationally and internationally; I am actually supporting quality and not quantity, I am worried about what type of professional person are we going to produce because of the big numbers. Success is also affected by the big numbers (NE2: p496).*

Employees' success has been discussed in much of the literature. The essence is that most of the authors found that success, satisfaction and happiness cannot be discussed separately as one influences the other. Job success and job satisfaction are defined according to the subjectivity of the individual employee's perception and their personal judgements based on the perceptions regarding the workplace situation Grant et al., (2007:58). The participants' belief is that the success rate is also determined by the organisational performance which includes both the students' performance and adherence to quality issues. The conclusion drawn from the nurse educator interviews is that employees ascribe success to factors such as skills acquired to do the work, knowledge of the work itself, a participatory decision-making process, good relationships with managers and effective, open communication.

**Concluding statement:**

- Success is described as promoting effective communication, high performance of the institution, a supportive HRM, high achievement in the facilitation of learning, high level skills acquired to do the work, knowledge of the work itself, a participatory decision-making process, good relationships with managers and effective, open communication.

## **4.3 Results of focus group interviews held with support staff**

### **4.3.1 Introduction**

The discussions in this section deal with the results of the support staff interviews. The purpose of the study is to explore the perceptions of employees regarding the facilitation of their wellness in the nursing colleges. The empirical data have been utilised to develop a coaching programme for college managers to facilitate employee wellness.

## **4.4 Materialisation of the study**

The focus group interviews in this study were conducted with the college support staff and from selected nursing colleges. The total number participants was N=67. In a category of administration staff sixty seven (67) were invited and twenty one (21) was interviewed in two focus groups (10 from college C and 11 from college D). The participants were from four nursing colleges in Gauteng and North West. The researcher visited the colleges several times to seek permission from the college management. Chapter 2 provided an understanding of the interviewing process. The themes are outlined in the form of a table. The four themes and four sub-themes which emerged from the empirical data are given below in Table 4.1. The results are grouped in themes as presented in the interviews. The empirical results of the employees' interviews revealed specific needs of employees for supportive management programmes in the facilitation of employee wellness. The skills

development programmes, participatory management, and effective communication are discussed below.

**Table 4.2: Themes of support staff focus group interviews**

THEMES	SUB-THEMES
CONCEPT WELLNESS	
COMMUNICATION	
HUMAN RESOURCE MANAGEMENT	Employee induction
SUPPORTIVE ENVIRONMENT	

Each of the themes will be discussed with supporting quotes from the results and will be indicated as SS1: p3, which means support staff in focus group 1, and page 3 of the transcript. After each discussion conclusion statements will be formulated that will be used as evidence in the development of the programme.

Out of four colleges only two staff focus group interviews were successful: the interview of one college was poorly recorded and it was missed, and one college did not make themselves available despite several attempts to secure an appointment for an interview.

#### **4.4.1 Theme 1: The concept of wellness**

The participants described wellness as a way that the body and soul connect as well as physical needs and mental needs. According to one quote:

*Wellness is talking about a person's "body, mind and soul", and taking care talks about health, meaning exercise, nutrition, mental health – this means the person is happy and positive and the whole being is well: psychological needs, spiritual needs and physical needs that you have to take care of (SS1: p484).*

The concept of wellness was described by all the interviewees: the individual interviewees, the focus group of HODs, and the nursing educators. The findings of the study conducted revealed that the concept of wellness characterises the person as a whole, namely emotional, physical and spiritual. The results are similar to those of the college managers, HODs and nurse educators.

**Concluding statement:**

The concept wellness includes physical, psychological, spiritual and social health and encompasses the need for holistic care.

**4.4.2 Theme 2: Communication**

The goal of communication is to convey information—and the understanding of that information from one person or group to another person or group. This communication process is divided into three basic components: A sender transmits a message through a channel to the receiver. The sender first develops an idea, which is composed into a message and then transmitted to the other party, who interprets the message and receives meaning (Tokota, 2005:920; Gopinah & Becker, 2000:66).

The communication process is the guide toward realizing effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place (Tokota, 2005:920). Managers that follow the communication process will have the opportunity to become more productive in every aspect of their profession. Effective communication leads to understanding of different issues including the challenges at the work place (Olivier, de Jager, Grootboom & Tokota, 2005:920; Gopinah & Becker, 2000:66). The first step the sender is faced with involves the encoding process. In order to convey meaning, the sender must begin encoding, which means translating information into a message in the form of symbols that represent ideas or concepts. This process translates the ideas or concepts into the coded message that will be communicated (Gopinah & Becker, 2000:66, Jo & Shim, 2005:278).

In their discussion one participant said:

*Communication must go down to the ground and employees should be given feedback, management should be at a closer level to employees so that they can tell them their problems ... sitting down with management and discussing their problems (SS2: p541).*

*Most importantly, if the structure at the top is not organised, managers are not communicating with their employees. This causes conflict and employees become unproductive. Managers should be there for their employees, they should motivate and give a reasonable time to do the job and not give a lot of work then expect it the following day. Management should be positive so that all the employees will be positive (SS1: p485).*

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It seems that the participants did not agree with the deliberations of the managers. In contrast to what the managers said, the group raised a complaint regarding non-availability of their supervisors to discuss their complaints. One participant said:

*"Management is not always there to help us, you need something from them but nobody knows where they are"* (SS2: p540).

The same findings were discussed in the nurse educators' report. Supervisors are not supportive and not there for employees.

The importance of effective communication is immeasurable in the world of business and in personal life. From a business perspective, effective communication is an absolute must, because it commonly accounts for the difference between success and failure or profit and loss. It has become clear that effective business communication is critical to the successful operation of modern enterprise. All employer need to understand the fundamentals of effective communication Gopinah & Becker (2000:66); Jo & Shim (2005:278).

Effective communication is the most critical component of total quality management. The manner in which individuals perceive and talk to each other at work about different issues is a major determinant of the business success. It has been proven that poor communication reduces quality, weakens productivity, and eventually leads to anger and a lack of trust among individuals within the organization.

**Concluding statements:**

- Dissatisfaction regarding sharing of information prevails.
- There is a need for improvement of supervisor-employee communication.

#### 4.4.3 Theme 3: Human resource management

Human resource management refers to the process that encompasses all and optimises people's capabilities to create a conducive environment where there is team work and good working condition. Human resource management deals with issues such as fair remuneration, fair working relationships and training of employees. The participants raised complaints about the poor administration of conditions of service. Their dissatisfaction was expressed as follows:

*"We are unhappy about low salaries ... There are negative feelings in the work place, people are unhappy about their salaries, unhappy with working hours, managers' treatment, workload, lack of promotion and lack of support including shortage of staff which causes other staff to be overworked. Lack of support by managers can cause stress and poor communication" (SS1: p485).*

*"Negativity in the work place – people are unhappy with their salaries, unhappy with work hours, maybe their managers' treatment, workload, promotions, and lack of support" (SS1: p454).*

The report from this group is the same as the report of the nurse educators group; however managers had a different notion regarding poor administration. According to the managers the nursing college HRM is the backbone of the institution and it is there to support employees.

Mankin (2009:156) support the views of the participants, the author explains that HRM has a role to plan supportive programme and organisational technical projects to bring about change in the institution. The other areas of performance include management of employee's packages that is inclusive of salary and all other benefits (Delobelle *et al.*, 2010:373).

#### **Conclusion statements:**

- Dissatisfaction was raised about issues of salary, promotions and recognition of work done.
- Training programmes to support employees should be strengthened.
- Shortage of staff was raised as a stressor: as the employees stated that they were overworked.

#### 4.4.3.1 Sub-theme: Employee induction

Induction is the process by which new employees are integrated into an organisation so that they become productive as soon as possible. In order to ensure that this happens quickly and effectively, the process needs to be planned, managed and adopted into the organisation's overall training plans

Induction of newly appointed staff was described by the participants as an important way to welcome and allay the fear of a new environment. The group also proposed that the induction programme should be thorough and HRM departments should pioneer the process.

*Induction of newly appointed employees is also important because especially when one is new you have to be thoroughly inducted and orientated in all the physical structures, the systems, the processes, the sections ... inductions are done by HRM departments who must have very good people in the department (SS2: p525).*

*The other need is for induction. Normally, when we have new staff members there must be thorough induction. And departments must have very good people, especially bigger departments like Human Resources. We need to get most of the information on e-mail, but some people don't have my email address so I can't get the kind of information I need. Can't we try to get that right, especially after vacations and Christmas, so that people are aware what is expected from them? (SS2: p525).*

The managers were confident that the induction process was taking place in the nursing colleges, that newly employed staff was oriented for twelve months and that a mentor had been assigned to assist. In contrast, the support staff felt that the induction programme was not effective.

The literature has multiple definitions of induction. Mankin (2009:156) identified three elements of induction; affective socialization, continuance socialization, and transformation of newly appointed individuals into committed permanent employees. The employee who receives a well plan induction programme has emotional attachment, identification, and involvement that a happy employee has with his organization and its goals (Natarajan et al., 2011; Chan, 2010:7). The employee displayed commitment feeling of obligation towards the organization continuance commitment is the willingness to remain in an organization, including increased work performance and satisfaction, good and attendance (Natarajan et al., 2011; Daskalaki, 2011:1-22).

New members of staff need to have basic information about their terms and conditions of employment and immediate working environment. However, this is not enough. People, whatever their industry or profession, want to know how they fit into the organization as whole and how their work relates to that of other people and other departments. Naturally they also want to meet their colleagues and line managers. All these things should be covered in an Induction programme. However, all too often there is no formalized system for ensuring that this takes place. New employees are left unattended to look for information themselves or taken on the traditional handshake tour. This is simply asking the new employee to adopt an indifferent attitude towards the organisation, thereby reducing the chances of that employee staying long enough to contribute their full potential. In addition it reveals an unacceptable wastage of an organisation's human resources; the most valuable assets it has. Induction programmes assist in reducing labour turnover by integrating new employees effectively into the organisation (Chan, 2010:7).

**Concluding statements:**

- The employees were dissatisfied with the induction process and the existing programme.
- HRM should pioneer an induction programme and be supported by management.

**4.4.4 Theme 4: Supportive environment**

Supportive environment has been discussed at length in the managers' and nursing educator's interviews. Expressing their experiences, the group said:

*Maybe you have a lot of work you have to do and then see that you have something you need to attend immediately – and it starts stressing you and then you lose focus, because there is no one to support or help you deal with the deadlines (SS1: p464).*

*There is a need for care of generic needs and a conducive environment .... and that means a safe environment and a safe work place (SS1: p485).*

*Basically, I think we need information, we should be taught what our rights are, we should be informed, and management should be closer to us so that we can tell them our problems. I know that there are confidential things, so we need information regarding our rights – we need*

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*to be educated to improve ourselves so that we can get promotions and stuff like that. We need training (SS2: p539).*

*I think that we are all able to meet and pray if we want to do it outside the hours that we are on duty, so that's fine. Everyone should be provided with uniforms and protective clothing too for safety reasons, for health I think we should be able to be involved in sports and maybe more in entertainment (SS2: p539).*

The participants expressed how they experienced lack of support from the managers and lack of training to support all employees. Staff development is cited as the starting point of empowering all employees. Spiritual support was also seen as important. As indicated by the nurse educator's focus group, the support staff focus group participants also shared their frustrations regarding facilities which include rest and lunch areas, especially a canteen for buying meals.

A comprehensive definition of supportive environment includes a pleasurable or positive emotional state resulting from the happy experience at work (Natarajan et al., 2011). Positive support gives jobs satisfaction job that provides those needs that are viewed as important by employees (Natarajan et al., 2011). Employees view supportive environment as that area that represents several related attitudes such as work itself, pay, promotion opportunities, good and supportive supervisor and co-workers (Nahargang et al., 2010.)

Spiritual needs as characterised by religious practise that includes prayer and other rituals. Spiritual belief strengthen an individual, make him strong and to cope well in difficult situation. Prayer reduces anxiety, pain, anger, uncertainties' (Malan, 2009:79) and thus promotes peace and happiness. Happy employees are excellent performers thus improve interpersonal relationships (Chan, 2010:6).

**Concluding statements:**

- Support programmes to facilitate the wellness of employees are not available in the colleges.
- Managers are not available to support and motivate employees.

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## 4.5 Summary

The objective was to explore the experiences and perceptions of employees regarding their wellness through facilitation by managers at the nursing colleges. Employees in the nursing colleges were dissatisfied as they were confronted with several challenges regarding nursing education and training changes. The results are grouped in themes as presented in the interviews. There was generally job dissatisfaction in the selected nursing colleges that called for immediate attention. The empirical results of the employees' interviews revealed the specific need of employees for supportive management programmes to facilitate employee wellness. The need for skills development programmes, participatory management, effective communication, supportive environments, high performance and sound relationships form part of the conclusions and suggestions raised. In the next chapter the results are used to develop a conceptual framework.

# CHAPTER 5

## CONCEPTUAL FRAMEWORK

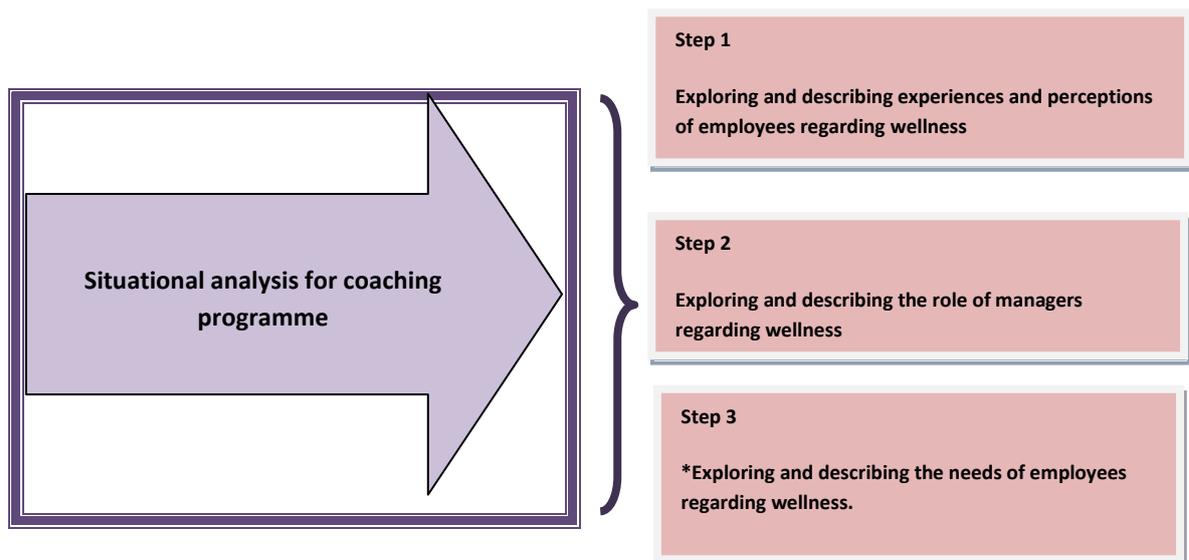
# CHAPTER FIVE:

## Conceptual framework

### 5.1 Introduction

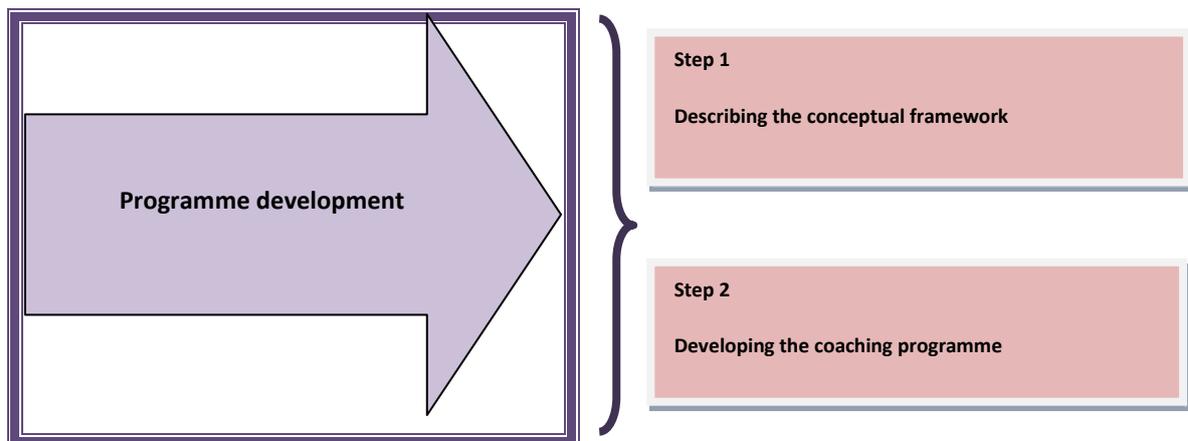
This chapter constitutes phase two of the study, the objective of which is to describe a conceptual framework for the study. The conceptual framework is presented in a clear, coordinated and integrated manner that gives meaning to, and a clear understanding of the main concepts of the study. Careful consideration is also given to the empirical results and the embedded literature. The phases are shown in Figure 5.1(a) and 5.1(b).

#### Phase one of the study



**Figure 5.1(a): Steps in the conceptualisation**

## Phase two of the study



**Figure 5.1(b): Steps of the development of the coaching programme**

## **5.2 Conclusion statements of individual and focus group interviews (Phase one: Step 1, 2 and 3)**

The researcher presented the conclusions of the findings from the discussions of the participants in Chapters 3 and 4. There are sixty seven conclusion statements in total, and they are numbered from 1 to 33 (refer to Chapter 3), and from 34 to 67 (refer to Chapter 4). Tables 5.1 and 5.2 provide a summary of the conclusion statements from phase one.

**Table 5.1: Overview of results on conclusions of Chapter 3**

WELLNESS	SUPPORTIVE ENVIRONMENT	COMMUNICATION	STAFF DEVELOPMENT
<p>1. Wellness includes taking care of individuals (employees) holistically, which means taking care of them emotionally, physically, socially, spiritually and professionally.</p> <p>2. Managers are responsible for supporting employees and facilitating all aspects of their wellness</p>	<p>3. The supportive environment is to ensure that the safety of all employees is observed.</p> <p>4. A safe environment promotes good health and allows free participation of employees.</p> <p>5. The supportive environment is a supportive and caring approach which on its own will operate as a vehicle to retain the brightest individuals, foster quality output and also create a healthy environment for all employees.</p>	<p>6. The managers agreed that communication is a vehicle that can drive and improve institutional relationships and build a trusting relationship between employees and management.</p> <p>7. Employee wellness is enhanced by a sound relationship that can be promoted by effective listening and communication systems.</p> <p>8. Effective communication in the organisation should encourage the free flow of information, active participation, good relationships, team spirit and high productivity.</p> <p>9. Team building enhances team spirit, understanding each other and thus contributes towards a positive relationship and effective communication.</p> <p>10. Team building addresses cultural diversities, personality problems and racial differences.</p>	<p>11. Staff development provides employees with planned specialised skills and extensive knowledge, and it is the responsibility of the managers to steer training matters.</p> <p>12. Situational analysis was done to identify the needs of supervisors, and the training committee should play a supportive role in this regard.</p> <p>13. The training programme and internship programme must be intensified.</p> <p>14. The Department of Health must establish a training centre for staff development.</p> <p>15. The managers are preparing an orientation programme for introduction and the preparation of newly appointed employees.</p> <p>16. The orientation programme must be prepared in such a way that employees are guided and are aware of what is expected of them.</p>

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			<p>17. Coaching involves communication of the organisational purpose, vision, mission, and goals, and outlining key opportunities, building relationships and facilitating interactions that result in outstanding performance.</p> <p>18. A succession plan prepares employees to take over management roles in the absence of managers.</p> <p>19. Senior managers prepare juniors for certain positions in the future.</p> <p>20. Succession plan employees are exposed to specific training and peer teaching, and have to attend specific meetings</p> <p>21. Utilisation of employees is associated with the ability of the manager to spot the most talented employees and effectively use their talents.</p> <p>22. An effective manager is able to make an accurate assessment and draw up a situational</p>
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<b>WELLNESS</b>	<b>CHANGE MANAGEMENT</b>	<b>OBSTACLES</b>	analysis and plan, based on the available resources
<p>23. Individual employees are expected to be accountable and take full responsibility for their performance and seek assistance when they need help</p> <p>24. Managers must encourage employees to take care of their health and take responsibility for their wellness.</p>	<p>25. The change that took place in the colleges was transformational change.</p> <p>26. Individual employees will follow the programme of behaviour modification.</p> <p>The managers involved employees in issues of conflict management as a form of change management.</p> <p>28. The managers expressed disappointment at the unbecoming behaviour of both students and employees.</p> <p>29. The managers expressed disappointment at the unbecoming behaviour of both students and employees.</p>	<p>30 Dissatisfaction regarding shortage of resources, both human and material.</p> <p>31 Managers are dissatisfied about their own support by senior managers.</p> <p>32 Large numbers of the students intake. The intake caused an obstacle in wellness of employees</p> <p>33 Managers were not continuously supporting individual employees.</p> <p>34 Dissatisfaction may exist due to a shortage of resources, both human and material.</p> <p>35 Managers are dissatisfied about their own support by senior managers.</p> <p>36 Large students' intakes cause an obstacle in wellness of employees.</p>	

**Table 5.2: Overview of results on conclusions of Chapter 4**

WELLNESS	SUPPORTIVE ENVIRONMENT	COMMUNICATION	OBSTACLES
<p>37. Wellness includes psychological, physical, spiritual and social health and encompasses it the need for holistic care.</p> <p>38. Wellness is a state of maintaining balance in life and having control over one's life with the ability to function harmoniously.</p> <p>39. A supportive environment can assist employees to cope in difficult times.</p> <p>40. Non-supportive management style prevailing at the nursing colleges does not encourage wellness.</p> <p>41. Managers are inaccessible, inconsistent, not transparent, nonflexible and non-supportive affect wellness.</p>	<p>42. A weak HRM structure can cause a lot of dissatisfaction in the workplace; employee dissatisfaction is justified because there is no coordination of activities and management is not taking charge of HRM.</p> <p>43. Conditions of service are not being implemented as per departmental policies.</p> <p>44. Nurse educators are dissatisfied regarding their professional status.</p>	<p>45. Communication is not that smooth and easy in all areas.</p> <p>46. Managers to involve employees in effective communication and encourage them to participate actively in all activities of the college.</p> <p>47. Strategies to correct the situation were proposed such as prompt and regular meetings to discuss issues of mutual interest and understanding.</p> <p>48. The employees' views and beliefs are that the managers should practice an open-door policy</p>	<p>49. The participants were dissatisfied with the conditions of student placement in the clinical areas.</p> <p>50. Obstacles were identified that hinder clinical learning facilitation as large student numbers limited clinical facilities, limited clinics resources and strained relationships between clinical staff and college staff.</p> <p>51. The large student numbers are seen as the biggest challenge which can lead to quality problems.</p> <p>52. It is clear that the political mandate to increase student intake has a negative impact on the functioning of the colleges and it should be noted that lack of resources such as clinical facilities and classrooms is most daunting.</p> <p>53. The government is being blamed by some of the participants for budget issues with lots of red tape that delays productivity. However, there is also</p>

			<p>the belief that management's capacity has compounded the difficult process of acquiring the necessary budget.</p> <p>54. Management is seen as an obstacle due to the lack of support for the employees to acquire resources such as technology.</p> <p>55. Government is also blamed for implementing policies which are difficult to implement. Examples are the re-nationalisation of colleges and the big intake of nursing students.</p> <p>56. Nurse educators complain that the college management doesn't recognise their qualifications and therefore they request their status to be the same as university lecturers.</p> <p>57. Dissatisfaction is caused by the lack of participative management and transparency from both college management and the Department of Health.</p> <p>58. Workload increase and poor learning facilitation are experienced by nurse educators in the nursing colleges because of the increased numbers of students.</p>
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			<p>59. Clinical accompaniment of students due to the large student intake and shortage of resources has a negative impact on quality.</p> <p>60. Success is described as promoting effective communication, high performance of the institution, supportive HRM achievement and facilitation of learning but sometimes hampered.</p> <p>61. The concept of wellness includes physical, psychological, spiritual and social health and encompasses the need for holistic care not observed.</p> <p>62. Dissatisfaction regarding sharing of information prevails.</p> <p>63. There is a need for improvement of supervisor employee communication</p> <p>64. Dissatisfaction was raised on issues of salary, promotions and recognition of work done.</p> <p>65. Training programme to support employees should be strengthened.</p> <p>66. Shortage of staff was raised as a stressor as employees expressed that</p>
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			<p>they were overworked.</p> <p>67. Employees were dissatisfied with the induction process and the existing programme.</p> <p>68. HRM should pioneer an induction programme and should be supported by management.</p> <p>69. Supportive programmes to facilitate wellness of employees are not available in the colleges.</p> <p>70. Managers are not available to support and motivate employees.</p>
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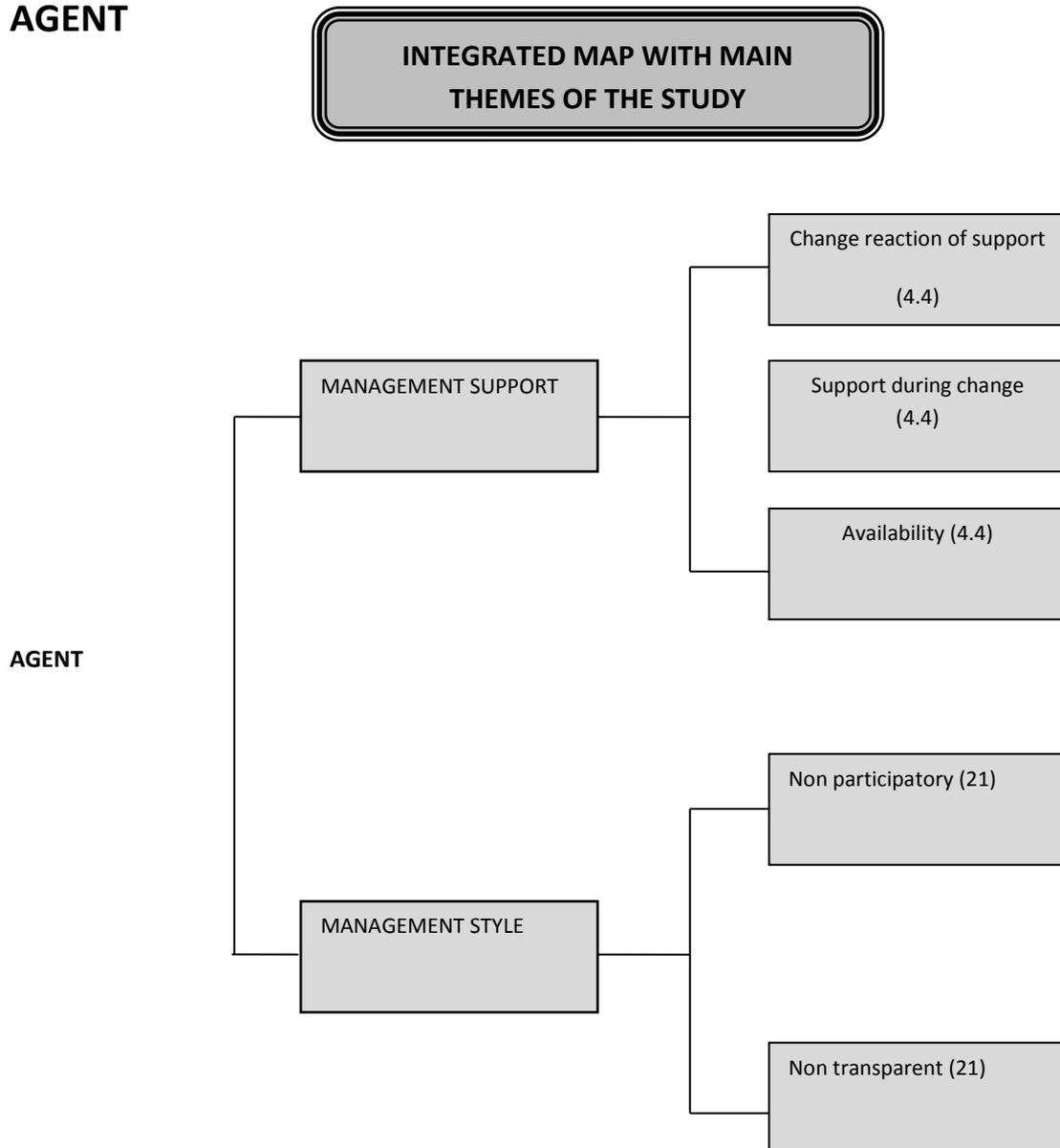
### 5.3 Concept identification

The combined method of theory generation of Walker and Avant (2005:37) and Chinn and Kramer (1995:97) were used to design the conceptual framework. For the purpose of this study the process is discussed in the following sequence:

- **Step 1:** All the concluding statements from the empirical data results of the individual and focus group interviews in the first phase are grouped and used. An overview is given of the findings as are the conclusions in table format derived from the empirical findings, and the literature was searched to substantiate the evidence during phase one (Tables 5.1 and 5.2).
- **Step 2:** An integrated map was compiled by mapping the concepts from the conclusions from all the empirical findings in Chapters 3 and 4.
- **Step 3:** The main concepts of the integrated map are described.
- **Step 4:** A visual conceptual framework is presented.

In this study the above steps were used to describe the conceptual framework. The concepts are described in detail below, and are illustrated in Figure 5.2. For the purpose of the study, the description of integrated map is lined as follows: A - Agents; R – Recipients; C – Context; D – Dynamics; G – Goal and P – Procedure.

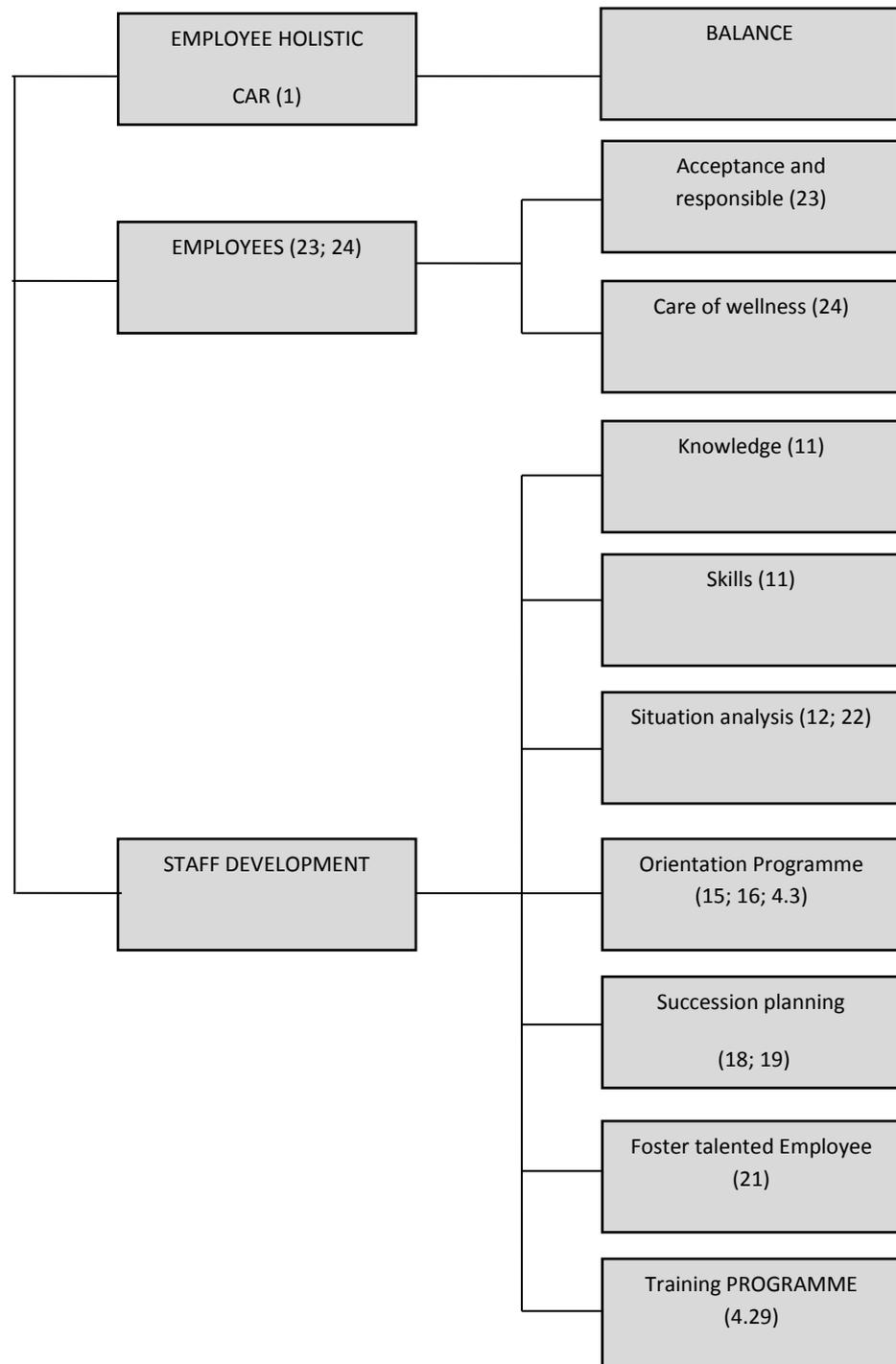
Based on the concluding statements the map describes main concepts as; employee's holistic care, effective communication, team building, staff development, change management, management style resources and students affairs illustrated in Figure 5.2. The relevant concluding statement number is indicated in the mapping.

**AGENT**

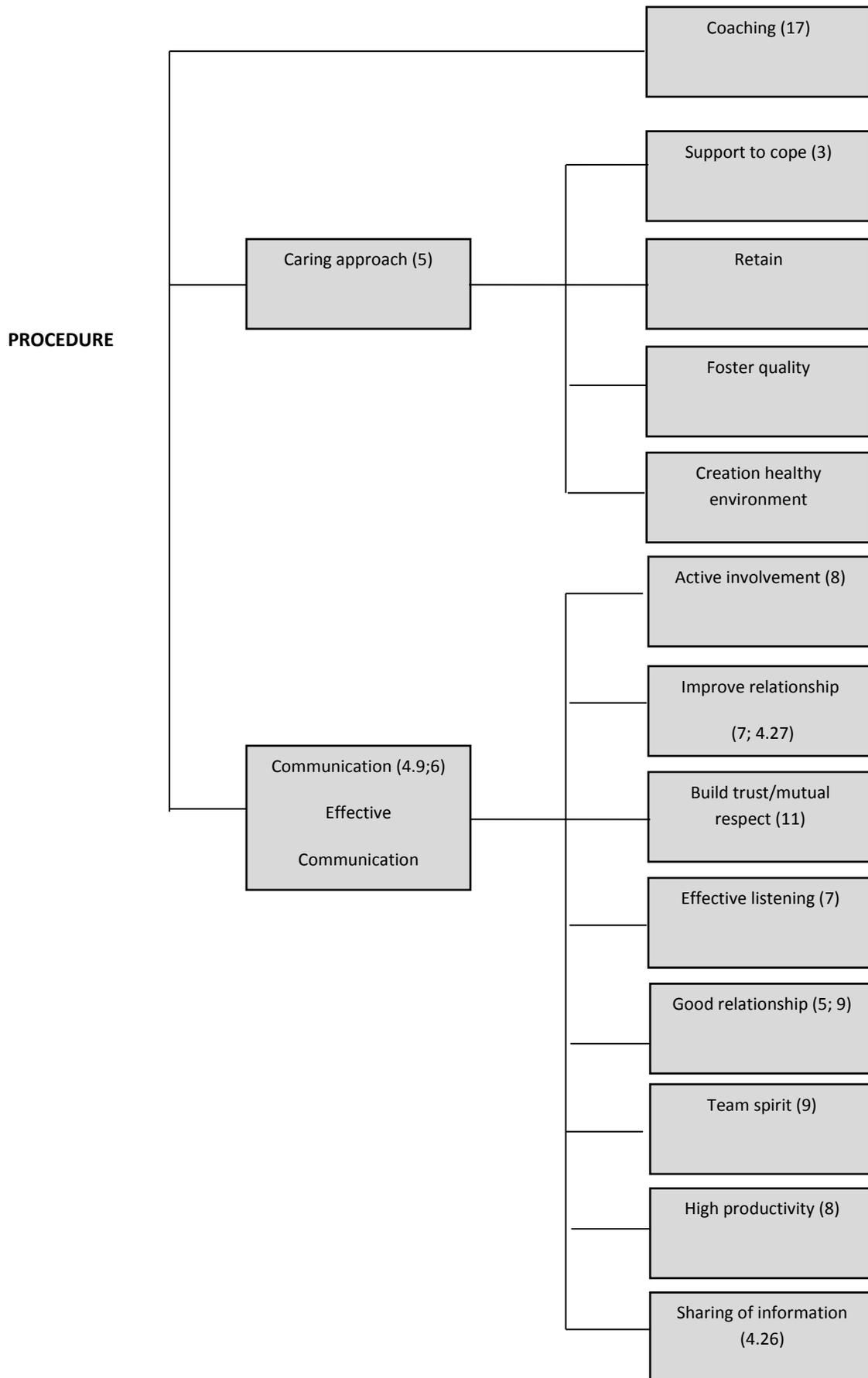
**Figure 5.2: (a) Integrated map of identified concept**

## RECIPIENT

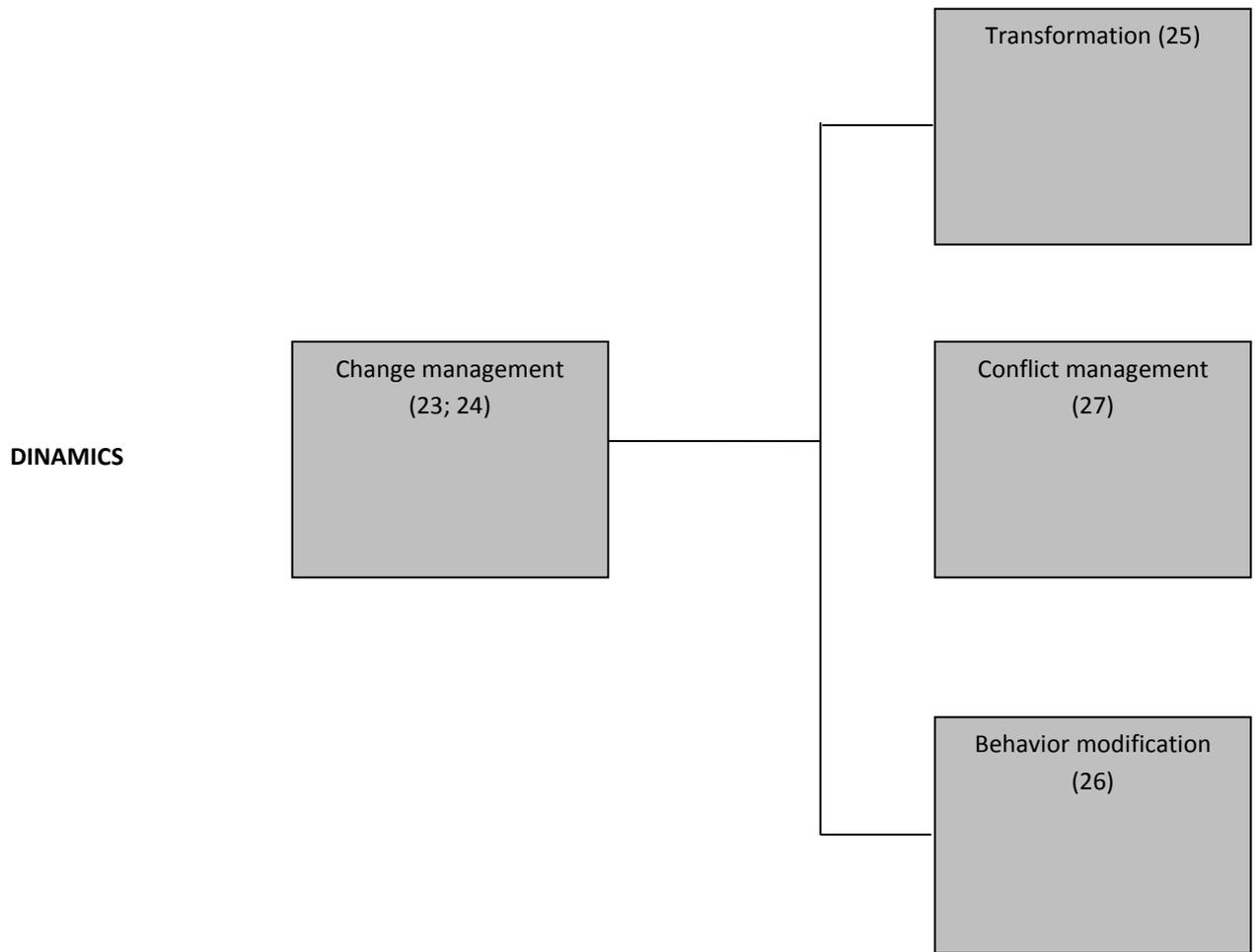
Figure 5.2: Integrated map of identified concept



## PROCEDURE



# DYNAMICS



## CONTEXT

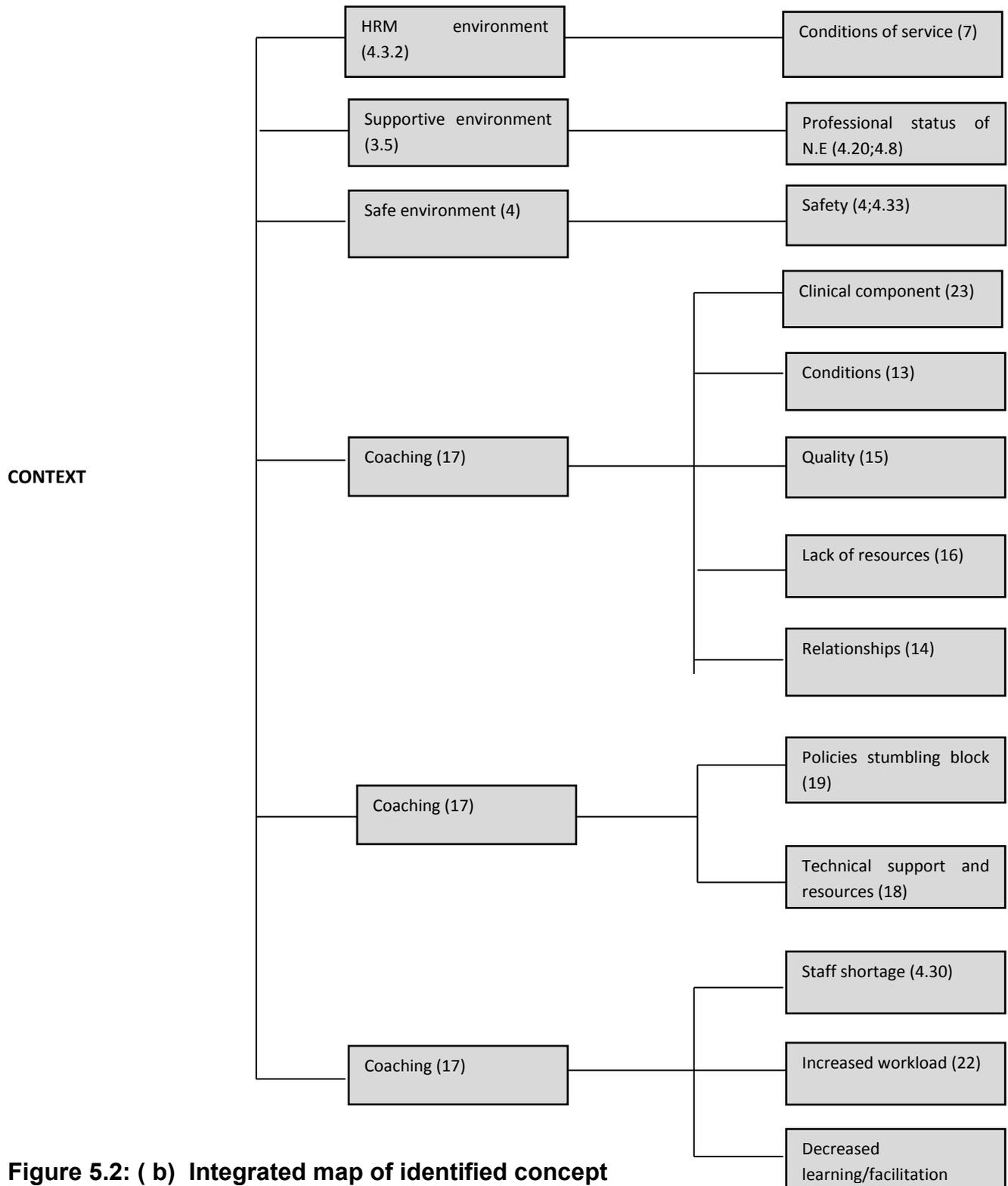


Figure 5.2: ( b) Integrated map of identified concept

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From the concluding statements the concepts were identified and classified using the survey list of Dickoff, James and Weidenbach (1968:434-450).

**Agent** : College managers.

**Recipients** : All employees in the selected nursing colleges.

**Context** : The context in this study refers to selected nursing colleges in Gauteng and North West provinces.

**Goal** : Wellness and holistic care of employees in the nursing colleges.

**Procedure** : Coaching process and guidance on how to implement the programme to facilitate employee wellness.

**Dynamics** : Change.

A full description of the concepts follows.

## 5.4 Discussion of concepts

### 5.4.1 College managers

In the context of this study, college managers refer to the college principal, vice-principal, registrars and heads of the departments. Nursing college managers are responsible for managing resources and facilitating education and training within the institutions. Managers are seen as drivers of the facilitation of learning. This means that they have to empower employees to perform as expected at all times. Managers assist employees to acknowledge self-concept, self-image and self-confidence and reflect a positive attitude (Kotze, 2008:48). Managers' positive behaviour enhances employees' self-confidence, giving positive re-enforcement by showing confidence in the staff, encouraging and accepting responsibility, providing support and giving feedback. Behavioural patterns identified as hindering employees' self-confidence were described by the participants as non-feedback or negative feedback, intimidation and lack of acknowledge of performance.

Management style is an element that forms part of leadership attributes and is characterised by all management responsibility. Several management weaknesses were identified by the participants in the study, namely not being accessible, being inconsistent, not being transparent, not being flexible, and being autocratic and non-supportive. Communication is a problem between management and employees, and a relationship is trust lagging more and more while energy is being expended on battles for survival. There is no participatory management as employees are not involved in decision-making; this is viewed as been autocratic and non-caring. The managers are urged to benchmark HRM practices from other business settings. Managers are strategically placed to demonstrate the body of scientific knowledge to employees (Mankin, 2009:33).

Role modelling can influence professional socialisation in an institution and it can enhance the transfer of the behaviour of leaders to others passively or actively, verbally or non-verbally. In the process of assimilation, employees learn positive behaviour if displayed, and those managers who display negative behaviour will reap poor results (Jooste, 2009:24). The employees regarded the leadership style of their managers as autocratic. The managers stated that the area of performance at the colleges is looked upon as very important to achieve the set goals and objectives. The managers encourage employees “to give it all” and to aim at excellent service delivery. To achieve the desired goal, participatory management is recommended. This notion denotes mainly four things. Firstly, managements call for psychological contract. Chen et al., (2007:1124) define psychological contract as subjective undertaking between employee and employer which may influence employees positively to commit themselves to the organisation, it reduces employees fears, but the agreement is usually not in writing. Secondly, employees are motivated to commit themselves towards organisational performance. Thirdly, employees are encouraged to take ownership of the institution, and *fourthly*, employees are encouraged to render excellent service. Chen et al., (2007:1123) express the same sentiments, and indicate that for managers to achieve high performance; the following tests should be applied: “HRM strength, namely employee-perceived HR practises, affective commitment and employee performance” (Chen et al., 2007:1125).

The institution is energised by its strong HRM. In this process managers identify problems and develop fixed solution together with employees, and new structures

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are developed and well managed for betterment of performance in the colleges. Gallos (2006:629) comments that there are several assumptions about employees and their motivation to perform optimally; accordingly employees can and will work on their own, and they are highly motivated, committed and dedicated. The argument advanced by the author is that it is not always true that people will work on their own, despite the assumption that they will do so Gallos (2006:631). There are several factors that can influence performance based on intrinsic motivational factors. Some of the factors that can influence performance, are group incentives, the management system, personal growth and development. These factors are seen as a motivation of why people perform Based on this argument it is clear that managers assume that their employees work hard because they are motivated, but some of the factors mentioned by Gallos (2006:631) are not included.

The managers regarded high performance as an important aspect that requires them to expend a lot of energy to motivate the employees to perform at their best. They acknowledged that this should be complemented by building capacities, i.e. assisting employees to acquire specialised skills. Skills development is a priority to enhance productivity at all times. This all depends on HRM. Employees should be encouraged to share ideas on how to achieve excellent standards.

The same understanding was expressed by several authors, namely Buck and Watson (2002:176-181), Sias (2005:382) and Plakoyinnaki et al., (2007:284). The notion of commitment is linked to the recognition of employees' exceptional skills, acknowledgement of individual efforts, valuing employees' ideas, making employees feel special by accepting them as they are, and being consistent when dealing with issues of quality. Planning is done by all employees and thus productivity is guaranteed. The set goals are achieved which increases the feeling of belonging to the institution. However, Gallos (2006:631) introduces a new dimension and advances the argument that other factors like group incentives, management practise through HRM and individual bonuses may influence excellent performance.

Looking at issues of organisational commitment, one must investigate organisational culture and attitudes. Janssen (2004:57) defines organisational culture as the pattern of beliefs and assumptions of employees in the organisation that operates unconsciously (Janssen, 2004:57) and Booysen, 2000:33). Furthermore, the author advocates the provision of resources for employees to perform optimally. Training is

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also seen as a good vehicle of excellent performance. In addition, Gallos (2006:63) comments that organisational culture can be described as the level of “artefacts”, values and shared assumptions.

In his explanation, Janssen (2004:57) calls for managers to be exemplary and to be role models of acceptable behaviour and to refrain from the “*Do as I say and not as I do*” approach, i.e. a culture of high performance can be assimilated by employees. Basson and Rothmans (2001) and Milliman et al., (2001) approach work commitment differently. They argue that the religious aspect of the organisation plays a pivotal role in building employees’ attitude and behaviour towards the organisation. Job satisfaction and commitment are relative terms: employee performance can be influenced by trust relationship, respect and spiritual beliefs. Role clarification based on religious values and morals is seen as the best solution to achieve a culture of high performance (Milliman et al., 2001).

The managers stated that because they involve employees at all times in the achievement of goals, therefore performance is based on the achievement of goals. Employees are encouraged to participate actively in the decision-making processes. Active participation instils a spirit of ownership of processes and hence promotes wellness. Good leaders obtain the best results in the organisation (Kinnell & Hughes, 2010:193).

Social support has a direct relationship with organisational commitment, job satisfaction and team spirit (Snow, Shawn, Raghavan, Connal & Kleins, 2003:6). Team building projects engage employees in a meaningful way that lead to team spirit and high performance. Managers encourage employees to be gainfully employed and by doing this they instil commitment to work and assist employees to be more interested in productivity. Employees are encouraged to work as a team at all times, including supporting each other. Another factor emphasised by the managers which affects performance is good management practises. Buck and Watson (2002:181) support this notion and show that excellent leadership attributes are good for maximising performance.

The same view is expressed by Williams (2009:240), who says that culture can differ as it is easily influenced by the environment. However, important elements to focus on are how employees take risks, wellness, teamwork and ethical codes, including

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legislative framework (Williams, 2009:240). The discussions and arguments advanced above give a clear picture of organisational culture perspectives. It has also been noted that most of the literature is congruent in dealing with issues of organisational culture. The managers described how the employees were motivated to claim ownership of their institution. They agreed that motivation was achieved by empowering employees, encouraging active participation, team building exercises and open communication; they further explained that once the employees had claimed ownership of the institution the image of the colleges would be enhanced. This means that employees would identify themselves with the institution. In any organisation where employees claim ownership, and have buy-in of what is happening in the institution), employees will feel supportive of their institution and their attitudes will be positive (Blakemore, 2001:332). In addition to the above notion, the managers alluded to the fact that a positive attitude promotes wellness, and accordingly managers must always give staff time to decide objectively before a decision is taken.

In their study, Jooste and Kliper (2002:15) describe motivational factors and strategies that can influence motivation. Areas of interest include task allocation, constructive feedback and lastly rewards. It is interesting to note that job allocation, recognition, safety and conditions of service were clustered together. Similar views were put forward by the managers in this study when they expressed issues of training. The managers agreed that task allocation to individuals was in line with the key performance areas, work plans and job descriptions. The employees are assessed on the basis of their job descriptions.

It is evident that for organisational performance, issues of motivation should include minimising disappointment. The managers pointed to the employees' attitude: it seems that the attitudes were posing a threat to organizational performance. Positive attitudes were regarded as having a strong positive influence on determining the success of any projects carried out by the colleges. A strong belief expressed by the managers was that positive attitudes would also determine the standards that the institution wants to achieve. The new approach, trends and research findings reveal that a good manager should have an acceptable leadership style (Mester, Visser & Kellerman, 2003:72-82; Neubert, 2009:48).

There is a need for participative interaction between employees and managers to have effective communication which will facilitate wellness. The managers' duty is to take reasonable care of the health and safety of their employees and coaching should become an increasingly important item on the business agenda – a coaching programme can minimise challenges in the workplace (Siu, 2002:5-7).

**From the description of the managers, it is evident that the following content should be included in the coaching programme:**

- Drivers of the facilitation of learning
- Behavioural patterns, non-feedback or negative feedback, intimidation and lack of acknowledge of performance
- Participative management style
- Motivation through empowerment, active participation, team building and open communication
- Recognition of employees efforts

The next concept to be discussed is the employees. The employees in this study are nurse educators and support staff in the selected nursing colleges in North West and Gauteng provinces.

#### **5.4.2 Employees**

Employees are implementers of activities within the colleges; administration staff and support staff render supporting roles and nurse educators are responsible for teaching. According to the empirical data, the managers in the colleges were aware that employee wellness was not being completely taken care of due to certain constraints. Employees, on the other hand, were aware that their needs were being neglected by the managers. The results of the focus group interviews held with the employees also showed negative experiences and perceptions, including needs to facilitate at the colleges. Team building, staff development, building positive relationships and promotion of effective communication were cited as promoters of employee wellness. On the other hand, the change processes in the colleges such as rationalisation were described as a stumbling block to progress and the cause of dissatisfaction.

### 5.4.2.1 Team building

“Team building” is the term used to describe approaches to improving the operation of teams. Team building programmes typically focus on improving teamwork skills, social relations, and solving problems that disrupt team performance. Team building refers to an exercise that is carried out by an expert to promote the spirit of team performance in an organisation. Teamwork training programmes teach specific teamwork skills, such as assertiveness, cross-training of team members to improve coordination; and promoting organisational learning through the use of problem-solving teams (Levi, 2010:296).

How their roles fit into the team’s activities: a team climate fosters trust and support among team members so that they are willing to share ideas and feelings. All team members participate in the team’s communication processes, and the team strives to make most decisions through consensus. Once decisions have been made, the team members accept them and commit to implementing the decisions. Leaders are supportive of team members and help facilitate team processes. Differences of opinion are recognised and handled rather than ignored. Finally, team structures and procedures are consistent with how the team operates and what it wants to accomplish. A set of symptoms of team problems is presented that indicate when team building is needed. Many of these symptoms of team problems identify the effects rather than the causes of problems (Levi, 2010:296). In many cases, the two main causal factors are conflicts between team members and leaders, and difficulties among team members. Conflict with team leaders often leads to over-conformity, resistance to the leader, an authoritarian leadership style, and lack of trust. Problems among team members often lead to bickering, lack of trust, personality conflicts, disagreements (with limited attempts to resolve them), cliques of sub-groups, and missed deadlines (Rye, 2009:163).

Team members may blame individuals for team problems rather than recognising that the team process is responsible. Team conflict and confusion are good examples of problems blamed on individuals but that are really the responsibility of the team. Such problems can be addressed through team building. Learning is built around a problem or issue, a task that needs solving that is important to the team and organisation. Teams learn best by taking action and then reflecting on the results. The problem must be real and valuable and be capable of being affected by

the team's efforts. Examples of problems include reducing turnover, improving quality, recognising a department, or improving an organisational process. Teams should be relatively small, optimally from four to eight members. It is important to have a diverse perspective, so cross-functional or cross-organisational teams are best. Teams must have the ability to implement actions and affect the organisational issue they working on.

The effective facilitator facilitates the group process, encourages reflection, promotes communication, and facilitates problem solving. The facilitator checks on what the team needs to learn or change. During this process the facilitator helps the team to solve its problem but also promotes reflection on the group process and learning teamwork skills. The facilitator encourages questioning and discussion of the problem rather than giving answers and solutions. The emphasis on analysis of the problem encourages reflection, creativity and better problem-solving skills; learning should be followed by the group taking action and implementing some decisions. The learning process promotes organisational development. It is also addresses organisational problem-solving processes and thus promotes team productivity; it helps to teach people the skill to solve current and future problems (Levi, 2010:296).

An institution is termed excellent when there is high quality production. Excellent work is produced by a team; most of the people will want to work for a winning institution based on the collaboration and cooperation of the people involved (Rye, 2009:163). At the colleges, winning includes good student results, and this can only be achieved by the winning team. The employees in this study stated that team building exercises were held annually and viewed them as one way of facilitating wellness. The managers worked hard to build team spirit among the employees for the betterment of the services. The managers expressed their views regarding the benefits of team building to employees: according to them, team building exercises cover a wide scope of activities that can enhance wellness and a productive team. The most specific areas mentioned were cultural diversity, personality problems and racial differences. Human (2005:91) is in agreement with the views of the managers that the practice can bridge the gap in racial problems and promote sound relationships. The practice consists of employees being taken out for team building exercises to which experts are invited to facilitate the process.

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Team building exercises are encouraged as a tool to improve employee interaction, interpersonal relationships and skills of coping with distressing issues, and to enhance quality performance (Grant et al., 2007:51). Complementing the managers' views, the authors mention that a well-structured team building exercise can improve group dynamics, including group cohesion, but with the caution that although team building improves social wellbeing it has a trade-off of psychological wellness of employees (Grant et al., 2007:55). The team effort is recommended but some employees might prefer to work independently. Individualism was earlier encouraged by the managers, explaining how it could enhance the innovation and creativity of individual employees. Before the managers can finalise the planning programme, the autonomy factor should be considered. Team building on its own might not be the answer to quality employee interaction – it is important to do a situational assessment of the organisation to exclude the challenges and constraints in the achievement of goals. Employees should always be part of the process (Cestnick, 2006:1). The better managers are able to sell ideas with words. It is easy when employees disagree with managers as this can promote more active participation and team engagement in decision-making. When this occurs, managers have a serious task at hand which is sensitive, and therefore only a careful approach will resolve the situation with the active engagement of employees.

#### **5.4.2.2 Communication**

Communication is the process of open, honest and direct interaction between employees and managers on a one-to-one basis (Gopinath & Becker, 2000:66; Jo & Shim, 2005:278). For the purpose of this study it is defined as two-way, open and supportive, and has an element of effective listening which encourages cooperation. It is a link between management, peers, colleagues and the entire institution.

Occasionally managers are prone to ignore challenges until they become more complicated. Those challenges that are not resolved in time are more likely to affect the team and productivity. The managers should discuss issues openly and allow active participation by all participants. Successful institutions understand that communication is the glue that binds teams (Daft, 2008:257). Effective managers use communication to keep employees informed and up-to-date on events happening in the institution. Managers understand that employees want to know about anything that affects them, whether good and bad. It is the manager's job to

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convey information, which should be clearly written, leaving no room for misinterpretation or doubt. When communicating a message, it is extremely important to get it all down on the same page and to make sure that the writer fully understands the issues before they are communicated to employees. Clear communication will minimise conflicts and unnecessary misunderstanding. Circumstances within the colleges are constantly changing, and many of the changes affect employees. Managers must keep members of the team informed of anything that may affect them or their jobs, as well as continually communicate goals, values and beliefs (Jooste, 2009:24). When employees know what is happening in their institutions, they feel a sense of belonging, which helps with full participation in all institutional activities (Rye, 2009:162). A vigilant manager should be more cautious regarding his or her efforts at uniting the team – an open-door policy should be applied (Jooste, 2009:24). However, bringing the team together is not an easy task; the managers should rise above the situation. It is vital that supervisors establish and maintain credibility in all cases with members of the team (Bach, 2008:29; Daft, 2008:523; Rye, 2009:162).

In addition to one-to-one communication, there are high and low technical strategies for effective communication. The days of relying on organisational newsletters and printed inter-office memos are long gone. Institutions must keep their communication fresh, frequent, and relevant. Effective managers understand that they play a significant role in communication and they make sure that they have the necessary information and tools with which to do their job (Daft, 2008:547).

Many authors agree that communication is one of the biggest stumbling blocks to building strong relationships (Bach, 2008:29; Daft, 2008:523; Rye, 2009:162). Communication requires that two parties should understand each other verbally or through body language, and that will ensure a positive relationship. In traditional management, coaching and communication revolved around a performance plan on one-way communication (Rye, 2009:163). The objective of the plan was simply to 'fix' whatever was wrong with employees by using fear to motivate them to perform better, but this did not promote effective communications. Coaching takes on a whole new meaning and it is more effective. The participants in this study were dissatisfied with the state of affairs and would like to see a situation where managers are more open and allow active participation of employees.

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### 5.4.2.3 Staff development

Staff development is a process which is aimed at empowering employees continuously. Promoting career development for members of the team are a great way to keep employees interested and motivated (Neubert, 2009:378). Unfortunately, some managers want nothing to do with career development because they are threatened by the thought of employee advancement. It has been reported that managers complained that training is expensive and often there is no cost benefit outcome or ROI (Neubert, 2009:378). Instead of focusing on fear and what will happen if the problem isn't fixed, leaders focus on the success once the problem is resolved (Ubeda & Santos, 2007:21). Their agenda merges personal goals for development with corporate problem-solving goals. Achieving the desired results leads to better individual satisfaction from being coached and winning for the entire team (Flanagan & Finger, 2003:386). It is believed that coaches are good leaders who help members of their team to identify the unique strengths and weaknesses of their personality and thus their performance (Armstrong, 2005:23). Supporting new employees actively, they seek out ways to delegate greater decision-making authority and responsibility to their team members. Acting as coaches, they show them how to use their skills and talents to become leaders themselves. They are constantly working to develop the capabilities of their team members and foster self-confidence by allowing them to lead important team functions. In training employees to empower others, learning becomes the process where knowledge is created through the mentoring of by a coach of team members who want to be more effective (McGovern & Shelly, 2008:208). Employees who are not motivated to learn more are not motivated to learn anything (Daft, Kendrick & Vershining, 2008:23). The motivated team members aren't satisfied with where they are in life and strive to learn all they can to achieve higher goals in their lives (Pollitt, 2006: 26).

The literature emphasises the importance of training as part of staff development in an organisation (Gravett & Petersen, 2004). It is believed that training can improve and empower interested individuals on their career paths, opening horizons for the future (Meyer & Kirsten, 2005:77) Training allows one to predict employee behaviour. It provides the ability to assess the performance and affects the behaviour of employees (Armstrong, 2008:23 & Bacal, 2004:165).The institution's practice should include a situational analysis which will produce data on employee behaviour

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patterns and perception of their work in the organisation. The outcome and nature of the data will be a yardstick and a base for better planning (Erasmus, Loedolff, Mda, & Nel, 2006:78).

It is important to create a learning environment in which participants will feel comfortable and open to learning. This can be done either by in-house experts or by outsourcing the training programme (Meyer & Kirsten, 2005:73). The role of managers and human resource practitioners is to encourage employees to increase their knowledge and skills. By doing so, managers have a mechanism to check whether skills have improved if not so new strategies are to be introduced to empower and support the employees.

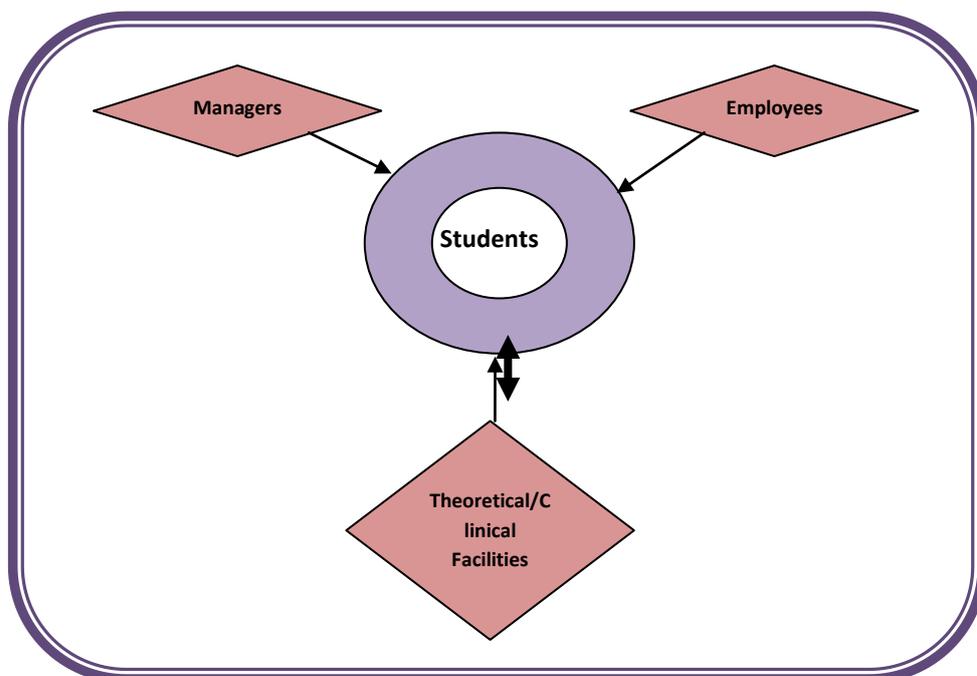
Due to the current skills shortages in South Africa, training and development can be regarded as one of the most important human resource functions in organisations today (Armstrong & Baron, 2005:50). This study provides an overview of the training process and the skills development legislation. If one or more of the phases of the training process is neglected it could affect the effectiveness of the employee programme.

#### **5.4.2.4 Supportive environment**

A supportive environment refers to an institution which can attract competent employees and retain the brightest individuals, foster quality output and a healthy environment where all employees will want to come to work. It should, however, be noted that the managers acknowledged that improving the working environment does not necessarily mean changing people, but it is all about changing or improving the environment and to make it more accommodating and warm to retain the right employees for the work. A safe environment is one that is free of any physical and emotional hazards. The environment is warm; the employees are happy and safe from any harm. Security is in place and the working community feels safe from intimidation, victimisation and harassment. Work gets done and there is high performance culture – both internal and external customers are served with love and understanding. The occupational health and safety committee functions to ensure compliance with the law.

The participants referred mostly to aspects of the physical environment and emphasised a safe environment at the nursing colleges, and noted that ensuring safe surroundings and the safety of employees should be prioritised. This means that security is in place. A safe environment promotes health and allows free participation of employees in a safe setting. The employees feel more comfortable in a safe environment and also feel more comfortable functioning. This also makes employees feel comfortable socially and emotionally.

The literature expresses views regarding the challenge of cultural shock and its effect. Shock is sometimes exacerbated by a poor environment (Kotze, 2008:56). Management can also be affected by the challenge of driving the changes imposed on them when they try to accommodate all employees. The effect will be most obvious if they develop a working place that attracts competent employees, retains the brightest individuals, and fosters quality output and a healthy environment where all the employees will to come to work. In this study education and training of student nurses is regarded as the core business of managers. The centre which holds the results of education and training are the students who are the consumers of the nursing programme; nurse educators are the facilitators of nursing education; and the managers see to it that education and training take place. The interactive process of creating a supportive learning environment is depicted in Figure 5.3.



**Figure 5.3: Facilitation of learning**

**Managers** are seen as drivers of the facilitation of learning. This means that they have to empower employees to perform as expected at all times, in particular, lecturers. The author concluded that clinical managers' and staff members' behaviour enhances students' self-confidence by giving positive reinforcement, showing confidence in the student, encouraging and accepting questions, providing support and giving feedback. Behavioural patterns identified as hindering students' self-confidence were: no feedback and negative feedback, intimidation and dissatisfaction with the students' lack of knowledge or performance.

**Employees** in this context refer to academics and support staff. These employees are faced by the big task of facilitating learning, meaning that they should give students opportunities to learn. Orientation programmes should be designed to guide students and new personnel in clinical settings. In support of this, Potgieter (cited in Kotze, 2008:218) states that the orientation of employees should clearly define goals, explain expectations and opportunities, and show that the openness of the system to inspection and honest objective feedback encourages learning. The triangle of facilitation of learning includes managers, students and employees, specifically nurse educators, and clinical facilities that will offer ideal learning opportunities for students if utilised correctly. Armstrong (cited in Kotze, 2008:157) contends that in clinical settings the student has the opportunity to work in close contact with clinical specialists. The student will learn all aspects of patient care, with time allocated for purposeful inquiry of health care professionals and for deliberations on those aspects that may need clarification. An enjoyable and conducive climate encourages learning. Geyer (cited in Kotze, 2008:32) and Williams and Taylor (2008:900) maintain that an approachable manner on the part of nurse educators, with mutual respect, trust and support in identifying both student strengths and weaknesses, facilitates learning and helps to develop constructive relationships with patients.

**A student** is a person who has registered at a nursing college to study. A supportive environment includes supportive climate that encourages learning. Factors that influence learning are characterised and influenced by a positive, approachable manner on the part of lecturers. The lecturer's behaviour enforces and fosters trust and positive relationships identifying both student strengths and weaknesses, will facilitating learning (Kotze, 2008:189) Students can learn much

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about interpersonal skills through observation of more experienced staff. The setting for clinical practice is a clinic, ward, a patient's home or a community health centre, which is usually a rich context for observing human behaviour in an organised setting.

Through the application of prior knowledge of theories of interaction, the students will learn to develop constructive relationships with patients. It should be noted that these students are adults and therefore have several roles to play. The students in the nursing colleges are adults and therefore the researcher sees fit to discuss the characteristics and principles of adult students which will be elaborated in Chapter 6.

The participants commented that despite the constraints of large student intakes, the students' performance was described as "good." The description was quantifiable and scored 85 per cent. The quality of the output, namely the professional nurse produced, was questionable. The large numbers of students was raised as an obstacle to assurance of quality, but the managers agreed that the type of professionals that the colleges produced can compete nationally and internationally, and this in itself is an indication of a good quality product. A lot of hard work goes into training and education as the core business of the nursing colleges. The scenario painted by the managers here is that it is difficult to facilitate large numbers with the available resources, but through determination, commitment, passion and the love of their work, employees are able to achieve the set goals.

**Facilitation of learning** refers to a process whereby the education and training of students is conducted by nurse educators to accomplish the learning outcome as prescribed for a specific programme. Facilitation of learning includes classroom learning and student accompaniment. Accompaniment has been in practice since the early 1980s. Accompaniment has been defined differently by different authors. The most acceptable explanation includes; the presence of appropriate nurse practitioners to direct, support, access and evaluate student activities in the health unit and to be available for dynamic interaction Kotze (2008:198). Facilitation of learning includes clinical facilitation to correlate theory and practice and close any gaps available.

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**Learning facilitation in clinical settings** takes place in hospital wards, health centres and clinics. The clinical settings facilitate nursing education and training; further the skills learned in class and put theory into practise. In order to attain the set learning outcomes, both the clinical management and the college management must work together in an endeavour to produce a competent, critically thinking professional who is able to practise nursing internationally. Clinical facilities are the most critical areas that can mould an individual student into a competent professional person, and therefore the setting must be adequate and cover all learning outcomes of the given level of training. The next need to be discussed is relationships.

#### **5.4.2.5 Relationships**

The employees in this study reflected on the need to promote a sound and healthy relationship among each other and among students and management as a factor that can promote wellness. Relationship refers to the interaction of employees and management of the colleges. A positive relationship among employees is the pillar of a strong organisation, and the organisations' performance is progressive when employees work as a team because a strong team will have a sound relationship and trust (Daft, 2008:10; Rye, 2009:186 and Daft, Kendrick & Vershining, 2008:689). The role of managers in this instance includes sound communication strategies and harnessing individuals' understanding of the environment. This area is described as the most crucial point of departure for enhancing mutual understanding and thus high performance; accordingly, this need supersedes all other needs (Rye, 2009:186).

The empirical data in this study revealed dissatisfaction of the nurse educators regarding their status in the nursing colleges and the non-commitment of managers to promote sound relationships among employees. They perceived it as unprofessional as there was no recognition of them by the managers and the Department of Health as academic professionals who must be allowed to be independent and do their work without any pressure and build relationships. Politically astute managers should be able to build alliances. Effective communication does more than just convey information but also strengthens the relationship. It is disturbing that in this era of mass technology and instantaneous responses communication is still lacking or absent within many organisations. Many institutions are struggling to resolve issues and most of the time they exclude

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employees from the discussion, or do not communicate much at all (Kouzes, 2007:23). Rationalisation was also an indication for discussion.

#### **5.4.2.6 Rationalisation**

Rationalisation refers to restructuring of nursing education institutions with the aim of making them effective and reducing the costs of resources and time. It was a political decision to address the economic imbalances of the past (Jacobsz, 2007:47). Literature on rationalisation explains the process as the strategy of the South African Government to improve the use of resources in the education sector (Teng-zeng, 2005:4; Jacobsz, 2007:47; Ntsele, 2008:23). The rationalisation of academic institutions throughout the country has been a serious challenge in most of the tertiary institutions. The nursing education colleges were not an exception –the merger is still causing grievances and the effects are seen as chaotic. In this study, rationalisation refers to the merger of the nursing education institutions in Gauteng. The rationalisation in Gauteng resulted in the closing down of several nursing colleges and amalgamating them in to one administrative college on several campuses.

This move affected the lives of both academic and non-academic staff. Most of the nurse educators affected by the rationalisation had to resign, and some joined the hospitals. As a result, the wellness of these employees was affected negatively. Blizzard (2002:9), Teng-Zeng (2005:5), Morosoni (2003:161), Very (2004:171) and Jacobs (2007:47) have suggested that the requirements for rationalisation among others should be active participation of all the stakeholders affected including college staff, inclusion in the process of decision-making so as to eliminate confusion, creation of a trust relationship and thus a sense of ownership, and continuous psychological support which will also promote and build morale. According to their views the requirements can lessen the frustrations and chaotic situation in the colleges. The colleges were left with several casualties of the restructuring; the colleges' employees are demoralised, disgruntled, fear the unknown and are dissatisfied as they are overworked. The advantages which were mentioned prior to rationalisation such as effective management of resources have become a nightmare for both managers and employees.

College management has the task of bringing people of different cultures, races and backgrounds together in one work place. The participants described change as difficult and more challenging. Racial and cultural dimensions often bring employees of different backgrounds together and managers have to have a deeper understanding of the dimensions underlying the management of diversity (Human, 2005:118). Diversity needs to be handled carefully and successfully to attract and retain people with talent. It is crucial to develop and promote the best people irrespective of their culture, tradition, religion and sexual orientation. Once a manager has handled diversity successfully high performance in the institution will be guaranteed. The rationalisation of the colleges led to the amalgamation of different cultures and traditions among staff, which led to misunderstandings. It also caused the establishment of a staff complement consisting of people of different races and different personalities. In the context of South African history, it was indeed a challenge to bring together institutions with people from different cultural backgrounds. The managers reflected on the establishment of different colleges and the impact that the merger had. It is obvious that with the closure of the colleges, there was movement of employees a central college.

After 1994 changes occurred which affected education and training in South Africa, and nursing did not escape these changes. The intention was to minimise discrepancies, including cultural diversity, which is an important factor in the merger of colleges. It was hoped that this would help to ensure the integration of employees and also create a sense of loyalty amongst them as they moved into the new institution. Most of the employees regarded the merger as a very threatening process. There was a lot of uncertainty and fear of the unknown (Jacobs, 2007:47). The findings of the study include high levels of frustration and stress among managers due to the merger process. Change is challenging the comfort zone of some of the employees.

The rationalisation affected many employees, both positively and negatively. There were several hiccups, drawbacks, longstanding effects and setbacks. Many studies refer to the merger and rationalisation as the most frustrating process which caused culture shock and mixed feelings among employees. There is no doubt that this transformational change was not handled carefully and the effects were not taken into consideration. The attempts by the managers are seen as progressive, but more

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coherent strategies are needed to move towards a new organisational culture for all. In the workplace, culture shock requires transformational leaders to drive the process of change carefully and with all the sensitivity that the change deserves.

Based on the description in the literature of the employees, the following content should be included in the coaching programme content:

#### **Promoters of employees' wellness**

- team building
- staff development
- building positive relationships
- promote effective communication
- Open, honest and direct interaction through communication
- Empowering employees through staff development
- Creation of a supportive environment that is safe positive and encourages learning
- Positive relationship between employees and managers

The context of the study follows.

## **5.5 Context of the study**

This study covers the NEIs in Gauteng and North West provinces as well as the clinical environment to which the students are seconded.

### **5.5.1 NEI context**

The study was conducted within the South African context with the main focus on the experiences and perceptions of employees in the nursing colleges regarding the facilitation of their wellness by their managers. The contextual strategies concentrated on producing a specific description of the perception of the employees regarding their wellness within the context of the unique setting of the nursing colleges. The Department of Health, which is governed by the legislative framework of the country, oversees the management of the colleges in line with the public service. The nursing college managers and the employees are under the direct

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supervision of the Provincial Department of Health in both Gauteng and North West provinces.

The impact of change in the NEIs on the teaching load of nurse educators is being experienced in different provinces in South Africa. Nurse educators are required to teach large numbers of students at nursing colleges in order to meet the needs of the clients. In spite of the increased workload, all employees are expected to deliver education and training of a high quality, which produces socially useful and enriching knowledge. Relevant graduate skills and competencies are necessary for the social and economic progress of any country.

The mandate of HEIs in South Africa is broadening and changing due to changes in the economic climate, the changing needs of communities and changes in accordance with the government's transformation framework. There is a lot of pressure on nursing education institutions due to government policy and strategies of redressing the past inequalities. This change has brought about an increase in students numbers with the consequence of overloaded classrooms. The growth is not only seen in the students' numbers but in the employee workload, causing a greater need for institutional development, creativity and innovation in teaching approaches and the learning process.

The discussions in this context take an intensive look at nursing colleges in the public sector in North West and Gauteng provinces. In these nursing colleges there is a management structure consisting of principals, vice-principals and heads of departments. These managers are faced with national and international changes, legislative changes by government, globalisation, and economical and technological challenges. Employees at all levels are affected. Looking closer at the nursing colleges, there are areas that need to be investigated, such as resources which include employees, finances and infrastructure. There are increased numbers of students entering the provincial nursing colleges. In North West the two nursing colleges have a total intake of 300 students per intake. This numbers are too big and create problems such as overcrowded classrooms, as the initial infrastructure could only accommodate 30 students at time. Another problem that affects the employees is that the increased intake of students is not coupled with an increase in the number of employees. The nursing colleges consequently have disgruntled employees who are overloaded with work. The nurse educator-to-students ratio in the class is 1:165.

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These numbers compromise students learning effectiveness and quality education. In the clinical area the nurse educator-to-student ratio is currently 1:35, which compromises student accompaniment.

### **5.5.2 Clinical environment**

In education and training institutions managers have to create an environment where the practise of students nurses is valued and developed, and which provides appropriate professional and interpersonal learning opportunities and support for learning to maximise the achievements of individual students (Kinnel & Hughes, 2010:6). Clinical environment refers to hospital wards, health centres and clinics. It is the responsibility of the college management and lecturers to arrange for students' clinical accompaniment to the nursing service or at the nursing college. The process requires nurse educators who are knowledgeable, clinically competent, skilful and committed to the facilitation of learning. In order to teach effectively, nurse educators need to be aware of current developments in nursing practice. The effectiveness of clinical facilities can affect student learning outcomes. There are currently too many students to be accommodated in the available accredited clinical institutions. Learning outcomes are a significant component of any educational programme, and thus the full attention of clinical supervisors, role model and support students is needed to attain desired outcomes. However, the complaint by both clinical staff and nurse educators is that it is at times difficult to fully accomplish the tasks of accompaniment due to the shortage of staff and relevant clinical facilities needed to cope with the numbers of students. Factors contributing to learning in clinical settings vary and depend on the programme outcome. According to the findings of this study, there are serious constraints in colleges which hamper clinical accompaniment and cause strained relationships between nurse educators and clinical staff. This compromises quality.

The findings of the study agreed with the writings of (Kinnel & Hughes, 2010:6) which suggest that the role and aim of the educators and mentors includes demonstrating commitment to continuing professional development to enhance knowledge and proficiency. It is important to provide peer support, which includes assisting students to identify both learning needs and experiences that are appropriate to their level of learning.

Clinical staff, mentors and clinical instructors are either members of the nursing service or the nursing school responsible for students' clinical practice. Tlapu (2003:145) explains that the managers in the clinical areas are also responsible for students' placement and for identifying learning opportunities, and that students themselves must take advantage of the available resources. Learning opportunities are created in clinical facilities and therefore a suitable environment can be created. The critical role of both clinical staff and nurse educators is equally important to create a conducive learning environment. Knowledge, competences on bridging theory and the practical gap are key areas for successfully facilitating learning. In support of this effective facilitation of learning, nurse educators should be aware of current international nursing practice developments (Tlapu, 2003:19).

A clinical facility which is overcrowded with students reduces the learning opportunities and the chances of students developing critical thinking capabilities. Growth in learning is seen when all learning opportunities are readily available. The nurse educators in this study echoed the frustrations about overcrowding and poor patient care. The two are related as they limit the chances of a supportive environment being created. An environment that has a positive effect on students should be recognised and encouraged for use in clinical areas, while negative instructor situations should be discouraged.

The literature on clinical accompaniment emphasises support from managers, and educational support of nurse educators, which includes formal and informal workshops, seminars and formal educational enhancement. These efforts will in turn assist nurse educators to acquire advanced skills which will be transferred to the students. The factors that can influence a supportive learning environment, according to Tlapu (2003:75) and Elliott and Wall, (2008:582) are:

- An environment must be created that will enhance community-based education, implying that students should be placed in clinical areas where they will gain critical thinking skills.
  - The students must be exposed to areas where they will have opportunities to start projects that will encourage cognitive, psychomotor and affective knowledge.
  - Nurse educators who advocate the needs of students such as transport and accommodation must be available.
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- Nurse educators must be available who can offer guidance and avoid overcrowding of clinical areas.
  - Continuous support and formative assessment are required.

Nurse educators in this study complained that it was impossible for them to fulfil their role of clinical accompaniment as they wished due to the uncomfortable conditions at the nursing colleges. The clinical areas are not conducive and supportive for learning as they are overcrowded. Clinical demonstrations of new procedures and supervision of students seemed to be impossible. Based on the background given, it is questionable as to whether quality education is being attained. The other factor that is hampering the nurse educators in performing their duties is the large intakes. The nurse educators must accompany the students to clinical areas; there is an argument among nurse educators as to whether they should be accompanying the students or preceptors. Debates on the subject are under way, and the preceptor idea seems to be gaining ground, although it said to be difficult to discourage the nurse educators to follow up on students (Elliott & Wall, 2008:582).

Role modelling by nurse educators assists in creating a positive learning environment. In role modelling the nurse educators demonstrate skills which are observed by the students.

The skills include:

- Demonstrations: procedures are demonstrated to students and later the students demonstrate the procedures to their peers and practice continuously.
- Anatomical models: learning of life procedures.
- Computer programme operation.
- CD-Rom/Internet access.
- Access to medical equipment to practice with and develop practical skills.

Role modelling has been supported by many writers (Elliott & Wall, 2008:582, Tlapu, 2003:69; Kinnel & Hughes, 2010:239). It is concluded that during the process most of the mentors make efforts to place students effectively for best results. Role models encourage the professional growth and critical thinking of the students. The other crucial roles according to the authors are welcoming the students, i.e. orientating them in the new area, and motivating for placement where students will learn and not be used as an “extra pair of hands” (Kinnel & Hughes, 2010:239).

**Content to be included in the coaching programme for the description of the context is:**

- Nursing colleges should have adequate resources of employees finances and infrastructure
- Quality and role modelling should be embedded in the context.

The concept of wellness is described in detail below.

## **5.6 Wellness**

The goal of this study is facilitation of employee wellness in the selected nursing colleges. Wellness is described in the literature as a process whereby an individual is able to attain physical, emotional and psychological wellbeing and face other challenges in life without breaking down or losing control of one's own life (Pretorius, 2009:47-50). A need was identified to investigate wellness and coaching against the background of the study, which revealed constraints and challenges of employees at the nursing colleges. Wellness has been looked upon by many authors in line with the WHO and wellness is seen as a reaction to a preoccupation with illness. The elements of wellness are centred on the mental, physical, spiritual and social aspects of the individual's life (Pretorius, 2009:47-50). Wellness is conceptualised as dynamic, a condition of life in which the individual can perform and live to his or her fullest potential (Addae, 2002:30; Clarke & Barkhuizen, 2005:1; Csiernik, 2004:25; Guest & Conway, 2004:65; Malan, 2009:51).

There is generally an attitude that prevailed in the past that employees normally come to work to do a job and they should leave their personal problems at home. It is often concluded, therefore, that physical problems are due to the wrongdoing of employees and have nothing to do with the workplace (Csiernik, 2004:25). However, the nature of the modern environment with all its technological changes, restructuring, downsizing, mergers, outsourcing, global competition and socio-political changes has created a situation in the colleges that is filled with uncertainty, leading to a high level of employee stress. These pressures arise, and no provision is made for proper support systems for the managers and employees in the nursing colleges.

Csiernik (2005:26) suggests that wellness behaviour is more sensitive to pressure external to the workplace and is more responsive to factors internal to the workplace. According to public sector workers, wellness is affected by internal factors more than those in the private sector. A factor that contributes to a low wellness rate is a management style that is too autocratic. Furthermore, poor working conditions, poor relationships with supervisors, stress, burn-out from added responsibilities and tight schedules are contributory factors to negative wellness. Employees who are either somewhat or very concerned with unpleasant working conditions or safety issues at work are less likely to have a perfect record of wellness compared with unconcerned employees. In unpleasant conditions, the greatest difference in acceptable wellness between concerned and unconcerned employees shows up primarily in the reports of employees.

Addae (2002:22) argues that large private companies have more wellness programmes than small companies or the public sector. Csiernik (2005:25) and Guest and Conway (2004:65) are in agreement regarding wellness programmes in private companies and the public sector. However, it is also recorded in their literature that wellness can be improved by management as an integral part of the institution's policies and creating a wellness culture. The shift should be away from workplace pressures towards enlightened wellness management strategies, which aim to provide a supportive work environment.

The majority of employees are concerned with the physical environment at work and this is related to their perception of their health. When each aspect of their physical work environment is considered independently, an association is found between wellness and two of these aspects, namely unpleasant working conditions and safety (Markham & McKee, 2000:16). Stressors in the physical environment at work have a stronger relationship with wellness and can also parallel health and the physical environment. The greater the degree of concern with the physical environment at work, the greater the likelihood that employees will rate their health lower on the scale. Similarly, a greater degree of concern with the physical environment is linked to a greater likelihood that employee wellness will be affected either positively or negatively (Csiernik, 2004:25).

Taunton, Krampitz and Woods (2002:13) cite change and restructuring as two of the factors that influence wellness and the individual's behaviours. Family issues and their relationship to work obligations have also influence on wellness practises and patterns. Wellness results from factors that tend to alter an existing state of equilibrium. It is a concept that has received a great deal of attention from researchers throughout the past several decades. Wellness is a fundamental of the work environment, and it appears to have adverse effects on both employees as well as on organisations as a whole. Job mobility, workplace factors, and career and personal development opportunities affect wellness rates and have influence on an institution's performance (Taunton et al., 2002:15). Workplace climate factors share some causes that can be linked to management practices and physical work practices. While such relationships are strong, each of these are separate constructs and can vary independently in the causation and outcome of wellness. Some of these wellness outcomes are more specific for the public sector work environment.

Brook and Price (2002:2) describe wellness as the cause of unscheduled absence from work. This may mean working in a non-supportive environment: allowing work to build up or be deferred, eliminating certain services, overloading, overwhelming employees, or permanently using an extra workforce to cover the extra jobs which negatively affects wellness (Fitzpatrick and Huczynski 2000:19). Wellness factors include socio-cultural, psychological, physical and spiritual elements (Malan, 2009:51).

The emphasis is on how environmental factors can influence an individual and affect wellness. External factors: are work placement and productivity as a centre where wellness begins. Wellness needs are seen as socio-cultural, physical and psychological (Jansen van Vuuren, 2006:3). These are seen as the determinants of general health status that can influence productivity in any way. Furthermore, external environment factors such as awards, societal factors and individual needs are also classified as important elements in life that can influence wellness (Motshedi, 2009:36). Workplace factors are characterised by external needs at the workplace, the set-up of the work environment and the supervisory role of managers. These factors affect the general health status of illness and injury. Organisational factors such as culture, work placement, rewards, workplace policies, and health and safety are some of the fundamental factors that can affect wellness. Individual

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problems resulting from external factors can also affect wellness. Management's role in supervision, leadership and work organisation has an influence on productivity and job satisfaction. It is predicted that there will be job satisfaction among employees who are well placed in the workplace and have environmental support. These internal factors also have a direct negative impact on the workplace, but there is also a direct relationship between safety and wellness programmes in the workplace that can assist in minimising organisational challenges.

In support of the description of general health status, Brook and Price (2002:12) describe wellness as the interplay between general determinants, namely illness and personal, disease, workplace environment and social factors. The interplay between disease, disability, social, personal and workplace factors, which cannot be readily be separated from each other, are factors that increase general health status. Since none of these factors is unequivocal, this also highlights the importance of work and non-work factors in wellness. Brook and Price (2002:12) demonstrate that factors in addition to illness and direct incapacity account for a proportion of general workplace health status. This leaves open the opportunity for management to encourage and facilitate wellness with factors that may fall under their control. However, it down-plays the role of illness and disease and ignores the possible contribution that interventions at this level may make. This also describes the rationale for social and psychological causes of wellness, multidimensional constructs and simple important determinants. Fitzpatrick and Huczynski (2000:19) describe general employee health status and work attendance as conceptualised largely by the function of two variables, namely the ability to cope with life's challenges and the motivation to live and be well. Accordingly, the emphasis is on workplace determinants such as job situational variables including job stress, job satisfaction, work involvement, leadership and co-worker support, and the melding of joint influences of job satisfaction and pressures to be well.

### **5.6.1 Physical needs**

Much of the literature agrees that physical wellness is enshrined in the individual's body and other interrelated factors such as emotional set-up, social and spiritual beliefs to a certain extent. These factors interact with one another and can have an effect on the others. The physical structure of the body survives due to the balance of these other factors.

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Csiernic (2005:5) contends that physical health is a complex structure that includes activities such as being fit, good nutrition, adequate rest and sleep and medical self-care to avoid illness. Individuals have to take responsibility for improving the quality of their life.

Quality of life can be attained by modifying certain behaviour which can hamper health: obesity and smoking are associated with life-threatening diseases. Good nutrition is the cheapest way to prevent chronic disease. Nutrition-related diseases such as heart conditions and metabolic diseases such as diabetes are the most problematic illnesses. Lack of resources including a medical institution next to the employment area might lead to untreated conditions until they become chronic diseases. Csiernic (2005:7) provides a list of the factors that can cause medical problem at the workplace if left unattended:

- Pressure from supervisors with little autonomy or no autonomy.
- Monotonous repetitive work.
- Work disorganisation such as downsizing and restructuring.
- Role conflict and ambiguity.
- Lack of participation and decision-making.
- Lack of social support leading to isolation.

All these factors can cause physical illness and mental problems, and a programme for employee wellness may provide a solution for keeping individuals healthy. Based on the discussion above, it is evident that managers who provide a good wellness programme will be rewarded by high productivity from their staff.

### **5.6.2 Psychological needs**

A healthy mind occasionally leads to a healthy body as the two cannot be separated. Emotional health is an ability to maintain absolute control over psychological stressors, and to respond positively to all life events. Csiernic (2005:7) argues that “some of the employers tend to equate wellness with physical health”, while psychosocial problems are deemed to be brought along by individuals and have nothing to do with the workplace. According to the O'Neill, (2008:1) and Csiernic (2005:7), work itself is a stressor; work can produce psychological problems that will manifest in physical conditions.

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Physical exhaustion and psychological stressors lead to apathy, irritability, anger and mood disorders that can lead to stress and later depression Csiernic (2005:7). During this time an individual cannot perform and presents symptoms of burnout followed by nervous breakdown. Stressors at home and the workplace lower and suppress the individual's immune system and resistance to infection, hence exposing them to many opportunistic diseases O' (Toole, 2002:321). Support by the employer and the family will assist individuals to cope with emotional crises Csiernic (2005:9).

### **5.6.3 Socio-cultural needs**

Societal factors involve social systems: home where the family system is located and work where most of the time is spent. In the workplace the core workers are the most important role players. In this regard the ability to interact effectively with others is most important. The point of departure for employee wellness includes developing appropriate relationships with other significant people and to fulfil the assigned roles. The support that peers give to fellow employees can help them to remain healthy and perform well at work. Management in the nursing colleges are urged to adhere to support programme that shows humanity, compassion, honesty and openness, and caring for others. Team-building exercises are also important to assist in building sound relationships.

### **5.6.4 Spiritual needs**

Religion has a broad interpretation and it means different things to different people. Culture has a certain bearing on religion; however, the employees in this study also referred to spiritual need as a driving force in wellness. Adam (2005:261) and Csiernic (2005:12) reflect that "spirituality involves the ability of an individual to transfer the physical limits of time and space, the ability to reason, to will, to be creative and to seek meaning".

Spirituality has several elements which include:

1. Awareness of the existence of a supreme power
2. The internal urge to connect with the supreme entity
3. Belief in the power and having faith that change can be observed from the faith one has (Adam, 2005:261 & Csiernic, 2005:12).

Spiritual need has a strong influence on certain individuals – it is viewed as having a relationship with “GOD”. The relationship with God helps one to survive in difficult times; it makes one feel good; it helps one to interact with positive people and pray together in difficult times. Prayer helps individual to overcome life’s challenges and gives a clear mental outlook of the situations as they present themselves. Individual self-awareness is enhanced, as are the value systems and the ability to go work every day (Adam, 2005:230). Drenth (2008:108) and Drenth, Herbst and Strydom (2010) findings show how individuals who have faith in God can bargain for the best during grieving. This demonstrates the power of faith and spirituality.

Based on the description of wellness, the following content should be included in the coaching programme:

From wellness description the following should be included in coaching programmes:

- Wellness includes physical, emotional, psychological and spiritual comfort and face challenges in life without breaking down or losing control of one’s own life.
- The environment with all its technological changes, restructuring, downsizing, mergers, outsourcing, global competition and socio-political changes, leads to a high level of employee stress and thus affecting wellness.
- A non-supportive environment allows work to build up or be deferred, Wellness imbalances might be the cause of unscheduled absence from work. Eliminating certain services, overloading, overwhelming employees, or permanently using an extra workforce to cover the extra jobs, result in a negative effect on wellness.
- The interplay between disease, disability, social, personal and workplace factors, which cannot be readily separated from each other, affects the general health status.
- A well-coordinated wellness programme can minimise ill health and promote wellness.

## 5.7 Coaching

The procedure involves the coaching process and guidance on how to implement the programme to facilitate employee wellness. Coaching is the process of increasing the leaders' skills and effectiveness in accomplishing managerial tasks. Chapman, Best and Van Casteren (2000:221) and Korttraba (2002:13) claim that coaching can enhance emotional wellness and adaptation to change. The philosophy underpinning coaching is a passion for people growth, development of responsibility for potential, nurturing and exploiting scarce leadership talent. The importance of coaching includes bridging the gap and extending competences (De Jager & Van Lingen, 2000; Hunt & Weintraub, 2007) in planning a coaching programme. In support of the above literature, Rothwell (2009:265) suggests two ways: coaching people for the task so that they can better serve the organisation through improved skills and methods and increased knowledge; and educating employees to develop flexible and adaptable individual capabilities through learning, understanding and growing.

Coaching is a process of enhancing, people growth, development and instilling responsibility for developing potential, nurturing and exploiting scarce leadership talent (Dove, 2006:26). It is the process of increasing the leader's skill and effectiveness in accomplishing managerial tasks, including communication of the organisational purpose, vision, mission and goals and outlining key opportunities; building relationships and facilitating interactions which results in outstanding performance; and producing results more from the direct efforts of managers (Milliman et al., 2001:17; Murphy & Cooper, 2000:231).

Coaching and development of managers is thus an important element to facilitate wellness with the intention of increasing productivity. Levine, Kase and Vitale (2006) and Franco (2000:30) further emphasise that if a coaching programme is to have widespread success, it must convince managers to see the merits of the prospect that there will be less control and more freedom for creativeness. According to Forsyth (2008:48), coaching forms part of induction – the two share the same elements, namely familiarising an employee with the new environment and taking an employee through the practices and code of ethics.

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The managers' notion is supported by the literature presented: it emphasises the role of managers in coaching and the benefits of coaching. Most of the managers did not actually mention that coaching can assist in facilitating employees' wellness; however the discussion of how managers can facilitate wellness embraced the elements of coaching. For instance, one manager mentioned that an employee is assigned a mentor for a period of a year followed by the process of assessment. In much of the literature there is no distinction between a mentor and a coach. In this study light will be shed on the concepts of coach and mentor and counselling.

### **5.7.1 Overview of coaching**

In this study the coaching programme was developed to equip managers with the skills that will enable them to coach employees and facilitate their wellness. The literature on coaching programmes reveals several approaches, types and trends, any effective programme needs careful planning, time, well-defined outcomes, mutual respect, co-operation and the willingness to move together towards the defined outcomes (Clutterbuck, 2010; Cook, 2008:33; Forsyth, 2008:171). The programme includes the: acquisition of personal and professional knowledge, development of skills to be acquired and used in the job specification, problem-solving and decision-making skills, and the knowledge that empowers and enables these connections to be made and the role and support of management for this to happen (Ellinger, Hamlin & Beattie, 2008:248). After the analysis, the coaching process is discussed. Before discussing the overview on coaching, the types, trends, and qualities of a coach are discussed.

Several types of coaching programmes are described in the literature, and the one-to-one and team approach are recommended as the most effective methods. Combining the two can be very productive and cover the biggest number of employees (Price, 2003:35). However, in planning the programme, the coach will have to sift out what seems more appropriate for the situation. In this study, the majority, if not all employees, are affected, therefore it is important to have a carefully planned design which will address all the employees who have needs (Thompson, 2009:16; Price, 2003:34).

It should be noted that the employees recommended individual support from the managers, and this recommendation seems to have been based on the fact that

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individualism is the methodology of choice which means that one-to-one (Clutterbuck, 2010) coaching is their first choice. The types of coaching processes are discussed in 5.7.3.

Coaching is the process of increasing the leaders' skill and effectiveness in accomplishing managerial tasks (Korttraba, 2002:13). Korttraba states that coaching can enhance emotional wellness and adaptation to change. Coaching is a process that will enhance a supportive culture or sentiment within the company and allow it to thrive (Mitsch, 2007). If the values of this philosophy cannot be instilled in the company's employees, the chances of long-term success are slim (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The values of coaching have to match the actions of the organisation's employees, especially its management, who must operate on the values of openness, trust, exchange, and a supportive corporate culture (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34; Clutterbuck, 2010).

Most authors describe coaching as a process that is effective and can fast-track a direct influence which proportionately affects the production and outcomes of people and companies in outstanding ways (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Coaching encourages interaction between employees and managers. However, the critical area is to have regular and frequent conversations about performance (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Effective communication is the key to successful coaching (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The content to be discussed is both organisational and personal goals. Coaching has to do with complimenting the coachee for outstanding work and getting things right (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Coaching and mentoring tend to be used synonymously (Clutterbuck, 2003:38; Cunningham; 2003:46-49, Thompson, 2009:16; Price, 2003:34).

Coaching has several benefits and personal gains, after coaching individuals develops a different perspective and perceptions regarding life. The view of the world changes for the better and a positive attitude is enhancing and thus an individual has self-drive to move on with life (Clutterbuck, 2003:38; Clutterbuck, & Megginson, 2005. Thompson, 2009:16; Price, 2003:34).

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The coaching process has to be measured at the at all levels, i.e: personal satisfaction, knowledge to be acquired and used in the job specification, the application of that knowledge, the empowerment to enable the connections in life to be made as well as the role and support of management (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The above information, as confirmed by the literature, implies an ideal process of coaching. To realise the process, the following stages are systematically followed by each coach together with the coachee: pre-initial; initial; description; planning; acceptance; clarifying; working; analysis; synthesis; follow-up and closure. The stages are discussed in 5.7.11.

In the context of this study, coaching is described as the process of enhancing people growth, development and instilling responsibility for developing potential, nurturing and exploiting scarce leadership talent, increasing the leader's skill and effectiveness in accomplishing managerial tasks. It includes communication of the organisational purpose, vision, mission, goals and outlining key opportunities, building relationships and facilitating interactions that can result in outstanding performance.

A coach is a trained individual who offers managers a simple and effective mechanism to increase the morale, productivity, performance and engagement of their employees (Cunningham, 2007:14-15). Coaches possess the skills to assist the coachee to cope as they are able to diagnose and treat any emotional problems that affect the performance of the individuals (Chapman, Best & van Casteren, 2000:333-228; Bjorkman, 2003:54).

A coachee is the consumer of the coaching programme. The approaches for skills development, include provision of information to encourage continuous growth and development of employees. Employees are prepared for current and future work opportunities and assisting the organisation to achieve desired results and adapts to change. (Cook 2008:33; Forsyth, 2008:171). The assumption is that the employees are mature adults, therefore in planning the coaching programme the principles of adult learning are considered. The needs of employees must also be considered throughout the development process, namely: staff development, supportive environment, effective communication, decreased workload, sound relationship,

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supportive HRM, lecturers' status and the provision of resources as deduced from the empirical data. It is believed that the developed programme will assist the college managers to address these needs of the employees.

As coaching programmes is also used to provide information, more quality time is allocated to encourage employees to discuss their concerns, challenges and constraints more intimately with confidence where the coach is providing support and encouragement (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The support offered facilitates change in behaviour and instills a positive view of life and the environment they operate in.

Training is within HRM competence, coaching is also seen as the responsibility of HRM (Thompson, 2009:16; Price, 2003:35) on a reduced scale, i.e. being more intimate and on a one-to-one basis where the immediate manager is seen as a coach. In this way the need for supportive HRM is fully covered in the coaching programme.

The support provided is not focused on and limited to individuals, but it also includes their environment and how to cope and operate within the team. Provision of resources has been raised as a hindrance to successful performance and, to have an effective coaching programme, there should be adequate resources for the employee to carry out the work and also for the coach to utilise during the coaching sessions (Thompson, 2009:16; Price, 2003:37). According to Meyer and Kirsten (2005:236), provision of resources is seen as an important aspect which will assist employees to cope with task implementation. This is not surprising as the matter of provision of resources was raised by the employees as an important service delivery vehicle in the colleges. The provision of resources was also regarded as an important issue that will improve communication and sound relationships among employees and management.

Coaching programmes are designed in such a way that there are several contact sessions between coach and coachee. During the sessions, communication skills, sharing of information and building of sound and trusting relationships are enhanced. Critical skills that both the coach and coachee are expected to acquire during these sessions are listening skills, problem-solving skills and decision-making skills (Thompson, 2009:16; Price, 2003:34). These skills will lead to better communication

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and sound relationships which play a pivotal role in facilitating employee wellness and building a good foundation of trusting relationships and subsequently high performance. For drawing a distinction between coaching, mentoring and counselling, mentoring and counselling must be defined.

#### **5.7.1.1 Mentoring**

Mentoring is a process that takes place between two parties, that is, mentor and mentee, to address the mentee's day-to-day needs identified by the mentor (Allen, 2001:440; Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34; Koskinen & Tossavainen, 2003:279). The mentor plays an advisory role (Allen, 2001:442; Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003). There is an interactive relationship and sharing of ideas. As mentioned earlier, coaching is concerned primarily with performance and the development of definable skills (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). It usually starts with the learning goal already identified, if not by the executive, then by an influential third party (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). It will typically be a short-term relationship. Coaches often offer direct feedback based on the observations of the mentors (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34), not least because they are not in a position to observe in this way. Mentors, on the other hand, are older and wiser (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34) and are in a position to dispense advice (Koskinen & Tossavainen, 2003:279).

The most effective coaches share with mentors the capability to help the student to develop the skills of intrinsic observation which lead to much faster acquisition of other skills and modification of behaviour (Barkun, 2006:5; Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Coaches also share with mentors the role of critical friend, confronting the coachee with home truths that no-one inside the company feels able to discuss with them (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Whereas the coach is more likely to approach these issues through direct feedback, the mentor will tend to approach them through the questioning process that forces the mentees to recognise problems for themselves (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:38). Mentoring is usually a longer-term relationship and is more concerned with helping the mentee (Clutterbuck, 2003:38;

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Thompson, 2009:16; Price, 2003:34) determine what goals to pursue and why (Koskinen & Tossavainen, 2003:281).

It seeks to build wisdom and the ability to apply skills, knowledge and experience in new situations and to new problems (Clutterbuck, 2003:39; Thompson, 2009:16; Price, 2003:34). It provides a sounding board where the mentee can explore alternative approaches. One chief executive mentee describes it as “my chance to think out loud” (Koskinen & Tossavainen, 2003:282), which was also stated in the literature (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34).

Mentoring sits somewhere in the middle of the spectrum (Koskinen & Tossavainen, 2003:285) between coaching and counselling, with the latter being primarily directed at helping individuals to overcome specific psychological barriers to performance or helping them deal with dysfunctional behaviour. Clutterbuck, (2004) comment that “everyone needs a mentor”. In practice, these boundaries may become blurred (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34), for example when a coach becomes drawn into helping the coachee to think through whether a proposed job move will help his long-term goals or a mentor invites a mentee to work with him/her on a project and to learn by observation (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). More individualism is observed closely (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). When selecting a learning partner it is important to define at what point coaching is more appropriate and functioning effectively (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Mentoring and counselling are what the executive needs (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34) to operate across the spectrum. After clarifying mentoring, it is important to closely investigate counselling.

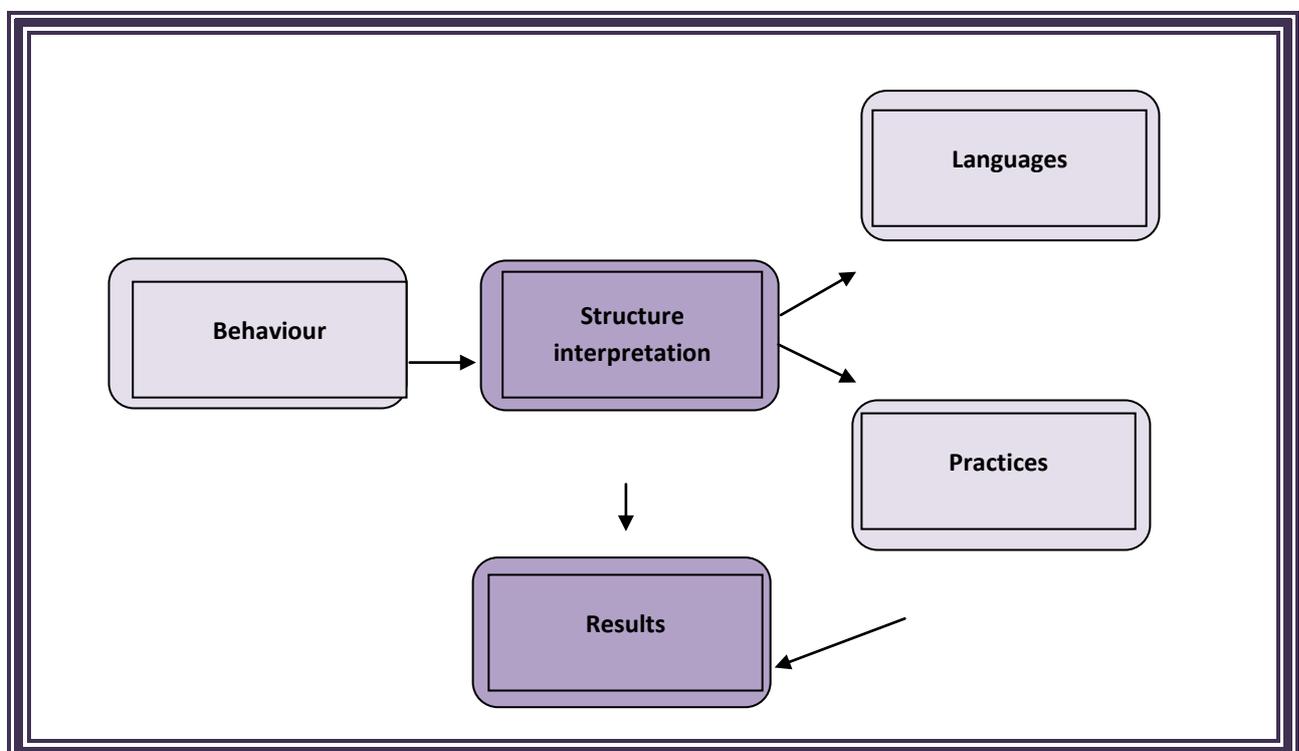
#### **5.7.1.2 Counselling**

Counselling is a therapeutic process that takes place between the client and a counsellor. A counsellor usually is a professional who offers therapeutic assistance. The psychologist, nurse, therapist, priest or elderly person can play the role and these therapists are significant partners in counselling. If a coach is performing to the rules he or she will refer the coachee to a psychologist when appropriate. If the coach is already licensed to practise as a psychotherapist, there is greater freedom of interaction. Coaches are encouraged to build relationships with psychologists for

easy and rapid referral (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Work-life balances for serious health reasons would fall in the domain of a clinician (Cunningham, 2007). In counselling, the psychotherapist is above the rest because of his or her specialised knowledge of human behaviour. He or she does not go through years of rigorous training and selection to get clinical registration for nothing. The training is strongly grounded in science (Clutterbuck, 2003:38; Thompson, 2009:16 & Price, 2003:34). Team efforts include clarification of performance experts. They also advise on how to deal with corporate politics. Many psychologists in private practice have not been exposed to these dynamics.

### 5.7.2 Premise of the coaching programme

The coaching programme has moved from empowering the employees to be independent to equipping them to cope and be productive (Waddell, 2005:85). Coaching has its origin in the improvement of the quality of life. The structure of the individual determines the way that the coaching structure is made up. More attention should be focused on the individuals' behaviour, structure of interpretation, language, practices and results (Flaherty, 2005:30, Ellinger, Hamlin, & Beattie, 2008) which are discussed as depicted in Figure 5.5.



**Figure 5.5: The premise of coaching (adapted from Flaherty, 2005)**

**Behaviour:** The individual together with the coach will assess patterns of behaviour which include the ability to discuss the distinctions, new observations, new insights and creativity (Cunningham, 2003:50). In this regard, the individual learns new ideas and new alternatives and possibilities for action in life.

**Language:** The coachee and the coach develop the language of coaching. The emphasis is on distinctions, new communication skills and new insights. These create favourable conditions for the employees to understand and focus on new alternative possibilities for action (Flaherty, 2005:29).

**Practice:** A strong element of coaching is practical activities, sharing ideas and insight. Effective practice includes the following elements if done with standards in mind and corrected according to those standards and structure: when the practice will be done and the timeline, and how long the process will take based upon the gap between current reality and intended outcomes; it also includes interim goals, duration of each session and when progress will be assessed (Donner & Wheeler, 2005:19).

**Reflection:** The coach should assist the coachee to analyse and reflect on their actions daily, and include time for self-assessment according to standards used to make adjustments or corrections to behaviour (Flaherty, 2005:39). The same notion is supported by Cunningham (2003:50) and.

**Results:** Performance needs to be sustained over time. The context must set the standard. Change must be observable by others. Self-correcting issues include the capacity to self-observe, especially because the coach is not there all the time. Self-generation sets the clients up with the resources to continuously self-improve (Grant & Cavanagh, 2007:67).

Coaches must therefore have the skill to be able to observe and to get the client to observe a particular behaviour or action being done correctly (Cunningham, 2003:50). Knowledge of types of coaching is one area that managers should be aware of so as to make an informed decision to use the appropriate type of coaching for individuals or teams.

### 5.7.3 Types of coaching

The different types of coaching processes are outlined to indicate which will be a suitable type that managers can adopt.

#### 5.7.3.1 Executive coaching

**Executive coaching** refers to one-to-one performance coaching used for managers. It is used increasingly for organisations and individuals with the main aim of improving performance Pretorius, (2007). Most of the literature agrees that this type of coaching encompasses and covers important areas of management competences such as understanding the coaching process, providing constructive feedback, support and encouragement and opportunities identification and application (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:36). For the purpose of this study executive coaching can be a model of choice for the development of managers.

#### 5.7.3.2 Team coaching

Team coaching is regarded as one of the best and most progressive processes that can enhance performance (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). This type of coaching is valuable during strategy planning sessions, and there is evidence that it can dramatically improve the performance and the self-confidence of the team. Coaching refers to group interaction which can improve employee performance. Coaching, whether provided in person, by phone or over the Internet, has traditionally been seen as a one-on-one activity. Team coaching is a newer method that is gaining momentum. It brings individuals together in a group to present their individual issues and they work together with the facilitator and the coach to develop individual plans to resolve issues (Clutterbuck, 2003:38; Thompson, 2009:16). New employees may meet as a group with a coach and discuss their individual challenges in navigating around and adapting to their new workplace. In team coaching, the team, rather than the individuals, is the clients and their issues are discussed and resolved in their teams. The same process applies to individual as it does to groups, but the team develops the plan.

The purpose is to have employees to work together in teams to provide comprehensive service delivery. Working together effectively requires more than knowledge about teams and team work; it requires readiness for teams to be created

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and sustained. Coaching can facilitate the development of the team as members work on their relationships and also provide a forum for their ongoing reflection and action – nurses recognise the benefits (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). There are some trends, both in method and applications, that are emerging in coaching and these have possibilities for individuals. Group and team coaching are relatively new to capitalising on this potential. We need a variety of methods and designs for programmes that prepare coaches along with rigorous evaluation processes. In this study team coaching is relevant and effective

#### **5.7.3.3 Corporate coaching**

Corporate coaching is described as executive coaching undertaken within the context of an organisation's vision, mission and value for the formulation of the strategy (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Corporate coaching of an organisation as well as individuals extracts the synergy that is greater than the sum of the parts. It is interesting to note that most of the authors have a similar understanding of the concept. It forms part of the integrated change in the organisation. The focus is on individual executives and teams to facilitate strategy formulation (Thompson, 2009:16; Price, 2003:34).

#### **5.7.3.4 Peer coaching**

Peer coaching can be used to assist employees to advance their careers and increase their job satisfaction. Most institutions are trying to provide opportunities for their employees to be coached and also to assist them with coping in a working environment. In this instance it makes an employer recognise the employees' expertise and commitment and provide support for all employees. Peer coaching can also be used to enable staff to speak about their careers and career possibilities. These kinds of conversation help contribute to a work environment that is career sensitive and supports the career aspirations of employees (Donner & Wheeler, 2009:26). New employees or beginning practitioners are valuable yet vulnerable resources within the organisation and require special attention. Peer coaching can enhance staff retention by providing new employees with the skills and savvy they need to navigate through the organisation and negotiate successfully with their colleagues. Peer coaching can be delivered in an individual or group format to support employees (Flaherty, 2005:176).

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#### **5.7.3.5 Health coaching**

Health coaching refers to a successful strategy which empowers all employees to take care of their wellness. There are debates regarding this approach which lays stress on employee relationships where the employees articulate their needs and the coach is able to assist them. In this study the coach is the manager who will forge the way forward to unlock the potential of each individual employee (McGovern & Shelly, 2008:20). Having discussed health coaching, team coaching as described by Donner and Wheeler (2009:26) will be investigated.

#### **5.7.3.6 Succession planning coaching**

Succession planning coaching refers to a support programme which assists employees for future leadership and management to cope and adjust to the new working life balance and the impending retirement of significant numbers of leaders (Palma, 2009:13). Succession planning programmes are key in most institutions. Long-term human resource strategies, individual and group coaching mentorship and internship job sharing are generally built into these programmes (Donner & Wheeler, 2009:26). Coaching in this instance has goals such as individual career aspirations, clarifying learning, personal development and support for new leaders in transition (Donner & Wheeler, 2005:18-19). The managers are the key players who are supposed to coach employees and empower them for life-long careers. The researcher outlines the roles, qualities and skills of the coach.

The literature (Thompson, 2009:16; Price, 2003:34) highlights the role of the coach in facilitating wellness. There is consensus on the four roles that coaches have to play, as indicated below.

#### **5.7.4 Roles of the coach**

Managers are seen as important drivers of employee development and in the context of coaching the situation is the same. However, managers must be trained first as coaches before they can become experts and master the coaching process. The roles of a coach are described by several authors as the coach as partner, mentor, teacher and expert (Thompson, 2009:14; Price, 2003:38). The roles are discussed as described by Flaherty (2005:176).

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#### **5.7.4.1 The coach as a partner**

A partner is someone whom one works with and sometimes shares confidential information with. The coach in this role shares power and ideas for development plans, and supports and coaches participants. As discussed earlier, the coach and coachee should have good interpersonal relations based on trust and mutual respect. Both parties need to be committed to carry out the tasks at hand.

#### **5.7.4.2 The coach as a mentor**

As described earlier, a mentor is a person who assists individuals to achieve the organisation's goals. Both coaching and mentoring share some activities such as objectives, time, mutual respect, and a well-defined outcome. Direction is given by the coach in occasional meetings and the coachees take responsibility for their own development.

#### **5.7.4.3 The coach as a teacher**

A teacher is a person who educates and facilitates the learning process. The teacher has more knowledge and possesses more power. A coach explains the rationale for change, uses models and logic to generate development action, clarifies and checks progress regularly (Levine, Kase & Vitale, 2006).

#### **5.7.4.4 The coach as an expert**

A coach drives a coaching agenda: he or she leads the process with expert suggestions and provides solutions or directed learning. An expert has a scientific way of dealing with issues; therefore the coaching process is well directed. The principles and premise of coaching are empowering tools for managers. Empowered managers will be able to facilitate a successful programme.

#### **5.7.5 The principles of coaching**

As described earlier, the principles of coaching emphasise the crucial areas which managers need to master for implementation of the coaching programme. The principles of coaching involve coach and coachee relationships, mutual respect, pragmatism, tracks, readiness and techniques.

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The smooth running of the coaching process is based on the foundation of relationships to improve the actions of others and can be called coaching when it adheres to the principles.

The most important principle of coaching is the relationship. It is the backbone of mutual respect and mutual understanding. The relationship should be one that allows freedom of speech and open participation (Donner & Wheeler, 2009).

#### **5.7.5.1 Operating principles**

#### **5.7.5.2 Pragmatism**

The first principle to be discussed is *pragmatism*. The literature defines pragmatism as that which gives information about what is true and how it operates in life (Donner & Wheeler, 2009:26; Hom, 2003:38). In this instance, theory is replaced by the practical situation and coaching includes innovation and relentless and correct vision. The rigor of pragmatism requires that coaches work closely as coaching partners.

The second principle is that “coaching must have a philosophy” and this is the central tenet of the coaching process. Coaching is regarded as a process that is different from techniques or dogma to be adhered to. Coaching is a discipline that requires freshness, innovation and relentless correction according to the outcomes being produced.

#### **5.7.5.3 Rigour of pragmatism**

The third principle is “rigour of pragmatism” which is defined as the ability of coaches to continually correct and confront the coaching situation to assist others to grow and find out what they gain from the process. Coaching is a process of developing employees (Flaherty, 2005:10).

#### **5.7.5.4 Readiness**

The fourth principle is that clients are always already in the middle of their lives. When coaching adults, interventions must always fit in with their structure of interpretation. They are already in the middle of their lives and always have views, commitments, possibilities, and concerns. But when coaching adults, the coach must recognise that it is likely that the clients already have their own way of doing things,

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and given the stability and momentum of habits, coaching has to be adapted to suit individuals (Flaherty, 2005:11).

#### **5.7.5.5 Techniques**

The final principle is techniques, and this brings about two outcomes. The first is to challenge the mechanical way in which we may be doing things, and the second is to note that clients quickly catch on when techniques are being used on them and they react with resentment (Hom, 2003:38; Flaherty, 2005:12), using of only techniques will not work in coaching, although there are probably fundamental techniques that each coach has to use the coach has to use other strategies. The difficulty in using techniques, besides what the coach has already said, is that the coach has to know when to use what technique, even proven ones. The literature on coaching states that it is dangerous for coaches to imagine that the use of any technique, however powerful, will allow them to escape engaging with the client with openness, courage and curiosity (Donner & Wheeler, 2009:26; Flaherty, 2005:176). Accordingly, techniques cannot replace the human side and the creativity of coaching.

Coaching is a principle that is shaped as an ontological stance and not a series of techniques. The implication is that the coach should consider that the activity of coaching has the ontological stance or is equivalent to all actions Hom (2003:38) and Flaherty (2005:10).

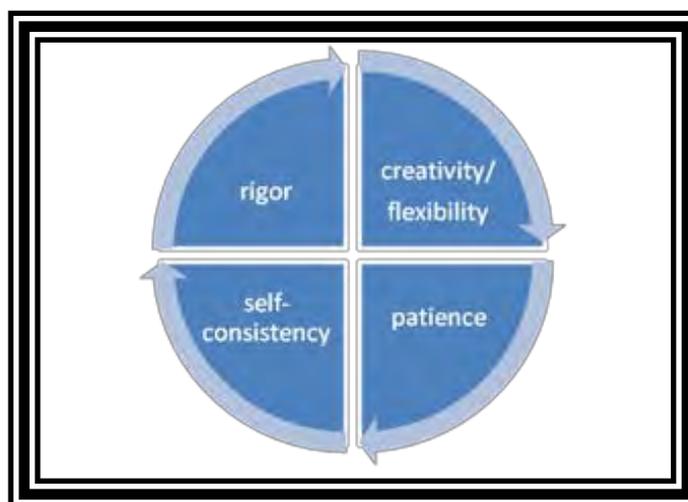
#### **5.7.6 Preparation of managers**

The preparation of managers is very important. They must be well equipped to assist their employees. The content will cover coaching, its types, trends, techniques, process and facilitation of coaching and the roles of coaches. The content will be implemented through several contact sessions between the mentor and the coaches/managers. This exercise will precede the coaching programme for the employees. The qualities, roles and skills of a coach are depicted in Figure 5.7.

##### **5.7.6.1 The qualities of a coach**

As discussed earlier, the coach should be trained and prepared for coaching and strive to improve employee wellness and meet the needs of all employees. The literature describes the qualities of the coach, which are to show effective, efficient and responsible behaviour that will help to achieve the goals of the institution,

including improved quality, improved capacities of strategic planning and implementation. Hom (2003:37) agrees with Flaherty (2005:179) that the areas to focus on to develop managers are rigor, creativity, self-consistency and patience. The researcher elaborates on the qualities as demonstrated in Figure 5.7.



**Figure 5.7: Qualities of a coach**

#### **5.7.6.2 Rigour**

Rigour refers to practising and developing a high standard of performance based on excellent culture and behaviour (Hom, 2003:37). The coach has to be rigorous, which implies acquiring qualities that include a fair, scrupulous and dedicated performance. The coach should demonstrate high-quality practices which will be cascaded down and copied by the coachees. Rigour needs to be balanced with several qualities, such as patience and flexibility. By doing so, coaches will be upholding high and objective standards and applying the principle of fair practice.

#### **5.7.6.3 Creativity and flexibility**

#### **5.7.6.4 Self-consistency**

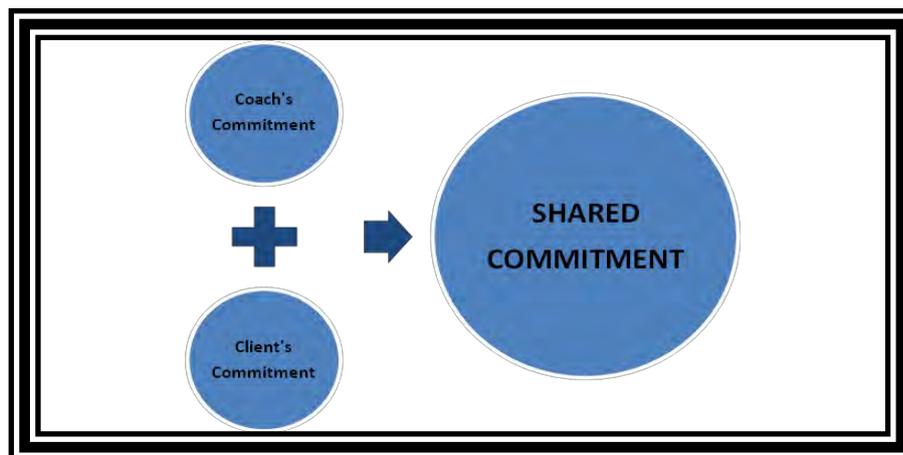
Consistency refers to maintaining the same practice at all times and treating the individual as a unique person with different needs. The credibility of the coach is tested by keeping to the same standards throughout.

### 5.7.6.5 Patience

Patience refers to the ability of the individual to give people a chance to complete activities without interfering or intervening. The coach should understand that people are not the same and they change with time. There is a tendency for people to complain if other do not finish quickly.

### 5.7.7 Coaching skills for managers

Managers should be trained to equip them with the following skills: coaching function and competencies, observation skills, providing feedback, questioning, leadership, communication, trust-building, problem definition and problem solving, decision-making and conflict management. The most crucial areas in the coaching process are goal setting, observation and feedback, questioning to encourage self-discovery and recognition, reinforcement and rewards. Both coach and coachee should be committed to working together. Figure 5.8 describes the interaction between the coach and coachee.



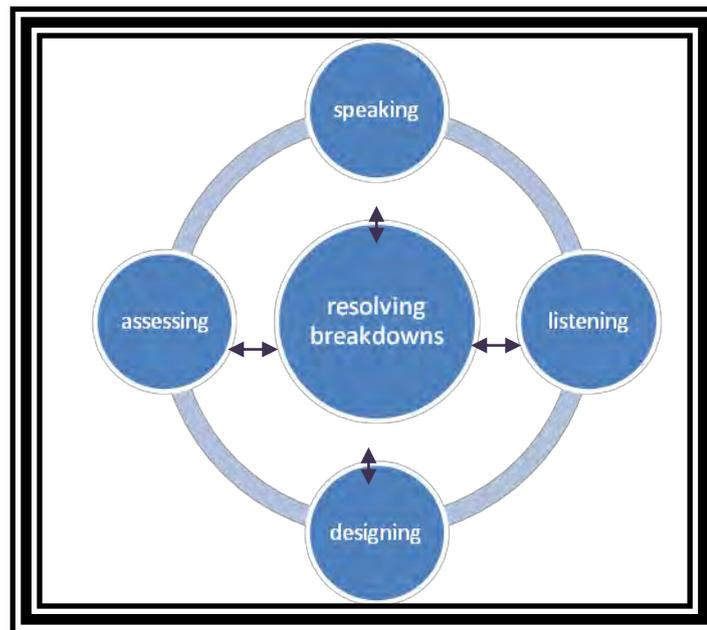
**Figure 5.8: Coach and coachee interaction**

#### 5.7.7.1 Commitment of the coach

The coach as an expert, mentor and teacher should always declare his or her commitment to work with the coachee. The coach should allow the coachees to discover themselves and drive the conversation in the direction that will make the coachees open up without holding back any information (Coe, Zehnder, & Kinlaw, 2008:56).

### 5.7.7.2 Commitment of the coachee

The most important role of the coachee is to identify the need to be coached. After showing interest, the next thing is to volunteer to be coached. During this process the coachee will declare areas of interest which will be the starting point of coaching (Coe, Zehnder & Kinlaw, 2008:58). Figure 5.9 depict other skills.



**Figure 5.9: Skills of a coach**

### 5.7.7.3 Speaking

Coaching is all about speaking. In coaching, speaking refers to indicating the most critical areas which influence the coaching conversation. In this regard the coach will speak in a way that inspires the coachee to discover new possibilities, and make new observations and powerful distinctions. Coachees will appreciate the discovery and identification of obstacles and also overcome the challenges in their lives and workplace. Coachees will be inspired by the coaching process.

### 5.7.7.4 Listening

Listening is one of the most important aspects of communication. The point was made earlier that communication is difficult to accomplish in most cases. Listening goes beyond hearing and it must be possible to comprehend and digest what has been said. The coach needs to be a good listener. This skill will enhance mutual interaction and form rapport between coach and coachee. The coaching conversation goes deeper than friendly conversation. The coach approaches more

critical issues such as the coachee's personal life, which can affect the conversion either positively or negatively when trying to understand the coachee's uniqueness.

#### **5.7.7.5 Resolving breakdowns**

In coaching conversations breakdown is always inevitable. Either of the two parties can be the cause of the breakdown. If breakdown occurs, the coach should be prepared to assist the coachee. One way of resolving the breakdown is to produce creative ways of dealing with the situation. The coach's skill in this regard should enable him to keep clear of emotional turmoil such as frustration, anger and regret. The coach's role is to make it possible for the coaching process and programme to stay on track.

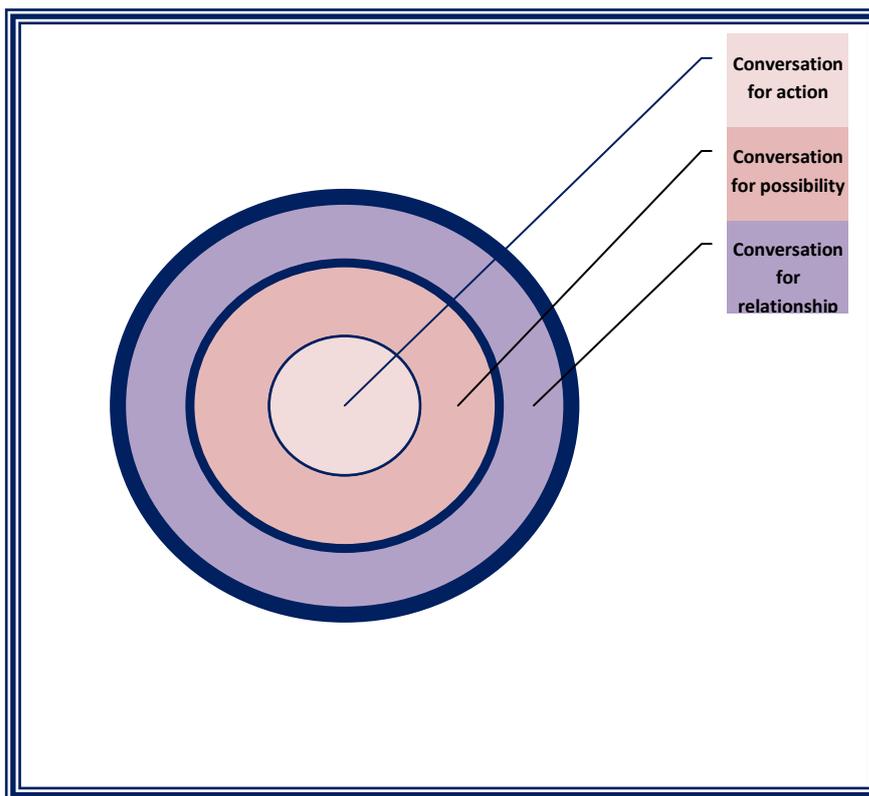
#### **5.7.7.6 Assessing**

Assessment in coaching refers to the ability of the coach to observe the coachee with distinct standards in mind. Observation is a skill that requires a well-trained assessor, and the assessor must have a clear goal of what must be accomplished. Therefore, it means that the assessor should keep clear of prejudices

#### **5.7.7.7 Designing**

Designing in the context of coaching refers to making a distinction between the current situation and the desired outcome in the coaching programme. For the coaching programme to be successful the coach should be able to display an understanding of the current situation and the desired outcome, which means building a path from the current level of competence to a higher level.

## 5.7.8 Conversations in coaching



**Figure 5.10: Three conversations in coaching**

### 5.7.8.1 Conversation for relationship

The coaching conversation has three different conversations woven together in a single conversation. The important thing for the coach is to spend the right amount of time on each conversation before moving on, and to know in which conversation he is (Clutterbuck, 2008:12). Although it seems like a linear process, it is actually cyclic, with the conversation going backwards and forwards between the conversations to achieve the set objectives. The three types of conversation are depicted in Figure 5.10.

### 5.7.8.2 Conversation for possibility

The conversation for possibility is a process in which the coach works with the coachee to determine the direction of the coaching process. In this conversation the coach will regularly assess how the coachee is doing. Occasionally the coach will support the coachee to apply her or his mind and generate new ideas which will lead to the discovery of new possibilities that will assist in obtaining good results (Clutterbuck, 2008:12).

### 5.7.8.3 Conversation for action

After discovering the possibilities, the next step is to assist the coachee to develop a plan of action. In this conversation, the parties work toward enrolling the coachee. Enrolling is preceded by clarification of any constraints and challenges that the coachee experiences. In coaching, there's no rush to get anywhere. Arriving early provides no benefits. To accomplish the above objectives the coach must understand the different types of coaching conversations as described below.

### 5.7.9 Types of coaching conversations

Coaching conversation is described as the key to a successful coaching programme. Three different types of coaching conversation as outlined by Donner and Wheeler (2009:15) and Flaherty (2005:125) are described in Table 5.3

**Table 5.3: Types of coaching conversation**

Type 1 Resolving problems	Type 2 Building competence	Type 3 Fundamental changes
<ul style="list-style-type: none"> <li>• Client problems</li> <li>• Walk-ins</li> <li>• Broken promises</li> <li>• Aimless complaints</li> <li>• How to do?</li> <li>• Standards for perfection</li> <li>• Mistake repays</li> <li>• Repeated mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reviews</li> <li>• Skill improvement</li> <li>• Someone closed down</li> <li>• Disorganised</li> <li>• Over-commitment</li> <li>• Unassertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Up or work</li> <li>• Fast track</li> <li>• Employment equity</li> <li>• Life purpose</li> <li>• Primary relationship</li> <li>• New role</li> <li>• Major investments</li> </ul>

In coaching conversation, the discussion is always around set goals. The two parties should always understand and know what they are getting themselves into. Getting into coaching situations beyond their competency will get them into a more difficult situation. The coach should be in a position to analyse the situation and to choose a conversation style relevant to the group or individual (see annexure L). According to Flaherty (2005:125), in a corporate context about 50% of the coaching situations the coach is likely to encounter are Type 1.

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Some 20% are likely to be Type 2 and the balance Type 3. The most suitable style will elicit a positive response. In addition to the types of conversation, the flow of conversation assists managers.

#### **5.7.9.1 Type 1: Resolving problems**

Type 1 conversation is regarded as the time when constraints and challenges are discussed so that the coach and coachee can embark on an exercise of assistance for the coachee to be enrolled and to resolve constraints and challenges. Coachee problems addressed include broken promises, aimless complaints, mistake repays and solutions to address constraints as well as standards for performance and perfection.

#### **5.7.9.2 Type 2: Building new competencies**

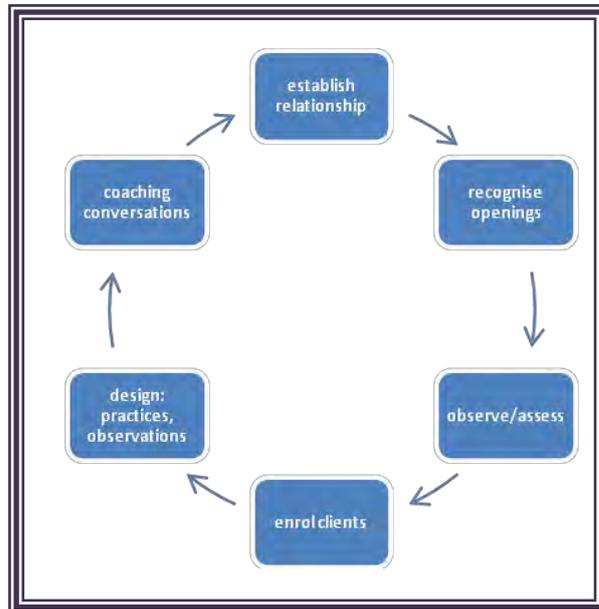
Type 2 refers to the building of new competencies as agreed to by the two parties regarding standard of performance reviews and checking the skills improvement, and the level of commitment coupled with the achievement of the set goals. The coach also assesses negative areas such as the coachee closing down, being disorganised or overwhelmed and signs of unassertiveness. The results will only be realised after several sessions of conversation. Mastering this area will lead to the next type of conversation

#### **5.7.9.3 Type 3: Fundamental changes**

Conversation for major results and fundamental change are discussed by both the coach and coachee. The mood, in this instance, is a high level of energy to work and to fast-track the process, if possible, as in coaching there is no need to rush the process, but to check on the readiness of the coachee. The coach assists the coachee to discover new roles. The results will be major investments for the coachee and the institution. The next step is the flow of conversation as depicted in figure 5.11.

### 5.7.10 The flow of conversation

The flow of conversation follow a sequence that is depicted in figure 5.11.



**Figure 5.11: The flow of conversation**

As discussed earlier, establishing a sound relationship is the key to a successful coaching programme. Establishment of rapport is interwoven in the stages of coaching and also in the coaching process. The coach should first build a sound relationship before starting any coaching session. This stage of the coaching programme should be handled carefully to inspire the coachee to enrol and also to avoid serious pitfalls which will contribute to setbacks.

#### 5.7.10.1 Recognise openings

Many authors have argued that starting the coaching session prematurely will lead to failure. Therefore it is important that the coach should not rush any stage of the programme. Both parties need to be ready to start the coaching process.

#### 5.7.10.2 Observe/assess

Observation and assessment are among the skills that the coach should possess. It is vital that there should be observation throughout the coaching session. The main purpose is for the coach to determine the stage of the conversation and the outcome, including implementation of the set goals. The pitfalls are identified to address the areas of concern. The coach also gives the coachee feedback based on the

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observations. It is sometimes necessary that the programme be reviewed by the two parties and started again to obtain better results.

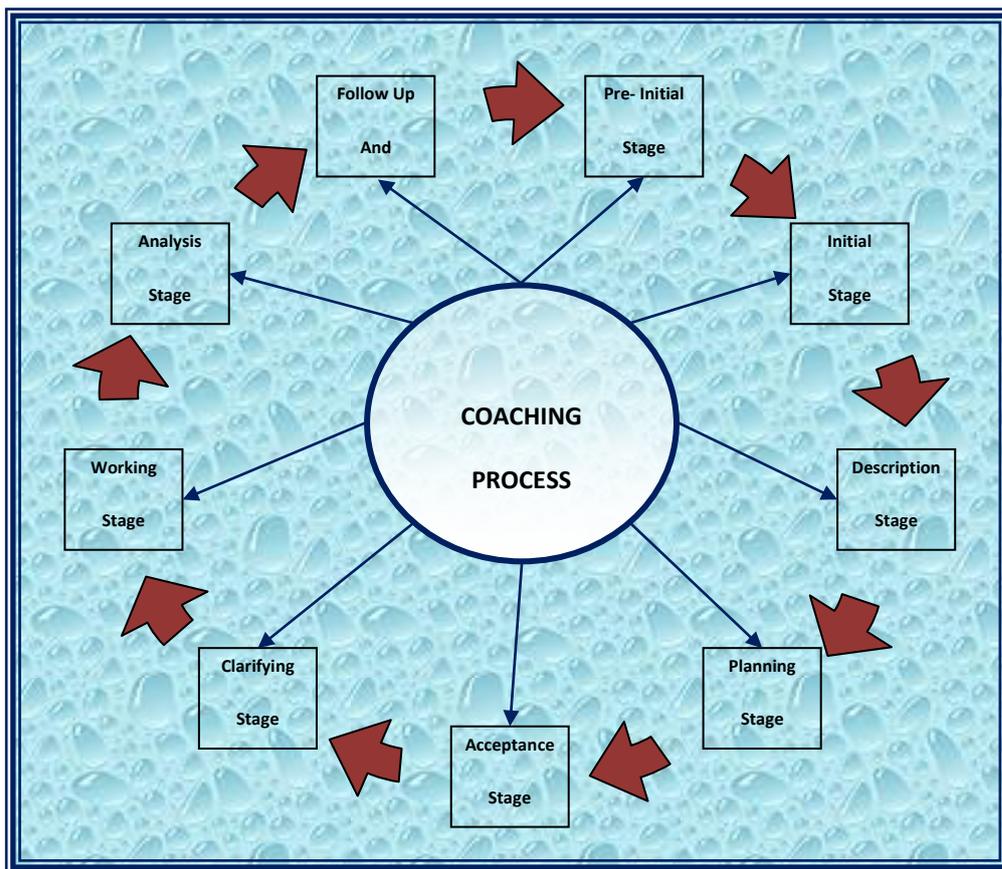
### **5.7.10.3 Enrolment**

In enrolment, the parties agree on several activities regarding the starting of the coaching programme. In addition, the constraints and depths are highlighted and a consensus is endorsed (see annexure K). The coachee is taken to the point of signing a coaching agreement. During this stage, both coach and coachee clarify their commitments.

### **5.7.11 Coaching process**

The purpose of the programme in this study is not to award educational certificates but to encourage continuous growth and development of employees, to prepare employees for current and future work opportunities and to assist the organisation in achieving the desired results of adapting to change. Therefore in planning the coaching programme, the researcher took the principles of adult learning into consideration. The coaching programme is designed in such a way that it covers all the content (see annexure J). The content will be implemented through several contact sessions between coach and coachee. The programme component is described below and a full discussion follows. The process of coaching followed a systematic approach from pre-initial, initial, description, planning, acceptance, clarifying, working, analysis, to closure and synthesis.

Effective coaching is based on time, well-defined outcomes, mutual respect, co-operation and the willingness to move together towards the defined outcomes (Clutterbuck, 2003:38, Thompson, 2009:16, Price, 2003:34). The process needs to be measured at the following levels: personal satisfaction, knowledge to be acquired and used in the job specification, the application of that knowledge, the empowerment to enable these connections to be made and the role and support by management for this to happen (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The above information, as confirmed by the literature, implies an ideal process of coaching. To realise the process, the following stages are systematically followed by the coach together with the coachee: pre-initial; initial; description; planning; acceptance; clarifying; working; analysis; synthesis; the follow-up and closure stages. The steps are schematically illustrated in Figure 5.12.



**Figure 5.12: Coaching process**

As mentioned earlier coaching as a process can increase leadership skills and effectiveness in accomplishing managerial tasks. The assumption in this study is that the coaching programme will assist managers to facilitate employee wellness. It explains that a programme foundation should cover both external and internal factors, including coaching function and competencies, observation skills, providing feedback, questioning, leadership, communication, trust-building, problem definition and problem solving, decision-making and conflict management of the coaching process, goal setting, observation and feedback, questioning to encourage self-discovery and recognition. A training programme should be planned and be conducted to train managers first before coaching other employees (see Annexure I).

#### 5.7.11.1 Initial coaching stage

Before coaching can take place, it is imperative to have a closer look at the colleges, particularly looking at the experiences and perceptions of employees regarding their wellness, and the role of managers regarding employee wellness. This includes both external and internal environmental factors that can affect employee wellness.

The empirical data of this study revealed dissatisfaction of employees regarding facilitation of their wellness by managers, and the dissatisfaction of managers regarding their situation which they perceived as poor, as there was no support from the Department of Health regarding political decisions taken. These decisions are having a negative impact on the management of the colleges, and it has been compounded by the increased workload and lack of resources which are major stumbling blocks to the performance of the colleges. It is clear that both managers and employees need coping strategies. In this study, the focus is on how managers can facilitate employee wellness. The above situation is confirmed by the embedded literature that implies that there is the need for a vigorous process of coaching.

For the managers to carry out this task, they need certain coaching skills and be committed to coaching the employees (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Team effort includes clarification of performance. Coaching is not a unilateral process but a collaborative process. The managers should clarify their coaching role to all employees who show interest in being coached (Thompson, 2009:16). Coaching can be done at many different levels of the organisation, which means that all the managers and supervisors at the nursing colleges must be involved. The senior managers should know and understand their roles and the roles of individual supervisors at different levels and communicate clearly as to what must happen (Thompson, 2009:16).

A vigorous exercise of engaging those showing interest and passion should be carried out; this planning requires a purposeful assessment of what should happen and how it should be achieved. As coaching means interacting with employees, it means managers should be conversation partners (Thompson, 2009:16). There should be regular and frequent conversations about performance. In these conversations, both parties should define the goals of the nursing college and the results to be achieved. In this endeavour, all the managers at the nursing colleges should be effective coaches (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34) and must communicate with their partners what the vision of the team is. The success of the team depends on the skills displayed by the managers; the teams cannot strive for a goal unless they know what it entails (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The team's efforts include clarification of performance expectations in a simple manner which is clear for all to understand

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(Clutterbuck, 2003:38, Thompson, 2009:16; Price, 2003:34). The critical area in coaching is communicating both organisational and personal goals, as the underlying aim should be to build the dynamic capabilities of all employees. As a manager, the sharpest skill is to recognise teachable moments and move with them. Effective coaches recognise that the smallest incidents can foster learning and growth. Coaching is not just about letting employees know when their performance needs improvement; it's also about coaching people who are doing things right, i.e. giving recognition and rewards for normal and outstanding performance (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34).

#### **5.7.11.2 Relationship-building stage**

Relationship-building is the first stage in the coaching process. During this stage the coachee and the coach meet for the first time as agreed by both parties (Donner & Wheeler, 2009:25). The aim of the meeting is to have a general discussion about the problem and to orchestrate a sense of enquiry and problem solving technique (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The discussions start with the understanding of work-related issues and making connections with the needs of the coachee. The coach's role in this stage is to ask questions to get clarity on the needs and gaps identified by the coachee. By doing so the coach creates power and momentum towards the solution and invokes discovery, insight, and a clearer picture (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). After collecting all the information during this stage the partners move on to building a relationship and rapport in the initiation stage (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). The coach's role is to establish a sound relationship between himself and the coachee. The coach gathers information on the personal and working life and any other relevant information that the coachee will like to share (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34; Donner & Wheeler, 2009:26).

This is the beginning of building rapport. In coaching, the relationship is short term and more professional, it is strictly work-related and its purpose is to establish the grounds for mutual understanding (Clutterbuck, 2003:38, Thompson, 2009:16; Price, 2003:34; Donner & Wheeler, 2009:26). The coach has to understand where people are in their lifecycles and their comfort zones, and their game playing, confusion and self-renewal (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). In addition,

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the coach has the responsibility of building trust and interpersonal relationships at a business level. For coaching to really work, an interpersonal relationship must be developed where the coach can pick up every nuance of the conversation and body language for appropriate direction (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). Once the relationship is established the two parties can continue with the description stage.

#### **5.7.11.3 Description stage**

At this stage there is general agreement of the process between coach and coachee (Flaherty, 2005:11). The coach demonstrates clear communication by sharing and providing feedback, reframing, articulating, understanding and defining outcomes (Clutterbuck, 2003:38; Flaherty, 2005:11; Thompson, 2009:16; Price, 2003:34), using appropriate language to help illustrate a point or paint a verbal picture and integrate accurately, evaluate multiple sources of information and make interpretations that help to gain awareness to focus on desired results (Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). This action will create ongoing learning opportunities, promote active experimentation, self-discovery and encourage personal stretching and growth (Flaherty, 2005:11; Clutterbuck, 2003:38; Thompson, 2009:16; Price, 2003:34). In this way the coach manages the process, evaluates and measures the outcomes based on the actions to be taken by the coachee (Clutterbuck, 2003:39; Thompson, 2009:16; Price, 2009:23). Once the tasks of the coachee have been identified they are introduced into the learning integration process over a period agreed upon (Flaherty, 2005:11).

The contents are carefully aligned with the company's culture and predetermined outcomes of the coaching process (Clutterbuck, 2003:39). According to the authors the topics are integrated into the training process and the emphasis is on the desired outcomes and coaching competencies (Flaherty, 2005:11). Accordingly, the topics are scattered and clustered to accommodate the company culture which will result in high performance, success-orientated employees and high crisis management style outcomes (Clutterbuck, 2003:39; Thompson, 2009:16; Price, 2003:35) for those involved who are not being able to spend too much time away from their work stations (Thompson, 2009:16; Price, 2003:34). After a clear agreement has been documented, the next stage of planning is embarked on (Flaherty, 2005:20).

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**5.7.11.4 Acceptance and planning stage**

In the coaching process, the coach always checks and verifies that the coachee is interested in the process. If the coachee declines to continue the process it is stopped immediately (Flaherty, 2005:11; Clutterbuck, 2003:39). However, it is the role of the coach to encourage the coachee to “roll in” (Flaherty, 2005:44). “Roll in” means accepting that the coaching process should be continued. The acceptance is a “psychological contract” between the coachee and the coach. This contract is unwritten but it is endorsed by the two parties (Clutterbuck, 2003:38; Price, 2003:34). The coachee gains high levels of commitment and focuses on the desired end results and the development of competencies (Price, 2003:34; Thompson, 2009:16; Price, 2003:34). The content and understanding of the contract is that at a coaching session, the coach and coachee will submit an agenda of issues or items that they wish to work on and the coach will help the coachee to solve problems, establish priorities and make the most of opportunities (Clutterbuck, 2003:38; Price, 2003:34). The coach will challenge, offer alternatives and provide support (Thompson, 2009:16; Price, 2003:34). Planning involves describing step by step how to carry out the agreed-upon tasks during the coaching process. In planning the process the coachee and coach discuss and outline the following: the training days and intervals between each learning download (Clutterbuck, 2003:38; Price, 2003:34) so that the coachee can apply the acquired skills to the process with immediate effect; a measuring process; and feedback alignment.

The content is outlined (Price, 2003:34) including the topics to be taught. The cultural specifics are defined both from the perspective of the coachee and coach. It also includes defining ways of how to use the drivers of the culture and influencers to create a new and revised version of the culture which will accommodate the coaching process and ethos (Price, 2003:34) so as to focus on the training of the competencies defined in the profile of the coachee (Thompson, 2009:16), as well as to develop a structured approach for the coaching process by inventing a coaching dashboard (Price, 2003:51), which includes a reporting and roll-out mechanism for the coach and coachee (Clutterbuck, 2003:38).

#### 5.7.11.5 Clarification stage

Throughout the other stages the role of the coach has been touched on, but at this stage there is more clarification of the coach's specific qualities, roles and responsibilities (Cook, 2009:10; Price, 2003:44). The first important thing that the coach should be able to do is to determine the relationship between personal behaviour and the context in which the individual operates and thereby establishing rapport (Price, 2003:51). The coach will ensure that there is continuous monitoring and support for the standard of education, continuing education (Donner & Wheeler, 2009), registration and disciplinary processes throughout the process of coaching. The coaching style and the management grid will always be acceptable. The coach will facilitate the exploration to discover the needs and design well-informed outcomes with the coachee. The most crucial role of the coach is *firstly* to support the coachee as well as the goals and objectives; *secondly* to observe and employ listening techniques up to an advanced level; *thirdly* to use coaching tools to solicit and sort information and direct attention and focus towards the desired end objectives; and *fourthly*, to encourage and obtain high levels of commitment and focus on the desired end results. In addition, the coach should ensure the development of the coachees' competencies, evaluating the outcomes and aligning them with the desired results, and assisting with problem solving techniques. Next is the implementation/working

#### 5.7.11.6 Working stage

Finally, if coaching ideas are to lead to effective action, this is the stage where the coachee must showcase the skills learned and also show the coach how to change the status quo, i.e. how to change what has been taken for granted as effective action (Pearce, 2006:4). At this stage the performance focusing and alignment of skills, the value connection and the growth of individuals is observed. These will include culture and value connections, which means moving towards the culture (Pearce, 2006:4; Skiffington, Zeus, 2003:67), ethos and environment of a company (Pearce, 2006:3) and transformation is achieved. However, the role of the coach doesn't end here. Where the coachee experiences problems, the coach jumps in to offer assistance (Bjorkman, 2003:54; Pearce, 2006:4). There are several forms of assistance that can be offered by coaches, namely demonstration of what must be done, supervised practice, and repetition of tasks until the coachee is competent. Of

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importance is the continuous support of the coach (Pearce, 2006:4). The next stage is analysis and synthesis.

#### **5.7.11.7 Analysis and synthesis stage**

After observation of the competence and skills acquired, the coachee should observe and analyse what happened. In the analysis, specific areas should be recorded for further discussion with the coachee, and the coach should always give the coachee positive and constructive feedback (Bjorkman, 2003:54). After completion of the analysis, the parties move to synthesis. After the analysis, a stage of synthesis follows. At this stage, the coach summarises the whole process, reference is made to several documents especially from the first feedback, policy documents, notes and written guidelines. The written summary includes future plans, and a copy signed by both parties is given to the coachee (Berglas, 2002:86-92; O'Neil, 2000:5).

#### **5.7.11.8 Follow-up stage and closure**

Depending on the analysis and synthesis, the parties may agree on the next date of their meeting. There will be a need to set the next date as the coaching programme may have several activities. The follow-up schedule should be in writing. The coachee can be given a project of some sort as homework and bring it to the next meeting (Bjorkman, 2003:54; Schmidt, 2003:43). The coach closes the meeting on a positive note, i.e. a word of encouragement is given and is linked to whatever comes in the next meeting (Bjorkman, 2003:55). The process of coaching follows a systematic approach from the pre-initial stage, the initial, description, planning, acceptance, clarifying, working, analysis and follow-up stages to closure.

The coaching function and competencies include observation skills, providing feedback, questioning, leadership, communication, trust-building, problem definition and problem solving, decision-making and conflict management. The coaching process also involves goal setting, observation and feedback, questioning to encourage self-discovery and recognition and reinforcement and rewards.

**Content to be included in the coaching programme is:**

- Coaching is the process of increasing the leaders' skill and effectiveness in accomplishing managerial tasks.
- Different types of coaching are: individual and team coaching, with specific areas such as succession planning, health, peer, executive, and cooperate coaching.
- Coaching skills is fundamental to successful results and skills include listening, speaking and guiding.
- Coaching is mutual interaction between coach and coachee.
- The process of coaching includes free-flowing conversation between the coach and coachee to achieve the set goals and objectives.

Change was identified as one of the managers' weaknesses to be addressed and be discussed lengthily.

## 5.8 Change

Dynamics in this study refer to the changes taking place in the nursing colleges that have affected the all employees negatively. The changes are the rationalisation of nursing colleges and the political mandate to take in more students to address the shortage of nurses in the country. In this study the managers identified several areas in the colleges which, according to them, need to be changed. In their discussions they referred to those issues that need immediate change and described them as issues that can harm the institution. Change management has been a topic that many researchers have worked on. In this study the managers describe change as a process of changing unbecoming behavioural patterns of employees. This definition by the managers lacks many concepts, and the definitions of other authors are considered in this regard. According to Armstrong (2008:130), Cook (2008:208), Dyer (2004:55) and Herold and Fedor (2008:3-4), similar to the managers' definition, change is a significant move away from current routine and behavioural patterns to the new way of doing things, and furthermore the success lies in the support of those affected. Herold and Fedor (2008:3-4) caution managers not to think that "*change is just change*" regardless of where it is happening, and when and how it should

happen. Employees are also important elements of change, i.e. employees should always be on board and understand the impact of change. This action will assist managers to effect behavioural change.

Further crucial roles are that of the HR manager, whose role includes being change agents, and that of college managers as change agents, strategic partners and employee champions (Renwick, 2003:344). As employee champions they are expected to play a role in training and coaching employees, both formally and informally to cope with change (Bond & Wise, 2003:72; Fenton O’Creedy, 2001:22; ). Apart from the HRM function (Stimie & Fouche, 2004:4), there are other challenges in public institutions of strict budget control or insufficient budget allocation, inexperienced and unsupported managers, ill-defined college culture and a general shortage of both academic and support staff. These challenges interfere with the managers in fulfilling their roles effectively and it therefore affects the organisational outcome.

Change is not the only constant thing that happens in the colleges. There are many challenges for managers in change, and many people may resist change. Although some of them may accept change, they cannot change their behaviours to adjust and cope with change. Minority employees may accept change and they need to be supported. However, the most important role of the managers in this regard is to make sure that change is managed smoothly without too many casualties. As the managers mentioned, there is a need to change employee’s behavioural pattern and attitude. The managers often alluded to the fact that some of the employees were displaying negative attitudes, and according to them the behaviour was unbecoming and affected the performance of the colleges. However, it is clear and a promising sign that management and the employees are working together to address issues that need to be changed. Armstrong (2008:134) describes guidelines of how to deal with change in the organisation; according to him guidelines are critical for the survival of the change process, which he gives as follows:

- Managers should have visionary leadership skills and be able to support employees throughout the process of change.
- Managers should explain why change should be effected because change is inevitable.

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- Active participation of all affected by change must be allowed to gain their buy-in as this will enhance progress.
  - Managers must bear in mind that “it is easy to change behaviour by changing processes, structure and systems but not easy to change attitudes”. Therefore this area needs more patience and tolerance.
  - Always remember that there can be resistance to change and be ready to manage the situation.

Managers should remember that there are those in the college who will support change, and they should always be brought on board, also that those affected by change must be supported. In the South African context stress levels are exacerbated by the high level of violence and crime, inadequate training, organisational restructuring and rapid social and political change (Renwic, 2003:345). Employees are also experiencing emotional trauma and burnout due to workplace changes and challenges. According to Talbot (2000:3), faculty burnout is an emotional phenomenon associated with high achievements in the academic role. It appears that the managers were working on the behavioural patterns described, and solutions were already in place. It was explained that the managers, together with the employees, attended several workshops with a neutral counsellor from the provincial Department of Health to address the matter. Nevertheless, Armstrong (2008:134) warns that dealing with attitudes might not be easy.

Personalities have been described as a contributory factor to conflicts and unbecoming behaviour. The managers mentioned that they set ground rules together with employees to decide on the ethos of the college which is a coordinated effort on good governance practices to ease the shock caused by change. It is interesting to observe that the managers involved the employees on issues of conflict management as a form of change management. This is in line with the report by Dyer (2004:55), according to whom it is crucial that managers should identify areas for change and discuss change strategies with the employees to encourage buy-in. However, it is questionable whether keeping employees in the dark about change might be a good change management strategy, as it might yield bad results.

The political decision taken nationally to reverse all the actions taken previously of limiting the intake of students “*by implementing merger and rationalisation*” by nursing colleges caused serious change complications. The managers’ complained

that the increase in student intake was an announcement and no processes of change implementation were followed. According to the managers, this came as a shock to the college employees. What is explained as worrying was that change had not been planned properly with regard to human, material and financial resources.

The implementation process of change touches the life experiences; shape the response to change, as well as introducing new skills of coping with transition. Uncertainties cause anxieties and shock, and employees will automatically react negatively to control and structure, and if they feel threatened, they will unconsciously or consciously resist or sabotage the change. To lead employees through change, managers must be well informed about the change implementation process (Dyer, 2004:56; Jansen Van Vuuren, 2006:4).

Employees depend on communication for finding out why change is occurring, how they will be affected, and how and when change will occur and who must do what. The change which took place in the colleges was transformational change and therefore more coherent planning strategies needed to be in place before implementation. According to the participants the type of change that took place in the colleges was more profound and traumatic; it was out of control and produced a situation that is frustrating and complicated to manage. The rationalisation of the nursing colleges produced the same results described by several authors.

**The content to be included in the coaching programme the concept change is:**

- The managers and employees should be change agents.
- Life experiences shape our responses to change.
- Managers should drive the change implementation process.

## **5.9 Brief description of visual presentation**

National policies and provincial legislation brought about changes that affected many an in nursing education, including managers. These changes had effect on staff development; the institutions experienced the changes as stressors that affected their wellness. These changes, such as the political mandate, have affected the

institutions' productivity, supportive environment, sound relationships, staff development and effective communication and wellness. In addition to the frustrations described above, is the merger of the nursing colleges, which increased the workload while the levels of support and other resources declined. These changes have brought about an increase in student intake with consequences of a greater workload and overcrowded classrooms. The following conclusions are relevant to this study: nursing institutions are characterised by many challenges which are compounded by several complex matters, and managers are unable to deal with the challenges due to poor management skills. The employees recommend that senior managers should deal with the demands placed on them in the higher education institutions of the new millennium. Figure 5.13 depicts the visual conceptual framework

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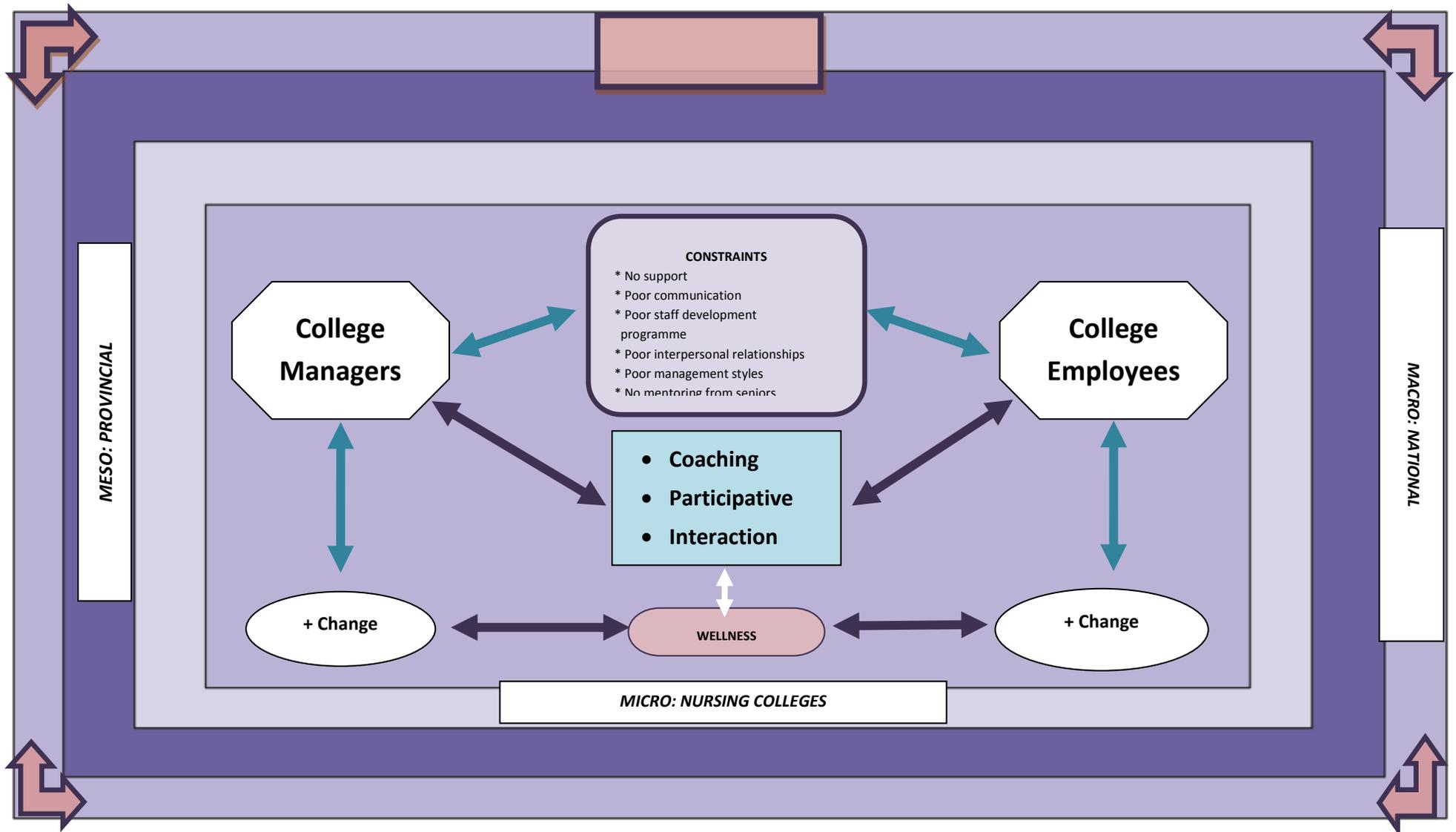


Figure 5.13: Visual presentation of the conceptual framework

The **context** of the study is NEIs Gauteng and North West provinces in South Africa. The changes are taking place at three levels, namely macro, meso and micro. **Macro level** refers to the national context and issues that impacts NEIs. Transformation of government institutions was always on the agenda of the African National Congress (ANC). In 1990s the answer to the debate was the RDP programme, first the formulation and later the implementation (ANC, 1994:3). The aim was to address the imbalances created by apartheid.

The implementers of the programme were the nine provinces. This level of implementation is referred to as **meso** level. The actual implementation took place in the NEIs which affected a lot of lives due to poor academic staff and support. The basis of this level of implementation is **micro**. The study addressed the three levels indicating the relationships between the three levels. These nursing colleges are under the management of the Departments of Health of the two provinces. Several challenges in the NEIs were brought by the rationalisation. The main problem is the resources (Mohlango, 2000:168). Employees believe that their wellness has been affected due to these political mandates which were not properly addressed.

The challenges at the colleges experienced by the employees are grouped as follows:

- Non-supportive environment
- Poor communication
- Lack of a proper staff development programme
- Poor interpersonal relationships
- Poor management styles
- Both management and employees complain of unfair treatment by senior management in government
- Shortage of resources, non-implementation of condition of services

The employees described **wellness as a process** whereby an individual is taken care of in totality with interrelated **physical, socio-cultural, psychological and spiritual needs**. It is believed by the employees that the management of their wellness should be facilitated by all levels of government from **macro to meso level**. New relationships must be formed at the **micro level** where largest flow of energy occurs. In this study the coaching programme developed is seen as a vehicle to facilitate wellness.

## 5.10 Summary

Chapter 5 dealt with the conceptualisation process of the study followed by a description of the visual conceptual framework. Four steps in the conceptualisation were followed, namely:

An overview of the findings was given, the conclusions depicted in table format derived from the empirical findings, and the literature was searched to substantiate evidence found during phase one. The concepts were mapped from the conclusion statements from the empirical findings from Chapters 3 and 4. A description was given of the main concepts of the integrated map. A visual conceptual framework was presented.

Chapter 6 focuses on the development of a coaching programme for facilitation of employee wellness and formulation of guidelines to operationalise the coaching programme.

# CHAPTER 6

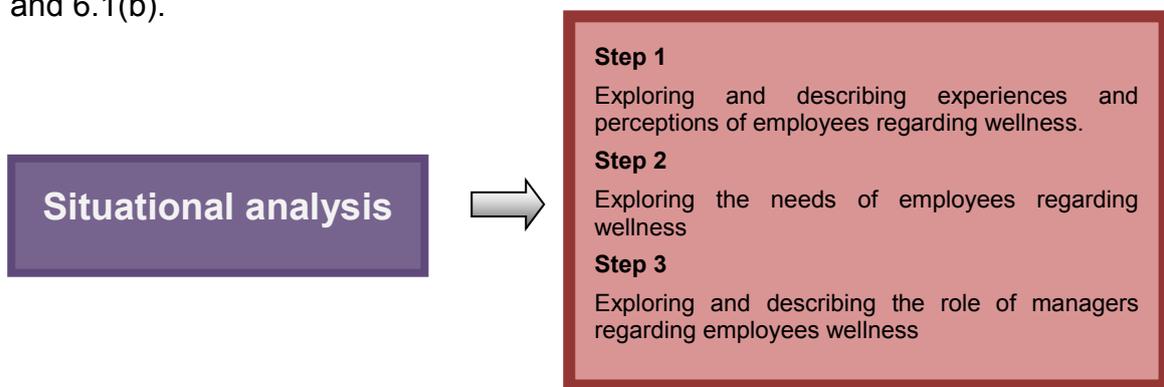
**A COACHING PROGRAMME FOR NURSING COLLEGE  
MANAGERS TO FACILITATE EMPLOYEE'S WELLNESS**

## CHAPTER SIX:

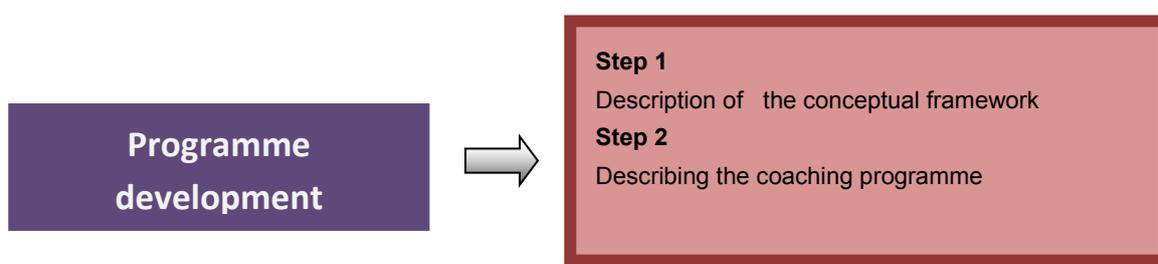
# A coaching programme for nursing college managers to facilitate employee wellness

## 6.1 Introduction

This chapter describes the development of a coaching programme for nursing college managers to facilitate employee wellness. The coaching programme was developed from the conclusion statements and the conceptual framework which were formulated in chapters 3 and 4. The study comprised two phases. Phase one was a situational analysis of the study exploring and describing the perceptions and experiences of employees, which is divided into three steps. Phase two aimed to develop a coaching programme for managers to facilitate employee wellness. Phases two is divided into two steps. The two phases are shown in Figures 6.1(a) and 6.1(b).



**Figure 6.1(a): Phase one: Steps in the conceptualisation**



**Figure 6.1(b):**

**Phase two: Steps in the development of a coaching programme**

## 6.2. Method of development of a coaching programme

The development of the programme includes a plan of activities to achieve the set goal. The programme outlines several competences (cognitive affective and psychomotor skills) (Sito, 2008:14) based on the outcome of inputs from several parties of interest in the subject to explore; which in this study is coaching employees to facilitate their wellness.

The coaching programme is inclusive of the foundation, assumptions, vision, mission, objectives and a development model for the programme. In this study, the coaching programme was developed to equip managers with skills to enable them to coach employees and thus facilitate their wellness.

The programme development model used describe several steps namely: situational analysis, selection of objectives, selection of organisational content, selection of implementation methods (presentation, discussion and doing yourself), selection and implementation of techniques (media) and lastly evaluation (as indicated in Figure 2.3 in chapter two).

### **Step 1: Situational analysis**

The situational analyses data is discussed in chapter 3 and 4. Conclusion statements were formulated through deductive logic from the results of empirical research (individual and focus group interviews). Table 5.1 and 5.2 (see chapter 5) provides summary of the conclusion statements. From the summary of the conclusion statements, core and related concepts were

identified and were described in the conceptual framework (refer to 5.4) the conclusions from chapter 3, 4 and 5 formed the basis for the coaching programme.

### **Step 2: Formulation of outcome and selection of objectives**

The goal articulates the desired outcome of the programme. The objective is clear indication of what an individual must learn, as it is a statement of what an individual is expected to know, understand and/or be able to demonstrate after completion of learning and can refer to a single course unit or module or else to a period of studies. Objectives are establishing and consistently employing high expectations regarding every person's ability to eventually reach those ultimate learning results in a quality way; and also putting in place the enabling skills. Learning outcomes are measurable and manageable.

The main aim of this study is to develop a coaching programme; therefore it is essential to have the goal of the programme. The goal also assists to select specific objectives to be achieved for empowering managers to facilitate employee's wellness. These objectives are listed in Table 6.2.

### **Step 3. Selection of organisational content**

Content selection was done to address employee needs and deal with their challenges. Specific objectives were derived from the conclusion statements and were used as guides to the selection of content. Refer to 6.5 for a detailed description of the content for the coaching programme.

### **Step 4. Selection of implementation methods**

The implementation process in this study refers to the coaching process ie; coaching between the coach and coachee. The main methods used include the communication process that involves certain instructional and learning activities such as interviews and role plays. The methods of instruction cover a range of different activities which can be carried out through the intranet, newsletters, posters, telephonic conversation and testimonials. Detailed discussion of implementation methods form part of the coaching programme part of the coaching programme (refer to 6.6).

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## Step 5. Evaluation

The evaluation will be based on the four areas of Kirkpatrick, (1967) i.e.: coachee reaction, behaviour, learning process, skills acquired and the results or the outcome in the organisation (refer to 6.7).

### 6.2.1 Foundation of the coaching programme

The foundation is derived from the situation in the NEIs where the employees expressed dissatisfaction regarding their wellness. The management weaknesses identified in the NEIs are seen to hamper progress: it was felt that the managers were not accessible; they were inconsistent, not transparent and not flexible. There is no participatory management as the employees were not involved in decision-making – this is viewed as been autocratic, uncaring and non-supportive. The communication process was poor: a trust relationship between management and employees was a problem. Accordingly managers instil negative behaviour in the employees and co-operation is lacking from all of them. The background given above forms part of the foundation of this coaching programme.

The managers in this study are seen as drivers of the facilitation of learning and wellness; they assist employees. The managers should realise their role in acknowledging the employees' self-concept, self-image and self-confidence necessary for their growth. During the process of supporting the employees, the managers should also reflect a positive attitude to enhance the employees' self-confidence. They must give positive reinforcement, show confidence in the staff, encourage accepting responsibility, providing support and giving feedback.

The crucial point is to empower and encourage the managers to support the employees' learning, and this process requires a paradigm shift in how organisations should build and support. This paradigm shift is a commitment to acknowledge mistakes and is not a source of shame, but an opportunity to learn more about skills, knowledge and practice.

Most management education programmes and organisational cultures are not geared to this type of thinking as they are often grounded in rationality and objectivity which cause people to question knowledge rather than consider more intuitive ways in which employees experience work. It has been noted that the transfer of

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knowledge and training is important for a supportive environment. Pretorius, (2009:104) also emphasises this concept, linking learning to the extent that an organisation is innovative and empowers its employees during the learning process. Rothwell (2010:265) argues that more employee engagement and critical reflection are needed to assist them to apply their acquired knowledge to their work and practice experiences. The experience is the critical factor for building performance as it provides a context in which to apply the learning. Guided practice with reflection and feedback based on assessments by the coach help to strengthen developing competency. Coaching is an effective tool for an organisation to prepare for the employees' empowerment and for supervisors, to enhance employees' development. It is imperative to build the proficiency of all employees through a more comprehensive programme with clear activities to develop them and prepare them for current and future work opportunities and to assist the organisation in achieving its goals.

### **6.3 A coaching programme for nursing college managers to facilitate employees wellness**

A programme has procedures and activities that must be followed to achieve certain competences. It is believed that it develops the cognitive, affective and psychomotor skills of individuals (Uys & Gwele, 2005:115; Billings & Halstead, 2009:75). The programme in this study was developed to empower managers with skills to enable them to coach employees and thus facilitate their wellness. Therefore in this study, the programme can be understood as a set of activities which are specifically to be achieved within prescribed time frames.

#### **6.3.1 Vision**

Programme development must be guided and reflected by the vision of the institution (Uys & Gwele, 2005:116). Vision refers to the direction that the organisation desires to take, how they want to see themselves, what they prefer to become and be remembered. The vision of the institution serves as a barometer that can measure future outcome; it tells of the future and describes the endeavours of the institution.

The vision for the coaching programme in this study is: **“to offer comprehensive care to employees and advance their professional and personal growth to**

### 6.3.2 Mission

According to Rothwell, (2010:143) and Heathfield, (2007) a mission statement describes the purpose of the organisation and the reason it exists. The first step in organisational planning is the mission statement, which answers such questions as:

Why does the institution exist?

How will the goals be carried out?

What are the envisaged results or outcome?

In this study the mission statement firstly reflects the commitment of college managers to facilitate employee's wellness through the coaching programme, secondly encourages participation of all employees in the coaching programme, and lastly fosters and encourages an environment of a lifelong career path. The researcher believes that the management of the nursing colleges are professional, caring individuals who will care for and support all employees, and promote and strive for excellence at all times. The mission of the programme in this study is: **“To improve the employees’ wellness in the workplace through effective coaching to advance their professional and personal growth; and thus improve the quality of training and education in the nursing colleges.”**

### 6.3.3 Assumptions of the programme

Assumptions are the guide to the success of the coaching programme implementation. These assumptions should be enshrined and be observed in all the practices of coaching process.

In this study the researcher advances the philosophical framework that supports the assumptions of the coaching programme. The mission statement may also reflect the philosophical statement. Philosophy refers to the use of reasoning and argument in seeking truth and knowledge of reality, especially of human behaviour (Nyatanga, 1991:14, in Kotze, 2008:11). In this study philosophy refers to the belief held by the researcher regarding her perception of physical phenomena and human behaviour in a particular system or set of beliefs reached by the participants. The philosophy of the coaching programme embodies philosophical anthropology as described in the work of Kotze (2008:11). Anthropology refers to the study of human characteristics, including individual behaviour and the fact that a human being's body represents not

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only the anatomical structure (Kotze, 2008:7), but all other systems including interaction with the environment.

Philosophy is a framework for or guide to the development of those competencies associated with the employees' needs assessment and the resources required for the attainment of skills for professional growth. The coaching programme specifies the outcomes which are consistent with the requirements of the roles as agreed regarding the employees' needs at the colleges. The coaching programme clearly defines learning outcomes in terms of competencies to be attained, and these standards of performance must be appropriate to the expectations of the role and functions expected of the coachees.

There are several theories and models on learning theories as discussed in chapter two but the researcher chose and incorporated Bandura's (1977a:7) social cognitive theory. The theory focuses on a person's behaviour, beliefs, self-system and self-efficacy, the principles of adult learning, and promoting an environment for trust relationships which is the element of the coaching process. The theory fits in with the researcher's assumptions which she chose because of their congruency with her philosophy and also its relevancy to the study. In this programme the focus is on the wellness of employees in nursing colleges. Bandura's theory as applied to this programme is the theory of self-system, self-efficacy and the explanation of cognitive, affective and psychomotor skills which encompass the learning process of individuals.

#### **6.3.3.1 Self-system**

Self-system refers to the comprehensive structures which contain the set of self-control, explanation of human behaviour, and continuous reciprocal interaction between cognitive behaviour and environmental set-up Bandura (1977b:191). The relevance of this theory to this study is its application as it refers to the participants' concerns regarding a conducive environment and supportive environment.

#### **6.3.3.2 Self-efficacy**

Self-efficacy refers to the belief in and understanding of one's capabilities to arrange and take full responsibility for all circumstances of life. The participants felt that individuals should take responsibility for their health (Bandura, 1977b:191-215). For

the purpose of this study self-efficacy relates to individual experiences and perceptions of mobilisation of resources at all levels. The theory is relevant as it fits the programme's assumptions that imply that an individual's personality and behaviour can be influenced by the environment. It also outlines the person's beliefs, actions and self-driven constructs, which indicate how an individual will respond to different experiences. The programme stems from the belief that:

Coachee has their own experience and knowledge that they have acquired in their lives, and as such are products of their own experiences and knowledge.

Coachee will experience new situations and will be able to match new experiences with previous knowledge they possess.

Coachee will be assisted in distilling new values and new knowledge.

Coachee during the coaching process will try out new behaviours and acquire new experiences and knowledge in both practice and "real world" environments.

In this study the managers are coached first. This is a stepping stone to prepare them as coaches, and the aim is to equip them with coaching skills.

The assumptions highlight the guidance for both managers as coaches and the organisation to ensure successful outcomes of the coaching programme; stringent quality criteria must be established for the selection process of their coaches.

The coaching services they contract to train managers should have **credibility and be accredited** with the relevant stakeholders.

**Motivation and involvement** of the coach in the coaching assignment is crucial for acceptance of the coaching programme. These factors include the ability of the coach to develop an atmosphere of trust in the coaching sessions.

Sound "**coaching guidelines**" that includes what coaching is, what it can and cannot do, emphasise the role of the coachee, and provide insights about skills, methods and activities that are likely to be used during the course of a coaching programme.

**Shared commitment** by both coach and coachee that is endorsed by a **coaching signed contract** which confirms acceptance to coaching programme

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The college leadership should demonstrate **willingness to invest in coaching**, and illustrate change in behaviour including attitudes. The evident of vigorous change management is seen by change in management styles. Proper planning of coaching process includes the important role of the Human Resource department and the support provided. **Non-discriminatory approach towards and** about who is accepted as a coachee is crucial because coaching is voluntary – not just any coachee is a good candidate.

No one should be forced **to participate** in coaching against their will. Coaching should be seen as a tool for the development of high potentials rather than a “quick fix” or last resort for underperforming employees.

#### 6.3.3.3 Guidance in coaching

To develop a **genuine belief** in the coaching process and the ability to change. If a coach has any doubt about the ability of the client to change, then he or she may be better off declining the assignment

To develop **sound and sustainable relationships**. Coaches need client relationships where they are perceived as credible and on an equal footing with those they seek to coach

The **values** of the coaching should be in line with the **Strategic goals** of the organisation, both personal and professional goals of individuals should be based on the needs of the organisation.

The coach should choose the **best theory and model** for the coaching process. Both the coach and the coachee will agree on what is best for them. The point in this regard is that the coaching practises should be based on the theory and model.

#### 6.3.3.4 Adult learning

It is true that the principles of adult learning are to be considered in any programme that involves adults. There is substantial agreement in the literature on adult education that adults do not learn the same way as children. Adults have multiple roles to play in their families and communities, which often results in insufficient time for their many commitments. The coach needs to recognise the unique qualities of adult students and therefore the use of androgical learning is imperative. Knowles

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(1987:170-173) based adult learning on the following androgogical assumptions which should be considered when designing a training programme for adult students:

- **Motivation**

Adults are responsive to some external motivations such as promotion; better jobs, higher salaries and job satisfaction, but the most potent motivators are internal pressures, such as the desire for increased job satisfaction, self-esteem and the quality of life. Adults need to be motivated in their learning by accommodating their inability to cope, giving them time to learn at their pace and not ridiculing them, especially in the presence of others.

- **Adult needs**

In addition to the primary androgogical assumptions popularised, the following needs should be considered in adult learning programmes:

- **Acceptance**

Bach (2008:245) states that the adult student is interested in information that can be put to use immediately in the work setting and maintains that adult students, as compared with youths, want to be treated as colleagues by their coaches. They need to be accepted as professionals with certain rights, privileges and responsibilities.

- **Recognition**

Adult students need recognition of extra effort required for tertiary education, whether the reason for furthering their studies is self-improvement or job-related. Students are willing to fulfil the obligation of being students, but want recognition of their multiple responsibilities. In community clinical settings, adult students need to be involved in the planning, arranging and selection of clinical settings for their practice.

These areas highlight the need for guidance for both managers as coaches and the organisation to ensure successful outcomes of the coaching programme.

#### **6.3.4 Goal and Objectives**

The coaching programme has to be based on a concrete goal which must be achieved by means of well- articulated and formulated objectives.

The goal of the programme is to empower nursing colleges' managers with coaching skills to facilitate employees' wellness.

The specific objectives are induced as part of the coaching programme based on the evidence from empirical research and conceptual framework (refer table 6.1).

### 6.3.5 Coaching model

Coaching is the word that is used by sports people for a long time of recently the word is used widely by politicians, actors and performers. Organizations have been moving towards utilization of the term "coaching" in relation to performance and management (Van Der Molen, 2009:63). Several models are described by many authors for an example Co-active Coaching model set out two basic approaches. The first is known as the co-active described by Whitworth (2007) *New Skills for Coaching People towards Success in Work and Life* cornerstones to this approach where the emphasis that:

- Coachee is naturally creative and resourceful;
- The Coach and the coachee addresses all the life circumstances including both personal and professional growth whole life;
- The agenda is set by the coach after consultation and
- The interaction and the relationship is a designed mutually.

The other popular coaching model is described by Vickers & Bavister (2005:101) is S.C.O.R.E. The model has been designed by Robert Dilts and Todd Epstein. The approach of the model is to encourage the coachee to move from one step to the other advanced step of their lives van der Molen, 2009:63).

The acronym S.C.O.R.E stands for

- Symptoms- what is wrong?
- Causes - what is at the root of the problem?
- Outcomes - "what is the goal or result that is desired?"
- Resources - " what tools, support and new structures are required to produce an effective solution?"
- Effects - "what is the impact that is desired?"

This model idea is integrated in the discussions of coaching in this study.

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Tim Gallwey developed a model known as the Inner Game. The model explains that the role of the inner self versus the environment where an individual is operating. According to Gallwey an “Outer Game” is against an opponent and an “Inner Game” is the individual interpretation of life; the understanding is that an individual in life need the “Outer Game” for the inner to be successful (Van Der Molen, 2009:63).

For the purpose of this study the researcher adapt the GROW model as described by Parsloe and Leedham, (2009: 162 -164).The GROW model has its origin from the sport field it is also influenced by Tim Galway’s book *The Inner game of Tennis* (1974).The model rely on a critical questioner with well- constructed questions. The questions are set to assist during the discussions between the coach and coachee. The structure of questioning follows the mnemonic that is summarized as GROW model as:

- Establish the **Goal**
- Examine the **Reality**
- Consider all **Options**
- Confirm the will of **Act**

The first question focuses on the “**Goal**”. It involves “the setting of clear, specific goals which prevent the coach and coachee from straying from the overall objectives. The coach has critical role of clarifying the current life situation of the coachee. What, What, When, Where and When questions can be asked (Parsloe & Leedham, 2009: 162 -164).

The second focus is **reality** both coach and coachee discussed the reality situation in the life of the coachee and the coach during brainstorming assist the coachee to see the situations as it appears.

The third focus is on **options** the idea is to identify as many solutions to particular issues or problems, without considering the quality of the options; what is important is the quantity; and the what will the coachee do.

The final focus of the GROW model, addresses the **will to act** the coach elaborate on how best decisions about can be made after interrogating the options. The parties agree on the best option and lastly a selection is made and then prepares a plan for the implementation of the option.

Steward, O’Riordan and Palmer, (2008: 129) reflected on the GROW model and their view is that there is a relationship between the model and goal setting theory. However the observation has been made that the model is not empirical derived. Although the model is not empirical derived the goal could be classified as a theoretical model a coaching process the cross matching qualified it (Steward, *et al.*, 2008). The writing of Bennie and Lonnor (2011:3) reflect on the link of GROW model and the “Effective model” of coaching. The model elements describe the interrelations between coach and coachee interactions in clarification of the role of the environment and the skills of the coach in facilitating the process of coaching. Parsloe and Leedham, (2009: 162 -164) describes the GROW model as the most helpful model in coaching. The model is relevant for this study and it will be applied in coaching process demonstration in Chapter 6. They described questions which can be asked by the coach to assist the coachee. Accordingly these questions are the basis for a successful coaching process (Parsloe & Leedham, 2009: 162 -164). The question covers all the elements of GROW model.

#### **6.4. Content synthesis of the results**

Conclusion statements derived from the themes from chapters 3 and 4 were summarised in Tables 5.1 and 5.2 and were numbered 1-67 (refer to 5.2). Table 6.1 provides a summary of the conclusion statements from chapter 5 and numbering is continued from 68 to 97. The total number of conclusion statements is 29 for chapter 5. The total number of conclusion statements chapters 3, 4 and 5 is 97.

**Table 6.1: Summary of conclusion statement from the conceptual framework**

<b>COLLEGE MANAGEMENT</b>	
69.	Drivers of the facilitation of learning
70.	Behavioural patterns, non-feedback or negative feedback, intimidation and lack of acknowledge of performance
71.	Participative management style
72.	Motivation through empowerment, active participation, team building and open communication
73.	Recognition of employees efforts

**EMPLOYEES**

74. Team building
75. Staff development plan and situational analysis
76. Building positive relationships
77. Promote effective communication
78. Open, honest and direct interaction through communication
79. Empowering of employees through staff development programme implementation
80. Creation of a supportive environment that is safe, positive and encourages learning
81. Positive relationship between employees and managers
82. Management to facilitate positive experiences

**CLINICAL ENVIRONMENT**

83. Nursing colleges should have adequate resources of employees finances and infrastructure
84. Quality and role modelling should be embedded in the context.

**WELLNESS**

85. Wellness includes physical, emotional, psychological and spiritual comfort and face challenges in life without breaking down or losing control of one's own life.
86. The environment with all its technological changes, restructuring, downsizing, mergers, outsourcing, global competition and socio-political changes, lead to a high level of employee stress and thus affecting wellness.
87. A non-supportive environment allows work to build up or be deferred, wellness imbalances might be the cause of unscheduled absence from work.
88. Eliminating certain services, overloading, overwhelming employees, or permanently using an extra workforce to cover the extra jobs, these results in a negative effect on wellness.
89. The interplay between disease, disability, social, personal and workplace factors, which cannot be readily separated from each other, affects the

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general health status.
<b>COACHING</b>
90. Coaching is the process of increasing the leaders' skill and effectiveness in accomplishing managerial tasks.
91. Different types of coaching are: individual and team coaching, with specific areas such as succession planning, health, peer, executive, and cooperate coaching.
92. Coaching skills are fundamental to successful results and skills include listening, speaking and guiding.
93. Coaching is mutual interaction between coach and coachee.
94. The process of coaching includes free-flowing conversation between the coach and coachee to achieve the set goals and objectives.
<b>CHANGE MANAGEMENT</b>
95. The managers and employees should be change agents.
96. Life experiences shape our responses to change.
97. Managers should drive the change implementation process.

From the conclusion statements the researcher used deductive logic and derived the listed themes.

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**Themes from conclusion statements of Chapter 5**
**Theme 1**

College management (2,6,19,37,38,43,45,50,51,53,54,59,65,67,71,82,)

**Theme 2**

Supportive environment (Team building, staff development, positive relationships, effective communication, supportive, positive and safe environment) (3, 4, 5, 7, 8, 9, 10, 29, 36, 43, 52, 59, 61, 64, 79, 80, 81, 86, 88).

**Theme 3**

Clinical facilities (finances and infrastructure and quality) (27, 46, 47,48, 49, 55, 56, 66, 83, 84)

**Theme 4**

Wellness (Spiritual, psychological, physical, socially wellness)(1,2, 19, 23, 29, 34, 35, 57, 85, 86, 87)

**Theme 5**

Coaching (17, 90, 91, 92, 93, 94)

**Theme 6**

Change management (23, 24, 25, 95, and 96, 97),

From the identified themes the objectives and content were developed. The objectives of the coaching programme are depicted in Table 6.2.

**Table 6.2: Specific objectives deduced from the conclusion statements**

<b>OBJECTIVES</b>	<b>Themes with supportive conclusion statements</b>	<b>Modules</b>
To develop the practice of active participatory management styles of openness, transparency, shared commitment, responsibility and accountability.	<b>COLLEGE MANAGEMENT</b> 38, 43, 54, 67, 71, 82	<b>PART 2.</b> Facilitation of wellness  <b>Module 5</b>
To create a supportive, positive and safe environment that is conducive for learning, encourages creativity, commitment to work and culture of high performance	<b>SUPPORTIVE ENVIRONMENT</b> 3, 4, 5, 36, 80	<b>PART 2.</b> Facilitation of wellness  <b>Module 2</b>
To build a sound effective and positive personal and work relationships, to enable employees to act as responsible team members and leaders while establishing a positive working environment.	<b>TEAM BUILDING</b> 9, 10, 70	<b>PART 2.</b> Facilitation of wellness  <b>Module 2</b>
To plan and implement a comprehensive staff development programmes that is informed by a findings of the situational analysis; that enhances personal and professional growth of employees	<b>STAFF DEVELOPMENT</b> 11, 12, 13, 75, 79	<b>PART 2.</b> Facilitation of wellness  <b>Module 2</b>
To design and implement integrated programme that will improve and instil both personal and organisational positive relationships inclusive of trust, honesty and commitment.	<b>RELATIONSHIPS</b> 6, 7, 8, 76	<b>PART 2.</b> Facilitation of wellness  <b>Module 2</b>

<p>To establish a culture of effective communication inclusive of sound strategies, systems, technical and technological gadgets to enhance high quality work and quality product.</p>	<p><b>EFFECTIVE COMMUNICATION</b></p> <p>7, 8, 17, 42, 43, 44, 45, 77, 78</p>	<p><b>PART 2.</b>Facilitation of wellness</p> <p><b>Module 2</b></p>
<p>To develop an environment conducive for learning that promotes; facilitation of teaching, creating learning opportunities at clinical facilities with sound procurement process.</p>	<p><b>CLINICAL FACILITIES</b></p> <p>27, 46, 47, 48, 49, 55, 56, 66, 83, 84</p>	<p><b>PART 2.</b>Facilitation of wellness</p> <p><b>Module 2</b></p>
<p>To develop and implement a wellness programme that will cater for individuals (employees) holistically meaning; taking care of them emotionally, physically, socially, spiritually and professionally.</p>	<p><b>FACILITATE WELLNESS</b></p> <p>1, 2, 3, 19, 23, 34, 35, 57, 85, 86, 87</p>	<p><b>PART 2.</b> Facilitation of wellness</p> <p><b>Module 1</b></p>
<p>To conduct a series of workshops to develop the coaching skills of nursing colleges' managers.</p>	<p><b>COACHING</b></p> <p>17, 90, 91, 92, 93, 94</p>	<p><b>PART 1.</b> Coaching programme for nursing college managers.</p> <p><b>Modules 1 -4</b></p>
<p>To establish effective strategies of change management and encourage managers to drive the change implementation process.</p>	<p><b>CHANGE</b></p> <p>23, 24, 25, 95, 96, 97</p>	<p><b>PART 2.</b> Facilitation of wellness.</p> <p><b>Module 3</b></p>

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## 6.5. Content of a coaching programme

In order to facilitate the wellness of employee's managers need to be empowered. The managers need coaching skills and it is therefore important that the managers are empowered to be able to identify employees' problems and coach them in facilitating their wellness. The training will increase the managers' ability to present and conduct a coaching programme using a comprehensive step-by-step coaching guide. The managers are to reflect further and draw conclusions about their experiences, and set goals for re-application (Donner & Wheeler 2009:15; Hom, 2003:39; Sabo, Duff & Purdy, 2008:30; Waddell, 2005:86). After attending the coaching programme for managers, the managers will embark on the process of coaching the employees.

The programme has two parts which will be discussed separately.

Part 1. Empowerment of managers

Part 2. Facilitation of employee's wellness

### 6.5.1 Coaching programme

#### Part 1: Empowerment of managers

The objective of the programme is to conduct a series of workshops to develop the coaching skills of nursing colleges' managers. Training of coaches is very extensive and it can take up to six months or from 320 to 1600 notional hours. The training is an individualised matter others can master the learning earlier and faster and therefore complete with 1600 notional hours. There are several skills that the individual must display which include several sessions of coaching a coachee until the skills are mastered. The initial programme can be covered in five days to address all the learning outcomes and then followed by the subsequent meetings with the coach. The areas to be covered include the foundation of a coaching programme; guidelines for a successful coaching programme; the implementation of the coaching programme and the evaluation of the programme. The content is presented in Table 6.3.

**Table 6.3: Summary of coaching programme content**

MODULES	CONTENT	SESSION
<p><b>MODULE 1: Background to coaching</b></p> <p>At the end of the session the participant will;</p> <ul style="list-style-type: none"> <li>• To demonstrate knowledge of coaching background</li> <li>• To describe overview of the coaching models.</li> <li>• To describe theories that guide coaching;</li> <li>• To discuss behavioural models</li> </ul>	<ul style="list-style-type: none"> <li>• Background, origin and history of coaching</li> <li>• Coaching models</li> <li>• Theories</li> <li>• Systems and social constructionist models</li> </ul>	<ol style="list-style-type: none"> <li>1. Meaning of coaching</li> <li>2. Models</li> <li>3. Theories</li> </ol>
<p><b>MODULE 2: Foundations, premise and principles of coaching</b></p> <p>At the end of the session the participant will be able to;</p> <ul style="list-style-type: none"> <li>• To describe foundation of coaching</li> <li>• To describe the different types of coaching.</li> <li>• To describe the premise of coaching to provide managers</li> <li>• To describe the principles of coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation of coaching</li> <li>• <b>Types of coaching;</b> Executive coaching; Team coaching; Corporate coaching; Peer coaching; Health coaching and Succession planning coaching.</li> <li>• Premise of coaching</li> <li>• Principles of coaching</li> </ul>	<ol style="list-style-type: none"> <li>1. Coaching foundations</li> <li>2. Types of coaching</li> <li>3. Premise of coaching</li> <li>4. Principles of coaching</li> </ol>

<p><b>MODULE 3: Coaching strategies</b></p> <p>At end of the session the participants will be able;</p> <ul style="list-style-type: none"> <li>• To describe the different types of coaching skills.</li> <li>• To describe time management, goal setting and setting boundaries.</li> <li>• To describe dealing with transitions and the inner critic.</li> <li>• To develop listening skills and strategies, and correlate energy and pattern learning.</li> <li>• Coaching process</li> </ul>	<ul style="list-style-type: none"> <li>• different types of coaching skills</li> <li>• time management in coaching</li> <li>• transitions</li> <li>• listening skills</li> </ul>	<p>coaching skills</p>
<p><b>MODULE 4: Evaluation of the coaching programme</b></p> <p>At the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of coaching programme evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the coaching programme</li> </ul>	<p>Coaching programme evaluation</p>

### 6.5.2. PART 2: Facilitation of employee's wellness

The objective of the programme is to facilitate employees wellness by addressing all their needs holistically meaning; taking care of them emotionally, physically, socially, spiritually and professionally. The areas to be covered include college management roles on; team building, staff development, positive relationships, effective communication, supportive, positive and safe environment, clinical facilities (finances and infrastructure and quality) and change management.

**Table 6.4: Summary of facilitation of wellness programme content.**

MODULE	CONTENT	SESSION
<p><b>Module 1: Employees Wellness</b></p> <p>At the end of the session the participant will;</p> <ul style="list-style-type: none"> <li>• To define and describe wellness and identify the elements thereof.</li> <li>• To describe the wellness interplay model.</li> <li>• To describe coping skills for facilitating employees wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellness</li> <li>• Wellness interplay model,</li> <li>• Coping skills.</li> </ul>	<p>What is wellness?</p> <p>Nutrition</p> <p>Exercise</p> <p>Psychological wellness</p> <p>Social wellness</p> <p>Spiritual wellness</p>
<p><b>MODULE 2: Supportive environment</b></p> <p>At the end of the session the participant will;</p> <ul style="list-style-type: none"> <li>• To describe support for nurse educators regarding their “status”;</li> <li>• To plan strategies to address the clinical environment;</li> <li>• To design strategies to revitalise the HRM structures in the colleges.</li> <li>• To promote effective communication.</li> <li>• To promote sound relationships among employees.</li> <li>• To promote team spirit.</li> </ul>	<ul style="list-style-type: none"> <li>• Team building,</li> <li>• Staff development</li> <li>• Relationships,</li> <li>• Communication,</li> <li>• supportive, environment,</li> <li>• Clinical facilities</li> <li>• Change management.</li> </ul>	<p>Conditions of service</p> <p>Effective communication</p> <p>Relationships</p> <p>Team building</p>
<p><b>MODULE 3: Change</b></p> <p>At the end of the session the participant will;</p> <ul style="list-style-type: none"> <li>• To describe change and its impact on individuals</li> <li>• To discuss change management</li> </ul>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Change management</li> </ul>	<p>Meaning of change</p> <p>change management</p>

<p><b>MODULE 4: Staff development</b></p> <p>At the end of the session the participant will;</p> <ul style="list-style-type: none"> <li>• To describe designing of staff development programme</li> <li>• To discuss the process of situational analysis for the development of the training programme.</li> </ul> <p>To discuss implementation the effective training programme.</p>	<ul style="list-style-type: none"> <li>• Staff development programme</li> <li>• Situational analysis for the development of the training programme.</li> <li>• Effective training programme.</li> </ul>	<p>Training programme development</p>
<p><b>MODULE5: College management</b></p> <ul style="list-style-type: none"> <li>• At the end of the session the participant will;</li> <li>• To equip participants with knowledge of management style.</li> <li>• To understand the strategies of effective management styles</li> </ul>	<ul style="list-style-type: none"> <li>• Management Styles</li> <li>• strategies of effective management styles</li> </ul>	<p>Description of management styles</p>

# COACHING PROGRAMME FOR NURSING COLLEGES MANAGERS



# PART 1

## PART 1: Coaching programme for nursing colleges managers

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## A WORD OF WELCOME

Welcome to the coaching programme for nursing college's managers. This programme is for five days, which implies that you will need to attend all the sessions in order to master the set objectives for this programme successfully. We trust that this programme will be of great value to you and that you will be able to apply the knowledge and skills that you learned here in your career and in life.

In this programme you will be introduced to background to coaching, foundations of coaching, and strategies of coaching and evaluation of a coaching programme. Facilitation includes presentation by coach, a group works, presentations, and demonstrations. You will learn how to coach in real life.

The best of luck with your journey. Enjoy it!

## CONTACT PERSON

Coach	Address	Office	Contact details

If you have any queries you are more than welcome to contact the coach during office hours. Please provide personal information you phone to make an appointment.

## RATIONALE

Coaching requires knowledge and skills in coaching process. The use self is essential. After you have successfully completed this programme you should be able to display knowledge acquired by successfully coaching fellow employees.

## PRE-REQUISITES

The prerequisite to the coaching programme is your “**availability**”. This means that you're voluntarily attending the sessions of the programme as presented and shall sign an “**agreement contract**” before the actual coaching takes place.

## STUDY MATERIAL

Prescribed textbooks

Internet references

Hand outs

Pamphlets

Videos

## HOW TO USE THIS BOOK

- Study the time schedule and work programme and make sure that you are well prepared for all of the sessions so that you can sensibly participate in all the discussions.
- As soon as you start with the sessions, study the objectives carefully.
- Throughout the entire session there will be references to specific parts in the prescribed book as well as additional information in the study guide. Carefully work through all of the examples. Complete all the exercises to make sure that you truly understand.
- Master the theoretical content so that you can apply it in practice.
- All **practical work has to be** practised **regularly and thoroughly!**
- **The attendance of all sessions is essential** – especially during demonstrations of the practical work! Take note that the proof of participation is dependent on it.
- Complete all of the work assignments and submit them **on time!**

## ICONS USED IN THIS PROGRAMME



Individual exercise



Prepare yourself for participation in a discussion of this topic during the contact session / group meeting. This is a good example of an examination question.



Introductory remarks



Study the indicated material in the textbook / article, etc.



Objectives



Summary of main points / notes



. Bring your answers with you to the next contact session for discussion



Estimated study time



Assignment



Evaluation

## MODULE PLAN

### **MODULE PLAN: PART 1. COACHING PROGRAMME**

### **PART 2. FACILITATION OF EMPLOYEE WELLNESS**

#### MODULE 1: BACKGROUND TO COACHING

1. Background, origin and history of coaching
2. Coaching models
3. Theories
4. Systems and social constructionist models

#### MODULE: 2 FOUNDATIONS OF COACHING

1. Foundation of coaching
2. Types of coaching
3. Premise of coaching
4. Principles of coaching

#### MODULE 3: COACHING STRATEGIES

1. Different types of coaching skills
2. Time management in coaching
3. Transitions
4. Listening skills

#### MODULE: 4 EVALUATION OF THE COACHING PROGRAMME

1. Employee reaction
2. Behaviour and attitude

3. Learning process
4. Skills acquired and the results or the outcome for the organisation

## COACHING PROGRAMME SESSIONS

COACHING SESSIONS PROGRAMME FOR NURSING COLLEGES MANAGERS					
TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
08:30–09:00	Registration	<b>MODULE: 2 FOUNDATIONS OF COACHING</b> <ol style="list-style-type: none"> <li>1. Foundation of coaching</li> <li>2. Types of coaching</li> <li>3. Premise of coaching</li> <li>4. Principles of coaching</li> </ol>	<b>MODULE3: COACHING STRATEGIES</b> <ol style="list-style-type: none"> <li>1. Different types of coaching skills</li> <li>2. Time management in coaching</li> <li>3. Transitions</li> <li>4. Listening skills</li> <li>5. Coaching Process</li> </ol>	<b>MODULE 3: COACHING STRATEGIES</b> <ol style="list-style-type: none"> <li>5. Coaching Process</li> </ol>	<b>MODULE: 4 EVALUATION OF THE COACHING PROGRAMME</b> <ol style="list-style-type: none"> <li>1. Employee reaction</li> <li>2. Behaviour and attitude</li> <li>3. learning process</li> <li>4. Skills acquired and the results or the outcome for the organisation</li> </ol>
09:00–09:30	Welcome Introduction Ground rules	Group work (application)	Group discussions/work	Group discussions/work	Group discussions/work
09:30–10:00	Overview of the coaching workshop <ul style="list-style-type: none"> <li>• Goal</li> <li>• Objectives</li> <li>• Schedule</li> </ul>	Group work (application)	Group discussions/work	Group discussions/work	Group discussions/work
10:00-10:30	Plenary <ul style="list-style-type: none"> <li>- Participants' expectations</li> <li>- Role of the COACH</li> </ul>	Group work (application)	Group work (application)	Group discussions/work	Group discussions/work
10:30-11:00	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>

11.00-1200	<b>Module 1: Background To Coaching</b> 1. Background, origin and history of coaching 2. Coaching models 3. Theories 4. Systems and social constructionist	Group work (application)	Group work (application)	<b>Group discussions/work</b>	<b>Group discussions/work</b>
12:00–13:00	Group discussions/work	Group discussions/work	Group discussions/work	Group discussions/work	Way forward
13;00-1400	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
14H00–15:00	Group discussions / Presentations	Group discussions/work Presentations	Group discussions	Group discussions	Choose a coach for follow-up Follow-up support
15;00- 16:00	Group discussions	Group discussions	Group discussions	Group discussions	Group discussions
16:00- 16:30	Reflection	Reflection	Reflection	Reflection	Reflection
16:30-17:00	Self evaluation	Self evaluation	Self evaluation	Self evaluation	Self evaluation
17:00:17:300	<b>TEA AND DEPARTURE</b>	<b>TEA AND DEPARTURE</b>	<b>TEA AND DEPARTURE</b>	<b>TEA AND DEPARTURE</b>	<b>TEA AND DEPARTURE</b>

## ACTION VERBS

The following list of action verbs represents the verbs that will be used in the formulation of the objectives, assignments and questions that can be expected in this module. Carefully study the meaning that is associated with each action verb as well as the related example so that you will know exactly which action is expected from you with each type of question.

- **Describe**

Here we expect performance on a knowledge level. Properties, facts or results have to be related in a logical, well-structured manner. No comment or arguments are required in this type of question.

For example: Describe the steps that have to be followed to plan a good presentation.

- **Define**

Knowledge reproduction is required. It is a clear, to the point and authoritative description of a concept so that the meaning of the particular concept is clearly visible.

For example: Define a desktop publishing program.

- **Discuss**

This type of question requires insight and discrimination when an application and judgement are made regarding a specific concept or idea. Here you are to investigate and state the various aspects of a concept in an analytical manner.

- **Evaluate**

When we ask you to evaluate, we expect you to judge a particular concept or idea according to certain criteria. A value judgement is stated about the concept, and this statement must be motivated.

- **Design**

This type of question expects you to practically apply a certain skills in the specific environment.

# MODULE

# 1

## MODULE 1. BACKGROUND OF COACHING

### 1. What is coaching?

#### 1.1. Session 1: The meaning of coaching



#### Objectives of the session

- To equip the managers with coaching information.
- To identify coaching practises in real life.
- To describe coaching and encourage the groups to identify its meaning in their own lives and guide them to identify the impact it has on their daily functions.



## Teaching media/aids

### Flip chart

Flip chart stand

- 3-4 markers
- Participant notebooks
- Handout - clips of magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pen
- Masking tape
- Lesson plan and notes
- Overhead projector and screen (if needed)

### Ice breaker

- Warming-up exercise: the post office

**Objectives:** Fun, liveliness

**Materials:** Chairs



**Approximate time required:** 10 to 15 minutes (depending on size of group)

**Steps:**

- The participants sit in a circle, each with her/his own chair.
- The facilitator takes one chair away and participant who is left standing stands in the centre of the circle and begins the activity
- The participant in the centre of the circle says something like:

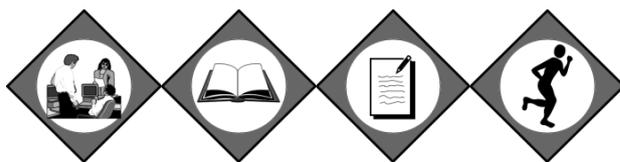
*“I bring a letter for all my colleagues who have brown hair.”*

- All the participants who have the characteristics stated (e.g. brown hair) and the person in the centre of the circle change places.
- Whoever ends up without a chair to sit on stands in the centre of the circle and again states that she/he is bringing a letter, but for people with a different characteristic, such as:

*“I bring a letter for all my colleagues who are wearing black shoes.”*

*“I bring a letter for all my colleagues who have never danced before.”*

- The activity can continue as long as the group is interested and enthusiastic (but for no longer than 15 minutes).



The coach warmly welcomes all the managers and emphasises the importance of the meeting. The coach should use a round robin technique to encourage the participants to introduce themselves (Clutterbuck, 2005 55).

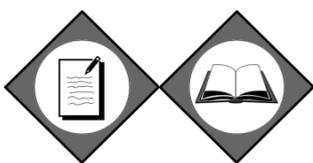
The coach facilitates discussions on the concept coaching. The larger group splits into two smaller groups. Each group should then simultaneously brain-storm for twenty minutes on coaching definitions. Following the twenty minutes, those members in the group with the most ideas get to share first and the discussion continues.



**The following discussion is facilitated:**

Coaching is widely known by many as related to sport. The coaching concept in South Africa is fairly new, particularly in health. Introduction of the concept is long overdue as it has proven to be a brilliant tool to empower individuals and organisations. It improves the employee's retention levels, succession planning, and organisational creativity. In a supportive culture, managers, coaches and coachees all trust each other and work together. However, even the best-managed coaching programme, with the best coaches, will fail if there is no proper planning in place.

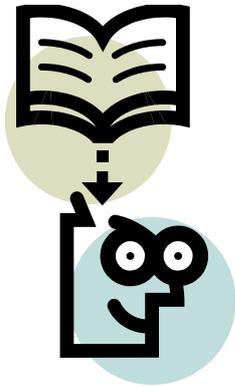
Coaching has been described in the literature: its process, values, advantages, premises, principles and its supportive nature. In the different definitions the concepts reflect the same outlook of increasing leaders' skills, enhancing emotional wellness, and enhancing a supportive culture or sentiment within the institution. It encourages values of openness, trust, exchange and a supportive corporate culture; it enhances people growth and development, and instils responsibility for developing potential, nurturing and exploiting scarce leadership talent, and increases the leaders' skill and effectiveness in accomplishing managerial tasks. It is an activity that can support individual development and organisational effectiveness.



These are the key ideas that define coaching. They explain that effective coaching in accomplishing managerial tasks can enhance emotional wellness and adaptation to change. The concern about coaching is that if the values of the coaching philosophy cannot be instilled into the beliefs, visions and mission of an organisation and employees, there is no chance of long-term success. The values of coaching have to be in line with the organisation's strategic and operational plans.

The key opportunities are building relationships and facilitating interactions that can result in outstanding performance. A coach is a trained individual who offers

managers a simple and effective mechanism to increase the morale, productivity, high quality performance, trust, honesty and love of the work. Managers are in the best position to drive the process of coaching. For the purpose of this study managers are orientated in the understanding of the theories, models, guides, practises and process of coaching.



#### **EVALUATION: WHAT HAVE I LEARNED?**

.....

.....

.....

## 1. 2. THEORIES, MODELS AND GUIDES FOR COACHING

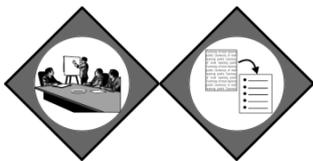
### SESSION: 2

Session two comprises three topics: theories, models and guides practised in the Process of coaching.



#### Objectives of the session

- To help the managers to understand coaching theory.
- To identify coaching practises in real life where theories are applied.
- To describe coaching models and encourage the groups to identify the meaning in their own lives and guide them to identify the impact it has on their daily functions.
- To describe guides for coaching in the colleges.
- To describe guides for coaches.



#### Teaching aids

##### Flip chart

- **Flip chart stand**
- 3-4 markers
- Participant notebooks
- Handout – for instance clips of magazines, etc.

- Handout - for an example notes
- Handout - for an example articles
- Paper and pen
- Masking tape
- Lesson plan and notes
- Overhead projector and screen (if needed)

### Ice breaker

The coach starts the day with an ice-breaking exercise. The game is “**the spider’s web**” and the objective is to **introduce** participants (for participants who do not know each other well).

**Materials** : A ball of yarn, cord or thin rope



**Approximate time required:** 10 minutes (depending on the size of the group or the length of the introduction)

### Steps:

The participants stand up and form a circle.

- A ball of yarn is given to one of the participants who tells the group something about herself/himself, such as name, where she or he is from, her/his type of work, why she or he is attending the course, etc. (The information included will depend on the size of the group and the time allotted for the activity).
- The participant with the ball of yarn holds onto the end of the yarn and throws the ball to a colleague in the circle, who in turn must introduce herself/himself in the same way. The participants continue to introduce themselves by tossing the ball around the circle until all participants form part of this **spider’s web**.

- As soon as everyone has introduced herself/himself, the person holding the ball (Z) returns it to the person who threw it to her/him (Y), and she or he (Z) repeats the information about that person (Y).
- Person Y then returns the ball to the person who threw it to her/him (X), repeating her/his information. This continues around the circle, with the ball following its path in reverse order until it reaches the participant who first introduced himself/herself.
- *Source:* Unknown



### 1.3. Theories

In this session the coach discusses the coaching theories and their application in coaching. The discussions on the theories are based on the writings of Barner, Corp and Higgins (2007:155), Dweck (2000), Schmidt (2003) and Barner and Higgins (2005). The coach encourages the discussion on theories and should then encourage brainstorming of real-life situations that can be associated with the theories or in the participants' lives and guide them to identify the impact that they have on their daily functions. The larger group is split into two. Each group should then simultaneously brainstorm for thirty minutes on theories. Following the thirty minutes, those members in the group with the most ideas get to share first.



Many authors of coaching explain that coaches tend to be eclectic in the methods that they follow and implement during coaching. The literature explains that the model that the coach believes is the best model is best for that particular coach. The behavioural model, the systems model, and the social constructionist model are the most commonly used in coaching. Nevertheless, the goal of coaching is to improve an individual's effectiveness at work in ways that are linked to the organisation's

strategy. It is true that all four models support this overarching goal, it is also believed that over time coaches adopt a particular model which is based on his or her choice. The theories and models are important during the coaching process as the coach has to explain to the coachee the theoretical assumptions that guide the coaching process. If this area is not well done it might result in the loss of trust, and make it a fruitless expensive exercise characterised by communication breakdowns, missed opportunities, and missed dates and time for making a positive impact. The four models presented can claim supremacy. All four models offer distinctive ideas and advantages, and each represents a unique perspective on personal and organisational change.

## **1.4. Supporting models that guide coaching**

### **1.4.1. The clinical model**

The goal is to help the coachee to gain insight into the self as an individual, and to effect constructive changes in performance based on this learning. In Bandura's theory of efficiency the self-system is considered to be a strong factor for gaining insight and encouraging honest self-disclosure and introspection. During the phase of building relationships the **personal history of the coachee is a strong contender as it assists the crafting of a sound** and strong interpersonal relationship between the coach and coachee to make the programme successful. It will also guide the coach about the coachees' behaviour.

### **1.4.2. The behavioural model**

The behavioural model is predicated on the belief that coaches can “**best support personal change**” (Barmer, Corp & Higgins, 2007:155) by encouraging the coachees to underline their behaviour, scrutinise the impact of their behaviour on themselves and on others. The introspection is coupled with a process of searching for constructive methods of modifying the adapted behaviour to the expectations of achieving organisational goals. Behaviourally oriented coaches assume the roles of guides and trainers in assisting clients to change unbecoming behaviours.

### **1.4.3. The systems model**

Systems models have the view of managers as intricate parts of the organisational systems in which they work. The systems approach guides the coaches first to

analyse and get a clear grip on the organisational context in which the behaviour is embedded. Understanding the system will assist the coach to understand the behaviour of the coachee that can either hamper success or accelerate it. The model is based on the belief that **“it is difficult to effect changes in leadership behaviour without concurrently effecting changes to the environment of the system,”** as the success of the coaching process relies on the supportive role of managers

#### **1.4.4. The social constructionist model**

The social constructionist model is a new model in coaching. It focuses on executive coaching and its controversial method must be looked at according to interpretation and understanding of the model. It is believed that **“it is through individual social interactions”** and the symbolic frameworks within which individuals interact that their social identities are constructed, and also that “language use does not just describe some underlying reality, but rather plays an active role in shaping and framing that reality”. In addition, a tenet of the social constructionist perspective is that language manifests itself in the form of narrative and it tells stories about individuals. The model needs more consideration as it is new in coaching. It is, however, important to emphasise again that the college managers at this stage need to be coached first and be trained first as coaches before coaching employees.

#### **1.4.5. Supportive programme for managers**

The managers need support from government regarding their wellness and the belief is that coaching might be the answer. The coaching programme might include all the managers and nurse educators of the nursing colleges as part of the succession plan, and policy developers at all levels in the government. Organisations should put their managers through a certificate course in frontline management. Outside consultants could come to the organisation and work with all the managers for a full day once a month. A structured programme on wellness should be linked to real challenges in the work setting. The programme should be accredited or provide a bridge to further studies and create opportunities for retirement.

The management of change and the development of managers are both seen as crucial aspects of effective and well-functioning organisations. However, a number of

authors have pointed out that these two areas of organisational life are not always well integrated or coordinated. A range of suggestions is provided in the literature to help achieve better coordination. Although change management was seen by most people as important, there was no clear understanding of how it fitted into the overall job role of colleges' managers, hence the frustration in colleges.

### **1.5. Guidelines: support for the colleges**

- Stringent quality criteria must be established for the selection process of their coaches.
- The coaching services they contract should have credibility and be accredited with the relevant stakeholders.
- Top management and HR professionals should form part of the support to implementation of the programme.
- HR may select coaches on the basis of coach training and continuing professional development, whereas top executives may place greater importance on the previous employment experience of the coach.
- The establishment of quality criteria thus needs to take account of all perspectives of potential coachees as well as buyers to ensure a genuinely good fit between the coach and the organisation.
- There are factors related to the motivation and involvement of the coach in the coaching assignment. These factors include the ability of the coach to develop an atmosphere of trust in the coaching sessions.
- Outside coaches must go through an interview process before starting coaching assignments for leaders of an organisation. As with any interview, this is an opportunity for both sides to learn about each other and decide whether a working relationship can be developed.
- To ensure the success of their coaching programmes, they are well advised to establish sound "coaching guidelines" and brief potential coachees on what coaching is, what it can and cannot do, emphasise the role of the coachee, and

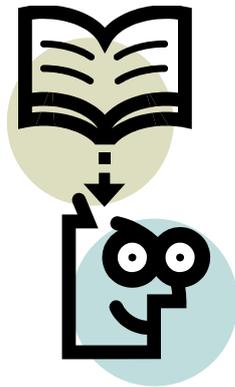
provide insights about methods and activities that are likely to be used during the course of a coaching programme.

- The college leadership should demonstrate willingness to invest in coaching,
- Management should not be discriminating about whom they accept as a coachee – not just any coachee is a good candidate. If a coach wishes to build a strong reputation for being able to add value to coachees and organisations they need to be selective about whom they work with.
- Managers should not force supervisors and employees to participate in coaching against their will. Coaching should be seen as a tool for the development of high potentials rather than a “quick fix” or last resort for underperforming employees.
- It is important for organisations to emphasise to the coaches that much of the success of the relationship will depend upon how much they are willing to contribute and accept responsibility for their own development.
- It is also important for organisations to hire coaches who are well trained and experienced in non-directive techniques rather than use a familiar trainer or consultant who is doing a little coaching as an “add-on” to his or her existing portfolio of services.
- Executive coaches need to focus their business activities on the colleges and hierarchical levels, where they have relevant experience.
- Investing in developing sound procedures for the selection and evaluation of coaches: as it is critical that coach and coachee must be able to see eye to eye and talk the same language, the assessment of the background and career of the coach before entering the coaching profession is a critical factor.
- By discussing previous experience and gaining a sound understanding of the coach's philosophy, methods and techniques, buyers of services can ensure that they are receiving a highly professional service.

## 1.7. Guidance in coaching

- The coach needs to be aware that everything he or she does (or does not do) contributes to the coachees' experience of the service.
- To strengthen the professionalism of the service coaches should ensure that all material sends a strong consistent message to their potential and current coachees.
- Coaches need to invest in sound executive coach training and continuous professional development.
- Coaches also need to develop a genuine belief in their coachees and their ability to change. If a coach has any doubt about the ability of the client to change, then he or she may be better off declining the assignment
- Once in a coaching relationship a professional approach needs to be maintained by the coach to develop sound and sustainable relationships. Coaches need client relationships where they are perceived as credible and on an equal footing with those they seek to coach
- It is important to develop good questioning skills which will enable the coachees to reflect about their own behaviour and develop new behavioural options. These techniques are at the opposite end of the spectrum from directive methods of telling and giving advice.
- Other considerations are the development of rapport, a sense of sharing between coach and client, equality of experience, the roles and responsibilities of each and the willingness of the coach to allow the client to be instrumental in directing the course of the sessions.
- The process and conduct of a coaching programme should be informed by definitions and clarity of roles, methods and actions during the course of coaching.
- Coaches must invest time at the beginning of an assignment to establish a solid working relationship.

These areas highlight the need for guidance for both managers as coaches and the organisation to ensure successful outcomes of the coaching programme. The coaches will learn by observation. When selecting a learning partner, it is therefore important to define at what point coaching is more appropriate and functioning effectively.



#### **EVALUATION: WHAT HAVE I LEARNED?**

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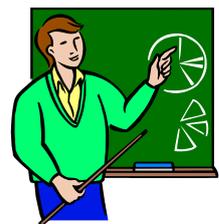
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**MODULE****2****MODULE 2. FOUNDATION, PREMISE AND PRINCIPLES OF COACHING**

Module two deals with two topics that will be discussed separately in two sessions: foundations and the premise and principles of coaching.

**2. 1. FOUNDATIONS, PREMISE AND PRINCIPLES OF COACHING****SESSION 1: FOUNDATIONS, PREMISE AND PRINCIPLES OF COACHING****Objectives of the session:**

- To understand the different types of coaching.
- To describe the premise of coaching to provide managers with the understanding of the concept.
- To describe the principles of coaching.



## Teaching media/aids

### Flip chart

Flip chart stand

- 3-4 markers
- Participant notebooks
- Handout - clips from magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pens
- Masking tape
- Lesson plan and notes
- Overhead projector and screen (if needed)

### Content of the session

This session will deal with a discussion on the foundation, premise and principles of coaching.

### Ice breaker

The coach guides the managers to carry out a warming-up exercise as follows:

**Objective:** Fun, liveliness

**Material:** Chairs



**Approximate Time Required:** 10 to 15 minutes (depending on the size of the group)

**Steps:**

- The participants sit in a circle, each on their own chair.
- The facilitator takes one chair away and the participant who is left standing stands in the centre of the circle and begins the activity.
- The participant in the centre of the circle says something like:
- *“I bring a letter for all my colleagues who have brown hair”*. All the participants who have the characteristic stated (e.g. brown hair) **and** the person in the centre of the circle change places.
- Whoever ends up without a chair to sit on stands in the centre of the circle and again states that he or she is bringing a letter, but for people with a different characteristic, such as:

*“I bring a letter for all my colleagues who are wearing black shoes.”*

*“I bring a letter for all my colleagues who have never danced before.”*

- The activity can continue as long as the group is interested and enthusiastic (but no longer than 15 minutes)

*Source:* unknown.



**Activity 1: Foundation of coaching**

After the warming-up exercise the coach encourages a discussion on different types of coaching and should then facilitate brainstorming real-life situations that can be associated with the coachees own lives and guide them to identify the impact it has

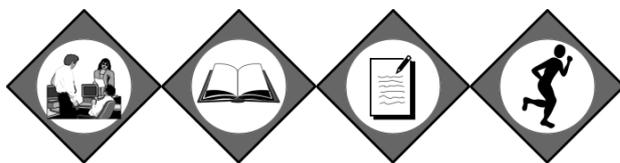
on their daily function. Each group should then simultaneously brainstorm for thirty minutes on types of coaching. Those members in the group with the most ideas get to share first and others add to the information. The discussion should cover executive coaching, team coaching, corporate coaching, peer coaching, health coaching and succession planning coaching.

- **Executive coaching** is used for empowering managers. It is used increasingly for organisations and individuals with the main aim of improving performance. The coaching programme encompasses important areas of management competencies such as understanding the coaching process, providing constructive feedback, support and encouragement, and giving opportunities for identification and application.
- **Team coaching** is valuable during the strategy planning sessions and there is evidence that this type of coaching can dramatically improve the performance as well as the self-confidence of the team.
- **Corporate coaching** is described as executive coaching undertaken within the context of an organisation's vision, mission and value for the formulation of the strategy, within an organisation as well as with individuals. Corporate coaching extracts the synergy that is greater than the sum of the parts. It forms part of the integrated change in the organisation. The focus is on individual executives and teams to facilitate strategy formulation.
- **Peer coaching** is useful to assist employees advance their careers and increase their job satisfaction. It makes an employer recognise the expertise and commitment and to provide support to all employees. It used to enable staff to speak about their careers and career possibilities. These kinds of conversation help to contribute to a work environment which is career sensitive and supports the career aspirations of the employees. It can enhance retention by providing new employees with the skills and savvy they need to navigate through the organisation and negotiate successfully with their colleagues. More positive energies are directed to deliver support in an individual or group
- **Health coaching** is another important trend that needs to be explored. This is a fairly new trend which is described as successful strategy which empowers all employees to take care of their wellness.

- **Succession planning coaching** is a key component of most institutions because it is a long-term human resource strategy. Individual and group coaching, mentorship, internship and job sharing are generally built into these programmes.

In this study the coach is the manager who will forge the way forward to unlock the potential of each individual employee.

## 2.1. PREMISE OF COACHING



### Activity 2: Premise of coaching

A warming-up exercise is introduced by the coach in which the managers tell each other about themselves, their experiences, their roles as managers, their successes, talents, disappointments and failures in life. After the warm-up, the coach starts with the activity.

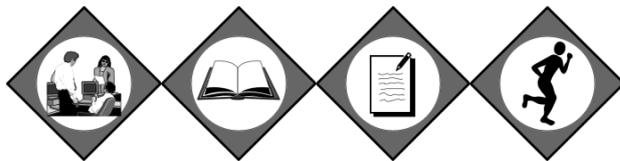
### Content of the session: Premise of the coaching programme

The coach introduces the topic by posing the question: *“What are the premises of coaching?”*

Then he encourages brainstorming by all the participants and afterwards leads the discussions to an understanding of the concepts of premise and principles of coaching. Each individual writes notes and sticks them on the wall. The group stands up and reads each idea and chooses the ones that they think give a complete picture. The exercise should take thirty minutes and afterwards a panel should adjudicate further debates. The coaching programme has moved from making the employees independent and to getting them equipped to cope and be productive, at the same time improving their quality of life. It focuses on the individuals’ behaviour, structure of interpretation, language, practices and results. The participants together with the coach will assess patterns of behaviour which include the ability to

demonstrate the individual's behaviour, structure of interpretation, language, practices and results. The coach should lead the group in role play and demonstrate the premises. The results should be that a coachee in the role play will show a change in behaviour and use coaching language permanently. Flaherty (2005), writing on self-observation, reflect that the changes in this exercise can take up to weeks, therefore it is important that the coach should allow more time for the coachee to master the practice.

### 2.3.PRINCIPLES OF COACHING

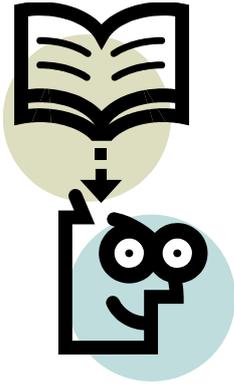


#### Activity 3: Principles of coaching

In this session the coach prepare the managers to reflect better on their practice of the coaching principles. It is, however, important to indicate that the practices can be observed after weeks of practice, therefore the coach should give them practice at the workplace. The coach should lead the group in role playing and demonstrate the distinctions and structure of interpretation. The individual, together with the coach, will assess patterns of behaviour which include the ability to discuss the distinctions, new observations, new insights and creativity. The individual learns new ideas, and new alternatives and possibilities for action in life open up. The principles of coaching are characterised by several practices that will enhance the coaching process. The principles are relationship, pragmatism, readiness and techniques. All these principles play a role in a successful coaching process. In a normal life situation, a good relationship allows honest interaction between individuals. On the other hand, pragmatism has a role in harnessing continuous discussion and confronting the situation as individuals grow and find out what they have learned (Flaherty, 2005:10). Individuals must learn specific techniques to adhere to, and coaching should be conducted by trained coaches. The coach also looks at the mechanical skills of coaching. The coach has to understand the timing of applying the technique to different individuals. Readiness is one of the principles of learning, especially in adults – it is important that coachees should always be ready for coaching. During

the coaching process of adults, interventions must always fit in with their interpretation structure.

The coach should always make sure that the distinctions, new observations, new insights and creativity are instilled in the coachees so that they learn new ideas and are open to alternatives and possibilities for action in life.



#### **EVALUATION: WHAT HAVE I LEARNED?**

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# MODULE



## MODULE 3 COACHING STRATEGIES

This module describes the skills, time management, goal setting, setting boundaries, dealing with transitions, dealing with the inner critic, developing listening skills, strategies, correlating energy, pattern learning and the coaching process. The coaching process will be discussed separately.

### 3.1. COACHING SKILLS DEVELOPMENT

#### SESSION 1: COACHING SKILLS DEVELOPMENT



#### Objectives of the session

- To understand the different types of coaching skills.
  - To describe time management, goal setting and setting boundaries.
  - To describe dealing with transitions and the inner critic.
  - To develop listening skills and strategies, and correlate energy and pattern learning.
  - To establish extensive knowledge of coaching.
-



### Teaching media/aids

- Participant notebooks
- Handout - clips of magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pens
- Masking tape
- Lesson plan and notes

### Ice breaker

The coach starts the day with an ice-breaking exercise. The game is “**the spider’s web**” and the objective is to **introduce** participants (for participants who do not know each other well).

**Materials** : A ball of yarn, cord or thin rope



**Approximate time required:** 10 minutes (depending on the size of the group or the length of the introduction)

### Steps:

- The participants stand up and form a circle.
- A ball or yarn is given to one of the participants who tells the group something about herself/himself, such as name, where she or is from, her/his type of work,

why she or he is attending the course, etc. (The information included will depend on the size of the group and the time allotted for the activity).

- The participant with the ball of yarn holds onto the end of the yarn and throws the ball to a colleague in the circle, who in turn must introduce herself/himself in the same way. The participants continue to introduce themselves by tossing the ball around the circle until all participants form part of this **spider's web**.
- As soon as everyone has introduced herself/himself, the person holding the ball (Z) returns it to the person who threw it to her/him (Y), and she or he (Z) repeats the information about that person (Y).
- Person Y then returns the ball to the person who threw it to her/him (X), repeating her/his information. This continues around the circle, with the ball following its path in reverse order until it reaches the participant who first introduced himself/herself.

Source: Unknown

### 3.2. Coaching skills



#### 3.2.1. Coaching skills

In this session the coach leads the discussion on coaching skills starting from the goals, vision and mission. For developing skills an intensive exercise is done between the coach and coachee. The first exercise starts with simple tasks, such as clearly defining life vision, goals and values. These concepts are central to a life with direction, purpose and fulfilment. It illustrates the principle of “first things first”. Goals, vision and values are clarified in the early phases of the coaching relationship and inform the client's basic and true sense of identity, purpose and fulfilment.



**The exercise includes:**

- Developing systems for daily managing: systems are developed for things on a regular basis, like handling mail and bills, doing the shopping, and financial affairs.)
- The structure of a time management system: a time management system is created that works for the coachee (it could be a day timer or something totally personal and original). It also helps the coachee to identify priorities, break them into manageable steps, and schedule them into a calendar. (Daily or weekly appointments that are scheduled, reliable and consistent. An integral part of consistency is the accountability the coach requires from the client for designated priorities.) A single daily action done every day, no matter what.



The areas identified in the initial coaching session give the client a sense of accomplishment and forward momentum, and raise self-esteem, namely daily habits which are small constructive actions done on a daily or routine basis. These daily habits form the foundation upon which major change takes place. Habits can be developed in a client's professional and/or personal life.

**3.2.1.1. Support**

For those who have spent their lives feeling blamed, criticised and misunderstood, support is essential. In a support role a coach can serve a number of functions. First, allow the coachees to tell their stories. Here the coach fills the role of witness and empathiser, someone who understands and has empathy for the client's journey – his past and current struggles and victories, and future hopes and dreams. Offer support in other ways as the coaching relationship unfolds.

- Give feedback and support.

- Tell the coachees what you see them doing, for example, "It seems to me you are really putting an effort into your life right now."
- How can you make it easier for yourself?"
- Support the coachees' efforts and acknowledge in their successes.
- Coachees can start the check-in call with a list of successes since the last call.
- Coaches must acknowledge clients' successes and encourage them to acknowledge themselves. During this process the coach must be sure that the acknowledgment "lands," i.e., that the coachee really gets the message.
- Offer support by holding onto the coachees' vision – especially when they forget. Individuals can forget their vision when the going gets tough. At these times the coach can remind the coachees of their vision and help them get back on track.
- Champion/advocate for the coachee. This is the skill of standing up for the coachees when they doubt or question their abilities. Championing occurs when the coach has really got to know the client).
- Act as the clients' memory by reminding them of their basic values, the path they have chosen, and their inventory of strengths.
- Celebrate the gains. This is a support-based coaching skill. The coach uses this skill to deepen the clients' appreciation of their failures and successes. Celebration serves to deepen the clients' experiences and appreciation of their lives at any given moment.
- Clearing is when a coachee is preoccupied with a situation or mental state which gets in the way of resourcefulness or being proactive. The coach assists by being an active listener while the coachee vents or complains, and helps him or her to clear the situation out of the way.
- Create trust. The coaching relationship is based on a foundation of safety and trust. To create trust, the coach discusses both confidentiality and safety. The coach offers the client the opportunity to verbalise the various ways in which the coach can be most helpful, and is specific about what the client can count on

from him. Track progress and provide specific information and guidance each step along the way.

### **3.2.1.2. Skills**

The first step in the process of skill building occurs when the coach helps the coachees to identify their strengths and weaknesses. Coaches help clients with the process of skill building and support them by working from their strengths.



**Coaches can help coachees build the following skills:**

### **3.2.1.3. Time management**

- Coachees have difficulty managing time. There are many helpful tools available. Often coachees need information about these tools and help putting them in place and using them to brainstorm solutions.

### **3.2.1.4. Goal setting**

- Share information with the coachees about the characteristics of a goal (establishing the who, what, when, where and why) and guide them on how to how to break goals into manageable tasks or steps.

### **3.2.1.5. Setting boundaries**

- Setting of boundaries includes recognising that one's time has limits and being able to say "no" when appropriate. The coachee can be given a written description of healthy boundaries that can be referred to throughout the coaching relationship

### **3.2.1.6. Dealing with transition**

- The activity consists of sharing with the coachee the nature of transition. The coachee can be referred to the book *Transitions* by William Bridges when dealing with big life transitions. (One such transition is the process of learning and understanding and managing situations.) Transition skill building also includes developing strategies to move smoothly from task to task.

#### **3.2.1.7. Dealing with the inner critic**

- The coachee might often have a strong inner critic who gives negative feedback on an ongoing basis. Helping the coachee track the voice, identify its messages, and learning to detach himself or herself from it is an important part of skill building.

#### **3.2.1.8. Developing listening skills**

- The coach works with coachees to develop listening skills that include social skills and organisational skills. The coach and coachee discuss and demonstrate the skills (brainstorming ideas).

#### **3.2.1.9. Strategies**

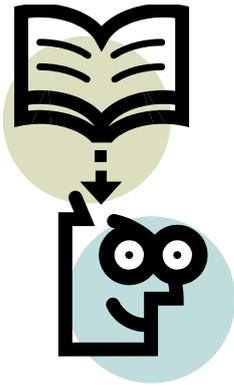
- Strategies are creative tools coaches use to help coachees navigate their daily lives efficiently and achieve their goals. Strategies cover correlating, pattern learning, skills and knowledge of the individual. The coach allows free discussions.

#### **3.2.1.10. Correlating energy**

- The coach can help the coachee to identify high-energy times for tasks requiring concentration and stamina. Both parties continue to practise until more skills are acquired.

#### **3.2.1.11. Pattern learning**

- This strategy enables the coachee to remember to do tasks because they are "piggybacked". The next session will deal with the coaching process which is key to the entire learning of managers.



**EVALUATION: WHAT HAVE I LEARNED?**

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### 3.3. COACHING PROCESS

#### SESSION 2: THE COACHING PROCESS

The coaching process follows systematic stages. During the coaching process, the coach and coachee discuss and the stages to be followed: the initial; description; planning; acceptance; clarifying; working; analysis; synthesis; follow up and closure stages.



#### Objectives of the session

- To understand the different stages of the coaching process.
- To describe the process of coaching step by step
- To establish extensive knowledge of coaching.



#### Teaching media/aids

- Paper and pens
- Masking tape
- Lesson plan and notes



## Coaching process

### Ice breaker

The coach starts the day with an ice-breaking exercise. The game is “**the spider’s web**” and the objective is to **introduce** participants (for participants who do not know each other well).

**Materials:** A ball of yarn, cord or thin rope



**Approximate time required:** 10 minutes (depending on the size of the group or the length of the introduction)

### Steps:

- The participants stand up and form a circle.
- A ball or yarn is given to one of the participants who tells the group something about herself/himself, such as name, where she or is from, her/his type of work, why she or he is attending the course, etc. (The information included will depend on the size of the group and the time allotted for the activity).
- The participant with the ball of yarn holds onto the end of the yarn and throws the ball to a colleague in the circle, who in turn must introduce herself/himself in the same way. The participants continue to introduce themselves by tossing the ball around the circle until all participants form part of this **spider’s web**.
- As soon as everyone has introduced herself/himself, the person holding the ball (Z) returns it to the person who threw it to her/him (Y), and she or he (Z) repeats the information about that person (Y).
- Person Y then returns the ball to the person who threw it to her/him (X), repeating her/his information. This continues around the circle, with the ball

following its path in reverse order until it reaches the participant who first introduced himself/herself.

- *Source:* Unknown

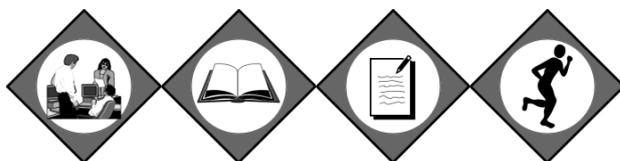
The coach initiates the discussion on the coaching process before the actual practice of coaching.

### 3.3.1. Initial stage

In the initial stage the discussion focuses on the needs of individual managers and the colleges at large. The coach should involve the managers in discussing their experiences based on the findings and the situation at the colleges.

#### **The coach should facilitate the start of the process**

- Arrange a meeting: date, time and venue
- Discuss general issues of interest
- Agree on language and any logistics matters
- Feedback is given
- The next dates are agreed upon.

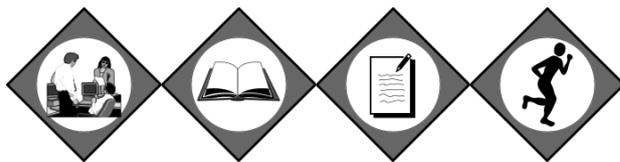


The coach and coachee set a close date to start with discussions of coaching.

The discussions start with the understanding of work-related issues and making connections regarding the needs of the coachee during this time. The coach asks more questions in order to get clarity on the needs and gaps. Questions are asked about personal life, work life and any other interesting information (by doing so the coach creates power and momentum towards the solution and invokes discovery, insight and a clearer picture of life and work). Observe body language for

appropriate direction. (The information is also used for relationship building and rapport in the initial stage). Feedback is given to the coachee and the next dates are agreed upon.

The coach should lead the discussions of every guide indicated and then the larger group counts one-two, one-two and they are paired in (two-two sets.) The large group sits in a circle. The first two pairs sit in the centre and start to follow the guides and demonstrate the practical area of the guides. The group observes, and after the demonstration, which will last for a few minutes, feedback is provided by the main group based on the underlying principles. The other two take turns until the group have all participated in the demonstration. An assessment feedback is provided by all.



**In the case of group coaching the activity should be structured as follows:**

The coach should lead the discussions on each guide indicated and then the bigger group counts one-two, one-two and they are paired in (two-two sets.) The large group sits in a circle. The first two pairs sit in the centre and start to follow the guides and demonstrate the practical parts of the guides. The group should observe and make comments. After the demonstration, which will last thirty minutes for each, feedback is provided by the main group based on the underlying principles. The other two take turns until the group have all participated in the demonstration. An assessment feedback is provided by all.

**At this stage, there is general agreement on the process between coach and coachee.**

Provide feedback of shared information, reframing, articulating, understanding and defining outcomes, using appropriate language. Illustrate a point or paint a verbal

picture and integrate accurately, evaluate multiple sources of information and make interpretations. This helps to create awareness of focusing on desired results. This action will create ongoing learning opportunities, promote active experimentation, self-discovery and encourage personal broadening and growth. Ask questions related to the college's culture and predetermined outcomes (which will result in high performance, success-orientated employees and high crisis management style outcomes). Feedback is given and the next dates are agreed upon.

### 3.3.2. Acceptance and planning stage

In the coaching process, the coach always verifies that the coachee is interested in the process. If the coachee declines to continue the process it is stopped immediately, and an agenda of issues or items to work on is discussed. The coach will help the coachee to solve problems, establish priorities and make the most of opportunities and challenges, offer alternatives and provide support. The steps for proceeding are outlined, tasks are agreed upon, objectives are set, and the dates are agreed upon.

Feedback is given. Next dates agreed upon



### 3.3.4. Clarification stage

Throughout the other stages the role of the coach has been touched on, but at this stage there is more clarification by the coach of the specific qualities, roles and responsibilities. The first important thing that the coach should do is to determine the relationship between personal behaviour and the context in which the individual operates, and by doing so establish rapport and ensure that there is continuous monitoring of and support for the standard of education. The coach must ask questions to discover the needs and design well-informed outcomes with the coachee. The coachee's the goals and objectives must be supported and the coach must observe and employ listening techniques up to an advanced level (show interest, nod, maintain eye contact, avoid writing continuously or fidgeting); solicit and sort information; ask questions; and direct attention towards the desired end objectives. More questions must be asked – probing, reflecting, clarifying, encouraging competencies, and evaluating – that will assist in aligning the desired

results and the problem solving techniques). The discussion must be unlocked to enable assistance to be offered. There are several forms of assistance that can be offered by coaches, namely demonstration of what must be done, supervised practice, repetition of tasks until the coachee is competent. Of importance is the continuous support of the coach. Give feedback. Set the next meeting dates.

Finally, if coaching is to lead to effective action, this is the stage where the coachee must showcase the skills learned and also show the coach how to change the status quo, including how to change what has been taken for granted to be effective action.

### **3.3.5. Analysis and synthesis stage**

After observation of the competence and skills acquired, the coachee should observe and analyse what happened afterwards. In the analysis, specific areas should be recorded for further discussion with the coachee and the coach should always give the coachee positive and constructive feedback.

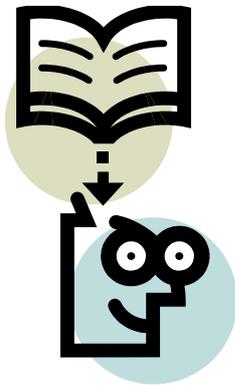
- Ask question, reflecting on the feelings behaviour pattern observed.
- Check if the coachee is aware of any undesirable behaviour.
- Check how she feels about the behaviour and how it affects her.
- Check whether she has observed how the behaviour affects others.
- Verify whether there is anything that she/ he wants to do about the behaviour.
- Give more tasks to work on (for example talk to someone she/he trusts about the behaviour, write down more feelings on two pages and bring them to the next meeting to discuss.
- Summarise the whole process.
- Give feedback.
- Discuss the agenda for the next meeting

In the synthesising stage the discussions covers the whole process. Reference is made to several documents especially from the first feedback, to policy documents, notes and written guidelines. The written summary includes future plans, and a copy signed by both parties and given to the coachee.

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### 3.3.6. Follow-up stage and closure

Depending on the analysis and synthesis, the parties may agree on the next date of their meeting. There will be a need for another date to be set as the coaching programme might have several activities to complete. The follow-up schedule should be in writing, and the coachee can be given a project of some sort as homework to do and bring it to the next meeting. The coachee closes the meeting on a positive note, i.e. a word of encouragement is given which is linked to whatever is discussed in the next meeting.



#### EVALUATION: WHAT HAVE I LEARNED?

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.....

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# MODULE



# 4

## MODULE 4. EVALUATION OF THE COACHING PROGRAMME

The module outlines the evaluation process of the coaching programme.

### 4.1. EVALUATION OF THE COACHING PROGRAMME

#### SESSION 1: EVALUATION OF THE COACHING PROGRAMME

In the context of this study, this stage refers to the interaction between the employees and the nursing college managers. The researcher always refers back to the empirical data results. The area of evaluation includes the following: employee reaction, behaviour, learning process, skills acquired and the results or the outcome for the organisation. In this study, the researcher assessed the cognitive, psychomotor and affective areas of the programme. The assessment is done at the various planning and implementation phases of the coaching programme.

Evaluation is an ongoing process which starts with the development of the programme and continues to the implementation level after the classroom level. The most widely used framework for the evaluation of a training programme is that of the American Professor, Donald Kirkpatrick (1967).

- **Level 1: Reaction** here describes the feelings of employees regarding the effect of the programme and their perceptions. Reaction evaluation forms or questionnaires are used for this purpose.
- **Level 2. Learning evaluation:** this form of evaluation measures the effects of learning on individual employees. Pre- and post-learning questionnaires can be

used, as can projects, case studies and tests to determine whether trainees can apply the acquired knowledge and skills.

- **Level 3: Behaviour evaluation:** behaviour evaluation means assessing a change in behaviour. A record of pre- and post-behaviour is kept. Afterwards feedback is given by peers, managers and the coach, who may observe the behaviour of the coachee after the coaching programme to determine whether the goal and objectives have been reached.

**4.2. Level 4: Results: evaluation** is the measure of the effectiveness of the entire programme in the colleges. The results determine productivity, efficiency and employee wellness. The outcome must be qualitative and quantifiable and it should be more specific and based on the set objectives.

#### 4.3. EVALUATION METHODS OF COACHING PROCESS

TYPE OF EVALUATION	METHODS
<b>During and at the end of the course</b>	
<p><b>Level 1: Coachees' reaction</b></p> <p>How coachees like the coaching programme and how they perceive its value.</p>	<ul style="list-style-type: none"> <li>• Daily feedback from coachees</li> <li>• Daily coaching meetings</li> <li>• Sessions evaluation</li> <li>• Questionnaires</li> </ul>
<p><b>Level 2: Coachees' learning</b></p> <p>Understanding of principles and facts, demonstration of skills and techniques and the ability to apply them.</p>	<ul style="list-style-type: none"> <li>• Knowledge-based assessment</li> <li>• Competency-based skills assessment (e.g. checklists)</li> </ul>
<b>Post-coaching</b>	
<p><b>Level 3: On-the-job performance</b></p> <p>Application of acquired knowledge and skills as measured through change in on-</p>	<ul style="list-style-type: none"> <li>• Site visit</li> <li>• Interviews with coachees</li> <li>• Interviews with supervisors</li> </ul>

job performance.	
<b>Level 4: Effect of training</b>  Change in behaviour on service delivery	<ul style="list-style-type: none"> <li>• Service delivery</li> <li>• Coachee records</li> <li>• Records reviews</li> <li>• Observations</li> </ul>

## EVALUATION QUESTIONNAIRE

1. Please rate this training in terms of:

**Coachee's programme:** Expertise, Clarity, Cultural appropriateness, Time Management and Responsiveness to your personal and professional needs. Provide any additional feedback in the Comments section. Circle the appropriate numbers.

---





**RATING SCALE:****1 = LOW****3 = MEDIUM****5 = HIGH**

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO: COACHING	AFTER TRAINING				
1	2	3	4	5	Achievement of set objectives	1	2	3	4	5
1	2	3	4	5	Professional growth	1	2	3	4	5
1	2	3	4	5	Personal growth	1	2	3	4	5
1	2	3	4	5	Level of wellness	1	2	3	4	5
1	2	3	4	5	Level of creativity, patience, flexibility and patience	1	2	3	4	5
1	2	3	4	5	Coping skills	1	2	3	4	5
1	2	3	4	5	Self-management skills	1	2	3	4	5
1	2	3	4	5	Cognitive knowledge skills	1	2	3	4	5
1	2	3	4	5	Affective skills	1	2	3	4	5
1	2	3	4	5	Psychomotor skills	1	2	3	4	5

## OVERALL EVALUATION OF PRESENTATION

Please take a moment to answer the following questions. Your comments are an **important contribution** as we are evaluating a coaching programme to meet your professional needs.

What will you do **differently** in your practice/service setting as a result of this coaching programme?



What do you feel were the **strengths** of this coaching programme?



What do you feel were the **weaknesses** of this coaching programme?



How can we **improve** this coaching programme?



What **additional** training-development education do you require?



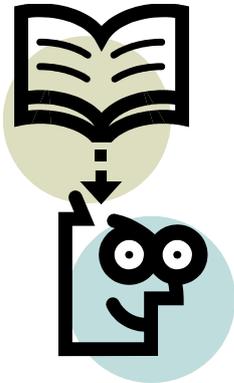
- Please rate the following statements using a 1 to 5 scale where:

1 = Disagree Strongly

5 = Agree Strongly



- \_\_\_ The **difficulty level** was about right.
- \_\_\_ I can **apply the skills** in my practice/service setting.
- \_\_\_ The coaching process met my professional and **educational needs**.
- \_\_\_ The coach **actively involved** me in the learning process.
- \_\_\_ As a result of this coaching programme, I feel **more confident** in my capacity to coach others.



**EVALUATION: WHAT HAVE I LEARNED?**

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.....

.....

Having discussed the coaching programme for empowering managers, a detailed programme for facilitation of employee wellness is now described.

**PART 2: FACILITATION OF  
WELLNESS**

**EMPLOYEE'S**



**6.6.2: Part 2: Facilitation of employee's wellness**

The programme will be presented in modules to address all learning outcomes and activities that need to be covered in this part 2 of the programme. The content of facilitation of employees wellness programme will also be presented as depicted in Table 6.4.

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## A WORD OF WELCOME

Welcome to the “Facilitation of wellness” programme workshops and sessions. This programme is five days, which implies that you will need to attend all the sessions in order to master the set objectives for this programme successfully. We trust that this programme will be of great value to you and that you will be able to apply the knowledge and skills that you learned here in your career and in life.

In this programme you will be introduced to the wellness programme contents which are: the concept wellness supportive environment, change and change management as well as management styles. Facilitation includes presentation by coach, a group works, presentations, and demonstrations. You will learn how to coach in real life.

The best of luck with your journey. Enjoy it!

## CONTACT PERSON

Coach	Address	Office	Contact details

If you have any queries you are more than welcome to contact the coach during office hours. Please provide personal information you phone to make an appointment.

## RATIONALE

Wellness is an individual effort compounded by environmental impact. Therefore it requires knowledge and skills in to cope. After you have successfully completed this programme you should be able to demonstrate knowledge acquired in daily functioning.

## PRE-REQUISITES

The prerequisite to the wellness programme is your willingness to participate. This means that you’re voluntarily attending the sessions of the programme as presented and shall participate actively during training.

## STUDY MATERIAL

Prescribed textbooks

Internet references

Hand outs

Pamphlets

Videos

## HOW TO USE THIS BOOK

- Study the time schedule and work programme and make sure that you are well prepared for all of the sessions so that you can sensibly participate in all the discussions.
- As soon as you start with the sessions, study the objectives carefully.
- Throughout the entire session there will be references to specific parts in the prescribed book as well as additional information in the study guide. Carefully work through all of the examples. Complete all the exercises to make sure that you truly understand.
- Master the theoretical content so that you can apply it in practice.
- All **practical work has to be** practised **regularly and thoroughly!**
- **The attendance of all sessions is essential** – especially during demonstrations of the practical work! Take note that the proof of participation is dependent on it.

ENJOY IT!

## ICONS USED IN THIS PROGRAMME



Individual exercise



Prepare yourself for participation in a discussion of this topic during the contact session / group meeting. This is a good example of an examination question.



Introductory remarks



Study the indicated material in the textbook / article, etc.



Objectives



Summary of main points / notes



Bring your answers with you to the next contact session for discussion



Estimated study time



Assignment



Evaluation

## SCHEDULE AND WORK PROGRAMME

COACHING SESSIONS PROGRAMME FOR NURSING COLLEGES MANAGERS					
TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
08:30–09:00	Registration	<b>MODULE 2: SUPPORTIVE ENVIRONMENT</b> <ol style="list-style-type: none"> <li>1. Team building,</li> <li>2. Relationships,</li> <li>3. Communication,</li> <li>4. Clinical facilities</li> </ol>	<b>MODULE3: CHANGE</b> <ol style="list-style-type: none"> <li>1. Change</li> <li>2. Impact of change on individuals</li> <li>3. Change management</li> </ol>	<b>MODULE 3: COLLEGE MANAGEMENT</b> <ol style="list-style-type: none"> <li>1. Management</li> <li>2. Management styles.</li> <li>3. Strategies of effective management styles</li> </ol>	<b>FINALISATION OF THE PROCESSES/PROGRAMME</b> <ol style="list-style-type: none"> <li>1. Wellness strategies</li> <li>2. Situational analysis</li> <li>3. Training strategies</li> <li>4. Training programme</li> <li>5. Teams</li> <li>6. Change management strategies</li> <li>7. Management strategies</li> </ol>
09:00–09:30	Welcome Introduction Ground rules	Group work (application) team building	Group discussions/work	Group discussions/work	Group discussions/work
09:30–10:00	Overview of the coaching workshop <ul style="list-style-type: none"> <li>• Goal</li> <li>• Objectives</li> <li>• Schedule</li> </ul>	Group work (application) team building,	Group discussions/work	Group discussions/work	Group discussions/work
10:00-10:30	Plenary	Group work (application)	Group work (application)	Group discussions/work	Group discussions/work

	- Participants' expectations - Role of the COACH	team building,			
10:30-11:00	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>
11.00-1200	<b>MODULE 1: EMPLOYEES WELLNESS</b>  1. What is wellness? 2. Nutrition 3. Exercise 4. Psychological wellness 5. Social wellness 6. Spiritual wellness	Group work (application) Relationships	Group work (application)	Group discussions/work	Group discussions/work
12:00–13:00	Group discussions/work	Group discussions/work Relationships	Group discussions/work	Group discussions/work	Way forward
13:00-1400	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
14H00–15:00	Group discussions Presentations	Group discussions/work Communication Presentations	Group discussions	Group discussions	Choose a coach for follow-up Follow-up support
15:00-16:00	Group discussions	Group discussions communication	Group discussions	Group discussions	Group discussions

## **MODULE PLAN**

### **MODULE PLAN : PART 1 COACHING PROGRAMME**

### **PART 2. FACILITATION OF EMPLOYEES WELLNESS**

#### **MODULE 1: EMPLOYEES WELLNESS**

1. What is wellness?
2. Nutrition
3. Exercise
4. Psychological wellness
5. Social wellness
6. Spiritual wellness

#### **MODULE 2: SUPPORTIVE ENVIRONMENT**

1. Team building
2. Relationships
3. Communication
4. Safe environment
5. Clinical facilities
6. Staff development

#### **MODULE 3: CHANGE**

1. Change
2. Impact of change on individuals
3. Change management

#### **MODULE: 4 COLLEGE MANAGEMENT**

1. Management
2. Management styles
3. Strategies of effective management styles

# MODULE

# 1

## 1. EMPLOYEE WELLNESS

In this module the coach will address issues of wellness. The three topics to be covered are presented separately: description of wellness, the wellness interplay model, and coping skills to facilitate wellness.



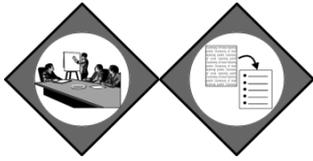
### 1.1. WHAT IS WELLNESS?

#### SESSION 1: WHAT IS WELLNESS?



#### Objectives of the session:

- To define and describe wellness and identify the elements thereof.
- To describe the wellness interplay model.
- To describe coping skills for facilitating employees wellness



## Teaching media/aids

### Flip chart

#### 3-4 markers

- Handout - clips of magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pens
- Masking tape
- Lesson plan and notes
- Balls and towels, skipping ropes

### Ice breaker

- Warming-up exercise: the post office

**Objectives** : Fun, liveliness

**Materials** : Chairs

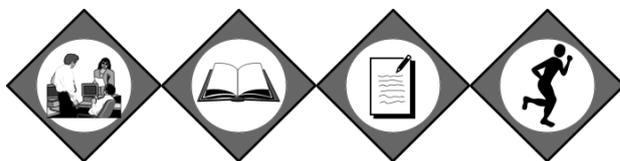


**Approximate time required:** 10 to 15 minutes (depending on size of group)

### Steps:

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- The participants sit in a circle, each with her/his own chair.
- The facilitator takes one chair away and participant who is left standing stands in the centre of the circle and begins the activity
- The participant in the centre of the circle says something like:  
*“I bring a letter for all my colleagues who have brown hair.”*
- All the participants who have the characteristics stated (e.g. brown hair) and the person in the centre of the circle change places.
- Whoever ends up without a chair to sit on stands in the centre of the circle and again states that she/he is bringing a letter, but for people with a different characteristic, such as:  
*“I bring a letter for all my colleagues who are wearing black shoes.”*  
*“I bring a letter for all my colleagues who have never danced before.”*
- The activity can continue as long as the group is interested and enthusiastic (but for no longer than 15 minutes).
- *Source:* unknown.



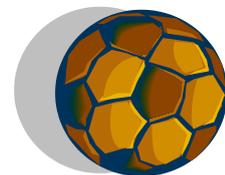
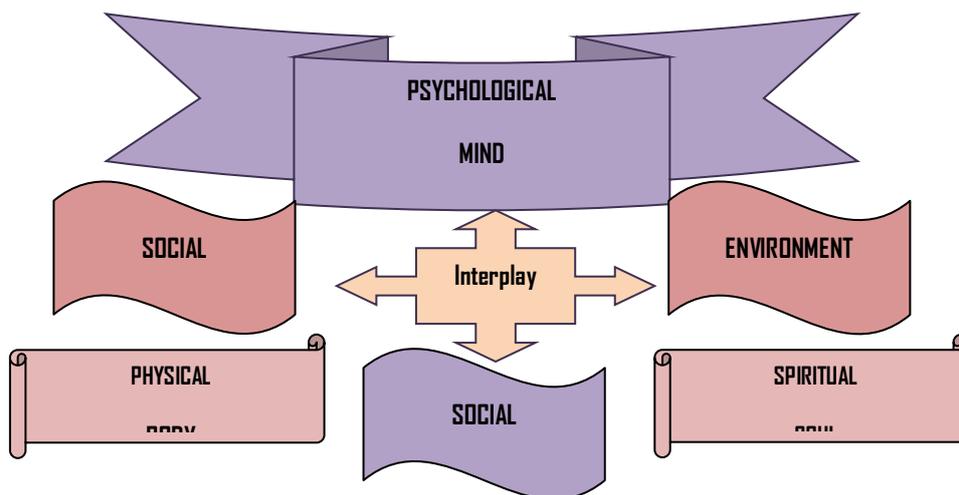
### What is wellness?

Wellness includes taking care of individuals (employees) holistically, which means taking care of them emotionally, physically, socially, spiritually and professionally. Managers are responsible for supporting employees and facilitating all aspects of their wellness. An individual needs to understand his body to remain healthy as well as follow a healthy lifestyle. It is important to determine how one can improve the quality of life by looking into body, mind, environment and soul. The body responds to all elements of wellness.



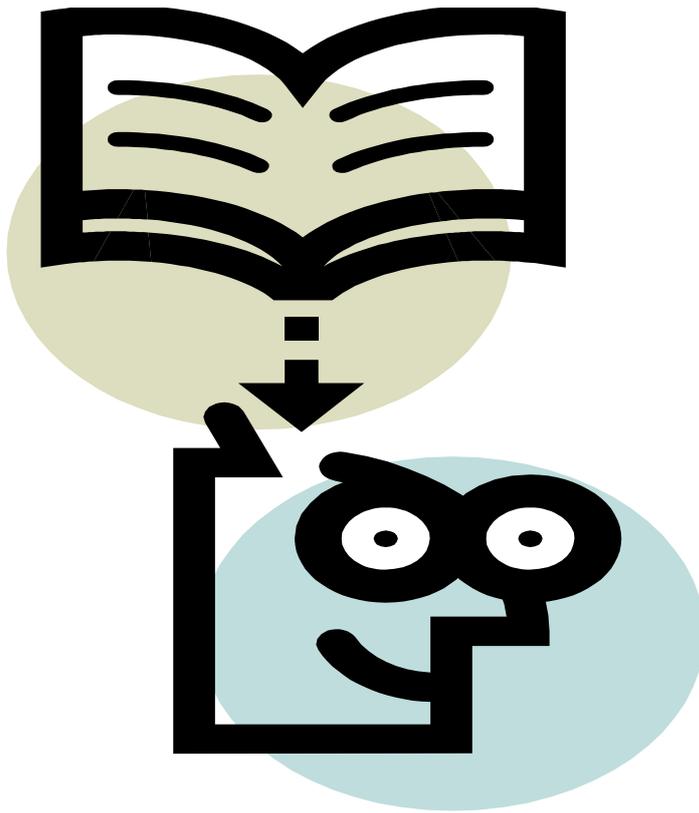
## 1.2. THE WELLNESS INTERPLAY MODEL

The wellness interplay model below shows how the body takes into account the physical, psychological, social and spiritual aspects.



### Physical wellness

- In this session the coach encourages participants to discuss healthy lifestyle, including diet and exercises. Before the discussion the coach should introduce a warming-up exercise.



**EVALUATION: WHAT HAVE I LEARNED?**

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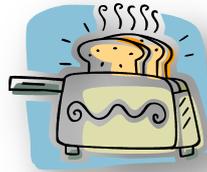
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1.3. NUTRITION

SESSION 2: NUTRITION



What is nutrition?



Objectives of the session

To describe concept nutrition

To discuss vitamins and minerals

To describe energy giving food - carbohydrates

To describe muscle-building nutrients (supplements)



## Teaching media/ aids

### Flip chart

#### 3-4 markers

- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

#### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required:** 10 minutes

#### Steps:

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warm-up later in the week. Write each saying on a piece of paper and place it in an envelope.
- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.

- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown



## SESSION 2: NUTRITION

---

The concept of physical and wholeness involves the interrelations of all aspects of lifestyle diet, exercise, and inclusion of negative practises such as substance use, stress levels and mental health. Healthy lifestyle is not just the avoidance of the entire major serious fatal diseases but also requirement for good livelihood. The understanding of the concept “*you are what you eat*” is still relevant today. Nutrition is one of the most important factors in the lifestyle that lead to health and longevity. For nutrition to have a positive effect on one’s body requires consistent vigorous exercises, and peaceful frame of mind.

The physical aspects relate to good nutrition. A well-balanced diet is essential for good nutrition. It includes:

- Vitamins and minerals
- Energy giving food - carbohydrates
- Muscle-building nutrients (supplements)
- Three meals per day.



## HEALTHY JUICES

	
<p><b>Carrot + Ginger + Apple - Boost and cleanse our system.</b></p>	<p><b>Tomato + Carrot + Apple - Improve skin complexion and eliminate bad breath.</b></p>
	
<p><b>Bitter melon + Apple + Milk - Avoid bad breath and reduce internal body heat.</b></p>	<p><b>Orange + Ginger + Cucumber - Improve Skin texture and moisture and reduce body heat.</b></p>
	
<p><b>Pineapple + Apple + Watermelon - To dispel excess salts, nourishes the bladder and kidney.</b></p>	<p><b>Apple + Cucumber + Kiwi - To improve skin complexion.</b></p>
	
<p><b>Pear &amp; Banana - regulates sugar content.</b></p>	<p><b>Carrot + Apple + Pear + Mango - Clear body heat, counteracts toxicity, decreased blood pressure and fight oxidation .</b></p>
	
<p><b>Honeydew + Grape + Watermelon + Milk - Rich in vitamin C + Vitamin B2 that increase cell activity and strengthen body immunity.</b></p>	<p><b>Papaya + Pineapple + Milk - Rich in vitamin C, E, Iron. Improve skin complexion and metabolism.</b></p>
	
<p><b>Banana +Pineapple + Milk –Rich in Vitamin with nutritious and prevents constipation</b></p>	



**EVALUATION: WHAT HAVE I LEARNED?**

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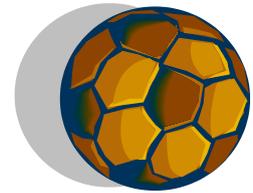
**REFERENCES**

CSIERNIK, R. 2005. *Wellness and work: employee assistance programming in Canada*. Toronto: Canadian Scholar Press.



## SESSION 3: PHYSICAL EXERCISES

### Importance of physical fitness



### Objectives of the session

- To describe concept physical fitness
- To describe importance of physical fitness
- To describe different types of fitness

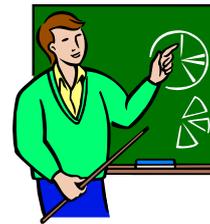


### Teaching media/ aids

#### Flip chart

#### 3-4 markers

- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes
- Physical exercise (skipping ropes, balls)



## Ice breaker

- Boom

**Objective** : Fun, concentration

**Materials** : chairs



**Approximate time required: 10 minutes**

### Steps:

- All the participants sit in a circle. They are instructed to count out loud around the circle. Each person whose number is a **multiple of 3** (3-6-9-12, etc.) or whose number ends **with 3** (13-23-33,etc) must say **BOOM!** instead of the number. The next person continues the normal sequence of numbers.

*Example: the first person starts with 1, the next person says 2, the person who should say 3 says **BOOM!** instead, and the next person says 4. Anyone who fails to say **BOOM!** or makes a mistake with the number that follows **BOOM!** is disqualified.*

- The number must be said rapidly (after 5 seconds maximum); if a participant takes too long to say his/her number, she/he is disqualified.
- The last two participants are the winners.

**Note:** the game can be made more complex by using multiples of bigger numbers, or by combining multiples of three with multiples of five.

*Source:* Unknown



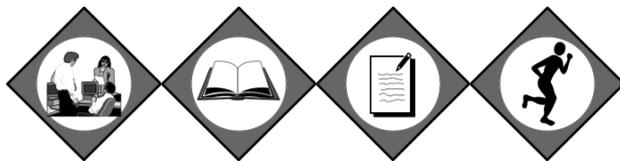
## 1.4. PHYSICAL EXERCISES

Exercise is also essential for health for the following reasons:

- It makes one feel healthy and increase self-esteem and self-image.
- It is a way of reducing stress.

Regular exercise is considered as four days' exercise per week, and a fifth is considered a bonus. Exercising can be jogging, running or walking.

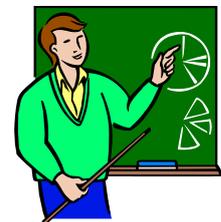
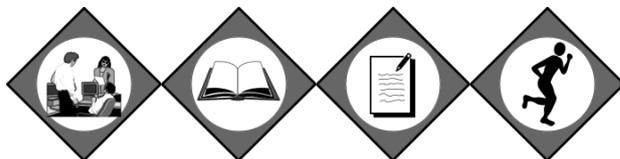
- **EXERCISE**



#### Activity 1: physical training

The group members can be asked to discuss ideas about a healthy lifestyle (the coach should indicate the importance of diet and exercise). The coach can explain the process of wellness and arrange a role play on keeping healthy: Balls and skipping roles are used for exercises. After the actual physical training the coach should start with another activity.

#### 1.5. Physical Programme

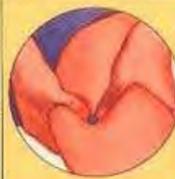


#### Activity 2: physical programme

The coach encourages the group to discuss and debate the content to be addressed in the wellness programme. The group should carry out the activities to promote wellness and be included in the draft programme. Feedback from the group is discussed and the group comes up with a physical wellness programme

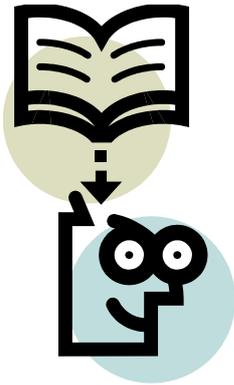
# SELF MASSAGE

The coloured dots indicate the approximate positions of specific pressure points. Each colour refers to the following meridians:  
 Bladder Meridian Heart Governor Liver Meridian Lung Meridian S. Intestine M. Spleen M.  
 Kidney Meridian Triple Heater Gall Bladder M. Large Intestine M. Stomach M. Heart M.

<p><b>CONCENTRATION</b></p>  <ol style="list-style-type: none"> <li>1. Push gently upward.</li> <li>2. Hold for a 3 count.</li> <li>3. Push downward.</li> <li>4. Repeat x 5.</li> </ol> <p>clear thinking, intellectual focus</p>	<p><b>DECISION MAKING</b></p>  <ol style="list-style-type: none"> <li>1. 4 fingers on temple.</li> <li>2. Thumbs to side of jaw.</li> <li>3. Gentle pressure to temple areas.</li> <li>Repeat x 3.</li> </ol> <p>clarity, resolve, action</p>	<p><b>CLEAR THINKING</b></p>  <ol style="list-style-type: none"> <li>1. Use thumb &amp; index fingers.</li> <li>2. Pinch bridge of nose.</li> <li>3. Hold, let go.</li> <li>Repeat x 3.</li> </ol> <p>concentration, creative ideas, intellectual focus</p>
<p><b>DISCRIMINATION</b></p>  <ol style="list-style-type: none"> <li>1. Massage sides of nose with index fingers.</li> <li>2. Increase pressure.</li> <li>Slowly. Repeat x 24.</li> </ol> <p>balance, clarity, focus</p>	<p><b>CREATIVE THINKING</b></p>  <ol style="list-style-type: none"> <li>1. Press with both hands against cheekbones.</li> <li>2. Increase pressure.</li> <li>Hold, let go, repeat.</li> </ol> <p>intellectual focus, sharp mind</p>	<p><b>TOLERANCE</b></p>  <ol style="list-style-type: none"> <li>1. Use thumbs &amp; index fingers of both hands.</li> <li>2. Slide up &amp; down.</li> <li>Use even pressure.</li> </ol> <p>memory, relationships, feeling</p>
<p><b>FRESH ENERGY</b></p>  <ol style="list-style-type: none"> <li>1. Use all fingers.</li> <li>2. Thumbs behind ears.</li> <li>3. Slide outward</li> <li>Use light pressure.</li> </ol> <p>eases pain, headaches, fresh energy</p>	<p><b>HEADACHES</b></p>  <ol style="list-style-type: none"> <li>1. Hold sides of head in palms.</li> <li>2. Push in.</li> <li>3. Shift fingers across skull. Press, repeat.</li> </ol> <p>eases pain, headaches, fresh energy</p>	<p><b>FRIENDSHIP</b></p>  <ol style="list-style-type: none"> <li>1. Place ear between index &amp; middle finger.</li> <li>2. Press against head.</li> <li>Rub up and down.</li> </ol> <p>emotional interaction, tolerance</p>
<p><b>MEMORY</b></p>  <ol style="list-style-type: none"> <li>1. Use fingers to press against shoulder blade.</li> <li>2. Push elbow into palm of 2nd hand.</li> </ol> <p>free emotions, helps blood-circulation</p>	<p><b>METABOLISM</b></p>  <ol style="list-style-type: none"> <li>1. Hold arm between thumb and fingers.</li> <li>2. Apply pressure.</li> <li>Move up &amp; down.</li> </ol> <p>balance of metabolism, awareness</p>	<p><b>VITALITY</b></p>  <ol style="list-style-type: none"> <li>1. Hold arm between thumb and fingers.</li> <li>2. Apply pressure.</li> <li>Move up &amp; down.</li> </ol> <p>nourishment of entire body</p>
<p><b>VITALITY</b></p>  <ol style="list-style-type: none"> <li>1. Hold hand between thumb and fingers.</li> <li>2. Apply pressure.</li> <li>Hold and shift.</li> </ol> <p>distribution of energy through body</p>	<p><b>CIRCULATION</b></p>  <ol style="list-style-type: none"> <li>1. Interlock fingers.</li> <li>2. Push inwards, hold.</li> <li>3. Pull outward, hold.</li> <li>4. Fold outward.</li> </ol> <p>energises, relaxes, eases</p>	<p><b>CREATIVITY</b></p>  <ol style="list-style-type: none"> <li>1. Hold finger between index and middle finger.</li> <li>3. Pull outward, hold.</li> <li>4. Apply pressure.</li> </ol> <p>mental energy, balance, ideas</p>
<p><b>CONCENTRATION</b></p>  <ol style="list-style-type: none"> <li>1. Push elbow gently against upper leg.</li> <li>2. Shift position up &amp; down. Repeat.</li> </ol> <p>strengthens thoughts &amp; focus</p>	<p><b>MEMORY</b></p>  <ol style="list-style-type: none"> <li>1. Hold thigh between hands.</li> <li>2. Push thumbs down. Apply pressure.</li> <li>Move up &amp; down.</li> </ol> <p>strengthens resolve &amp; memory</p>	<p><b>ENERGY FLOW</b></p>  <ol style="list-style-type: none"> <li>1. Hold leg between fingers &amp; thumbs.</li> <li>2. Apply pressure.</li> <li>Move up &amp; down.</li> </ol> <p>helps energy to flow from head to feet</p>

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Adapted from muksm-subscribe@yahoo.com



**EVALUATION: WHAT HAVE I LEARNED?**

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[muksm-subscribe@yahoo.com](mailto:muksm-subscribe@yahoo.com)

## 1.6 PSYCHOLOGICAL WELLNESS

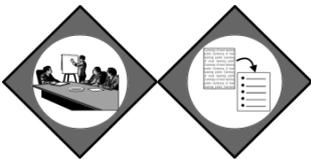
### SESSION 4: PSYCHOLOGICAL WELLNESS

#### 1.6.1.WHAT ARE EMOTIONS?



#### Objectives of the session

- To define and describe the concept emotions
- To describe different types of emotions
- To describe emotional problems
- To describe how to cope with emotional problems



#### TEACHING AIDS

##### Flip chart

##### Flip chart stand

- 3-4 markers
- Participant notebooks
- Handout - clips of magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pen
- Masking tape

- Lesson plan and notes
- Overhead projector and screen (if needed)
- Balls
- Rope

### Ice breaker

The coach starts the day with an ice-breaking exercise. The game is “**the spider’s web**” and the objective is to **introduce** participants (for participants who do not know each other well).

**Materials** : A ball of yarn, cord or thin rope



**Approximate time required:** 10 minutes (depending on the size of the group or the length of the introduction)

### Steps:

- The participants stand up and form a circle.
- A ball of yarn is given to one of the participants who tells the group something about herself/himself, such as name, where she or he is from, her/his type of work, why she or he is attending the course, etc. (The information included will depend on the size of the group and the time allotted for the activity).
- The participant with the ball of yarn holds onto the end of the yarn and throws the ball to a colleague in the circle, who in turn must introduce herself/himself in the same way. The participants continue to introduce themselves by tossing the ball around the circle until all participants form part of this **spider’s web**.
- As soon as everyone has introduced herself/himself, the person holding the ball (Z) returns it to the person who threw it to her/him (Y), and she or he (Z) repeats the information about that person (Y).
- Person Y then returns the ball to the person who threw it to her/him (X), repeating her/his information. This continues around the circle, with the ball

following its path in reverse order until it reaches the participant who first introduced himself/herself.

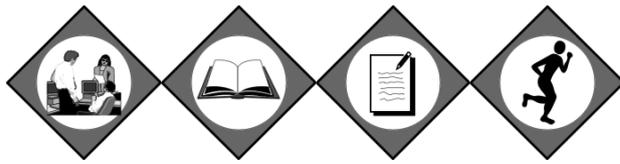
*Source:* Unknown

Psychological wellness involves emotions which can interfere with day-to-day activities. Negative emotions are characterised by feelings of being glad, sad, angry, afraid or ashamed. Positive feelings are happiness, enthusiasm, cheerfulness, inspiration, value and optimism. Negative emotions are apathy, emptiness, feeling unloved and confusion. These emotions can cause illness, so it is important that individuals remain positive if they are to perform well. Happy people are productive and healthy.

Positive emotions must be at the top of the pyramid and negative ones at the bottom so that they don't interfere with the day-to-day performance of individuals.



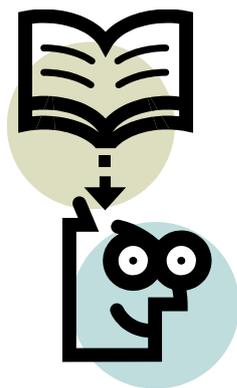
**Activity 1: Coping with stress and emotions**



**EXCERISE**

The coach should encourage the coachee to identify causes of stress in their own lives and guide them to identify the impact it has on their daily functions. The group is split into two. Each group should then simultaneously brain-storm for twenty minutes on ways to reduce and cope with stress. After the twenty minutes, those members in the group with the most ideas get to share first. The coach's role is to:

- Assist the employees to identify different emotions
- Help them to define stress
- Identify the causes of stress in the staff
- Help the staff to develop insight into the effect of stress on the quality of life
- Introduce techniques of coping with stress
- Teach and relaxation techniques and get the staff to practice them.



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

BASSON, M. & ROTHMANS, S. 2001. Sense of coherence, coping and burnout of pharmacists. (Paper for the Annual Conference of the Society of Industrial Psychology, Pretoria.)

BROOK, P. & PRICE, J.L. 2002. The determinants of employee absenteeism: an empirical test of a casual model. *Occupational psychology*, 26(2):1-19.

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## 1.7. SOCIAL WELLNESS

### SESSION 5: SOCIAL WELLNESS

#### 1.7.1. WHAT IS SOCIAL WELLNESS?



#### Objectives of the session

- To define and describe the concept social wellness
- To describe different types of social activities
- To describe social responsibility and work
- To describe how to balance work and social responsibility



#### TEACHING MEDIA/AIDS

##### Flip chart

##### Flip chart stand

- 3-4 markers
- Participant notebooks
- Handout - clips of magazines, etc.
- Handout - notes
- Handout - articles
- Paper and pen

- Masking tape
- Lesson plan and notes
- Overhead projector and screen (if needed)

### Ice breaker

- Warming-up exercise: the post office

**Objectives** : Fun, liveliness

**Materials** : Chairs



**Approximate time required:** 10 to 15 minutes (depending on size of group)

### Steps:

- The participants sit in a circle, each with her/his own chair.
- The facilitator takes one chair away and participant who is left standing stands in the centre of the circle and begins the activity
- The participant in the centre of the circle says something like:

*“I bring a letter for all my colleagues who have brown hair.”*

- All the participants who have the characteristics stated (e.g. brown hair) and the person in the centre of the circle change places.
- Whoever ends up without a chair to sit on stands in the centre of the circle and again states that she/he is bringing a letter, but for people with a different characteristic, such as:

*“I bring a letter for all my colleagues who are wearing black shoes.”*

*“I bring a letter for all my colleagues who have never danced before.”*

- The activity can continue as long as the group is interested and enthusiastic (but for no longer than 15 minutes).

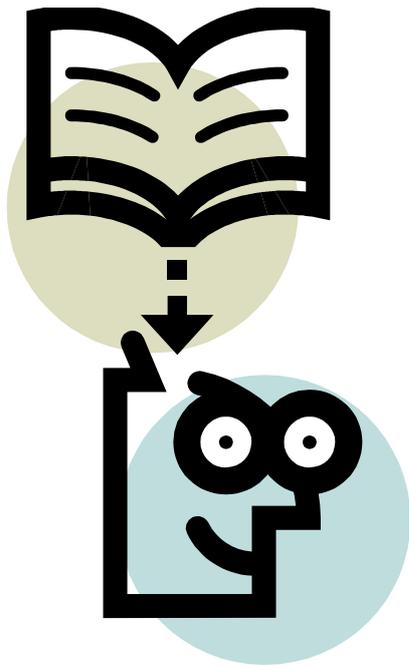
The family plays an important role in proper socialisation in the individual and it continues in life to mould a person into a healthy human being who can function in life. The workplace is responsible for secondary socialisation which also has an impact on an individual's health. A supportive environment in the workplace positively influences the individual's life and this can result in higher productivity.



## EXERCISE

The group members can be asked to discuss ideas about social needs, including the role of family and colleagues (the facilitator should indicate the interdependence of the two concepts). The facilitator can explain the process of social wellness and start debates on the workplace and family ties. The group should deal with the activities that promote social wellness. Feedback from the group is discussed and the group should develop a social wellness programme. The coach should guide the group on the content of the programme. It should include:

- Family responsibility days
- Family support financially and spiritually
- Family support during positive emotional times and difficult times
- Flexible working times so that attention can be given to the family
- Child and pregnant mother facilities
- Recreation facilities such as a gym and social clubs



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

BOND, S. & WISE, S. 2003. Family leave policies and devolution to the line. *Personnel review*, 32(1):58-72.

BROOK, P. & PRICE, J.L. 2002. The determinants of employee absenteeism: an empirical test of a casual model. *Occupational psychology*, 26(2):1-19.

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## 1.8. SPIRITUAL WELLNESS

### SESSION 6: SPIRITUAL WELLNESS

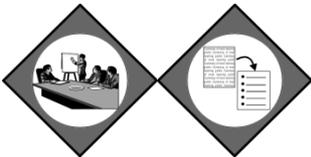


#### 1.8.1. What is spiritual wellness?



#### Objectives of the session

- To define and describe the concept spiritual wellness
- To describe different religious practises
- To describe how religion helps
- To describe how to balance religious practise at work



#### Teaching media/ aids

#### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes



**Ice breaker:**

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



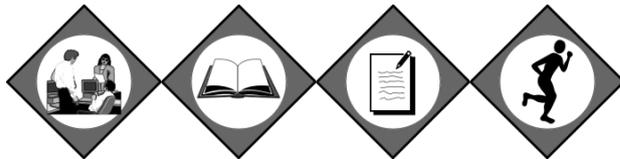
**Approximate time required:** 10 minutes

**Steps:**

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warn-up later in the week. Write each saying on a piece of paper and place it in an envelope.
- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

Source: Unknown

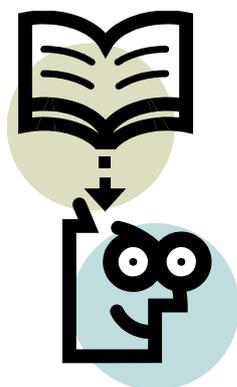
Religion plays a secondary socialisation role in the life of an individual. It is based on certain beliefs that help an individual to cope. It is believed that religion gives strength, and can help people to be happy and accept themselves. Reading the Bible is seen as one factor that can give a person encouragement and hope. Prayer also assists in reducing fear and anxiety. Employees' spiritual needs are important.



### EXCERCISE

The group members can be asked to discuss ideas on issues of faith, including the role of the Church as a religious institution. The impact of religion in the workplace and on family and colleagues should form part of the discussion. The coach should encourage positive and healthy debates on aspects of religion. The group should participate in activities to promote good practices. Feedback by the group is discussed and the group comes up with a spiritual programme for the college. The programme should embrace all religious practises:

- Celebration of special religious days
- Planning for prayer days and times
- Time off for special religious events



### EVALUATION: WHAT HAVE I LEARNED?

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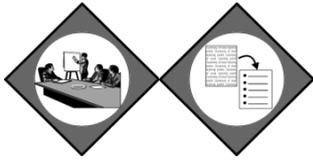
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**MODULE****MODULE 2. SUPPORTIVE ENVIRONMENT**

This module deals with the professional status of nurse educators; problems of the clinical environment and learning; HRM; promotion of effective communication; and relationship and teambuilding. The topics professional status of nurse educators, problems of the clinical environment and learning and HRM will be discussed in one session. The topics of the promotion of effective communication and relationship and teambuilding will be discussed in three sessions.

**2.1. CONDITIONS OF SERVICE****SESSION 1: CONDITIONS OF SERVICE****Objectives of the session:**

- To describe support for nurse educators regarding their “status”
- To plan strategies to address the clinical environment;
- To design strategies to revitalise the HRM structures in the colleges.



## Teaching media/ aids



### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required:** 10 minutes

### Steps:

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warn-up later in the week. Write each saying on a piece of paper and place it in an envelope.

- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown

Support from managers plays an important role in the workplace. A supportive environment ensures the safety of all employees. A safe environment promotes good health and allows free participation of employees. In a supportive environment a supportive and caring approach is used which will function as a vehicle to retain the brightest individuals, foster quality output and create a healthy environment for all employees. Managers must put support structures in place, including a support programme, mentoring of individuals, encouraging and instilling a spirit of peer support, team building and a diversity programme. The support given to employees should be based on the needs of employees to address the professional status of nurse educators, problems of clinical environment and learning, HRM, promoting effective communication and sound relationships and instilling team spirit. In this session more focus is on condition of service.



## **2.2. Professional status of nurse educators**

Support in this regard includes a fresh start and negotiating and reviewing the status of nurse educators. The managerial role includes:

- Benchmarking best practices in universities
- Brainstorming ideas on the outlook of the profession
- Allowing and encouraging active participation in decision making on policy development.

## **2.3. Clinical environment, learning and education facilitation**

This critical area needs a vigilant manager who will advocate for quality education. The managers need to:

- Negotiate for more clinical areas.
- Do a situational analysis of new clinical areas.
- Brainstorm ideas on facilitation of learning for large numbers of students.
- Plan and submit a proposal for new staff establishment.
- Motivate for more infrastructure facilities for the facilitation for learning.

## **2.4 Human Resource Management**

HRM is regarded as the backbone of the institution; therefore the urgency of correcting any shortcomings cannot be underestimated.

### **2.4.1. Resources**

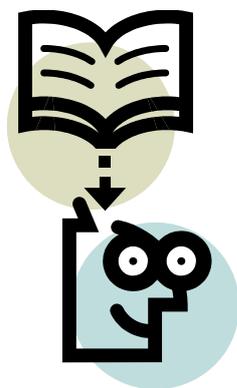
- Audit available resources.
- Submit a plan for the review of available resources.
- Submit a budget plan for extra resources.



**EXCERCISE**

The coach explains the process of government operation and the different protocols to be followed. This could give the employees with the necessary skills for occasions when they may need the help of a professional person in the ranks of government and help to reflect positively the **strategies** to address the needs. Issues addressed in this session are:

- Training HR personnel on issues of policy implementation.
- The same conditions of service for all.
- Strengthening implementation of protocol, procedures and regulations.
- Conditions of services review



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

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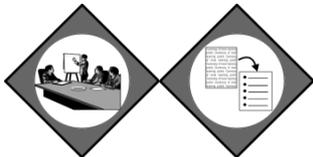
## 2.4.2. HOW EFFECTIVE IS COMMUNICATION?

### SESSION 2: EFFECTIVE COMMUNICATION



#### Objectives of the session

- To describe communication, its elements and fundamentals.
- To discuss the importance of communication.
- To design communication strategies for the colleges.



#### Teaching media/ aids

##### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper, pens and a pair of scissors
- Lesson plan and notes
- Video player and videos

##### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required:** 10 minutes

**Steps:**

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warn-up later in the week. Write each saying on a piece of paper and place it in an envelope.
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- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown



### 2.4.1.1. WHAT IS COMMUNICATION?

Communication is a continuous process which is dynamic and depends on different events of life; it is a process where several people interact. Communicating a message is important for the survival of relationships. Clear messages should be communicated to all the people at the same time so that each has full understanding of the issues.

A clear communication channel will minimise conflicts and unnecessary misunderstanding. Circumstances within the colleges constantly change, with many of those changes affecting employees. Managers must keep members of the team informed of anything that might affect them or their jobs, and continually communicate goals, values and beliefs. When employees know what is happening in their institutions, they feel a sense of belonging to the organisation, and that helps with full active participation in all institutional activities. Managers can improve strategies for effective communication.

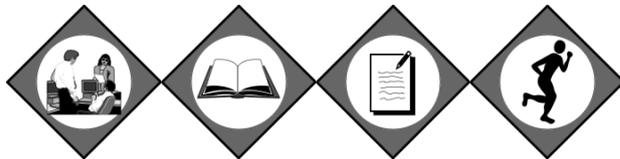


### EXERCISE

**Coach encourages the group to;**

- define communication and the different elements of communication
- demonstrate communication as a platform for all interactions and with regard to their social needs
- raise awareness of the importance of communication skills in relationships with other significant people in their lives

- define the process that takes place whenever people share ideas, thoughts and feelings
- emphasise the importance of eye contact in the process of communications
- Identify and discuss the most common obstacle in communication.



## EXCERCISE

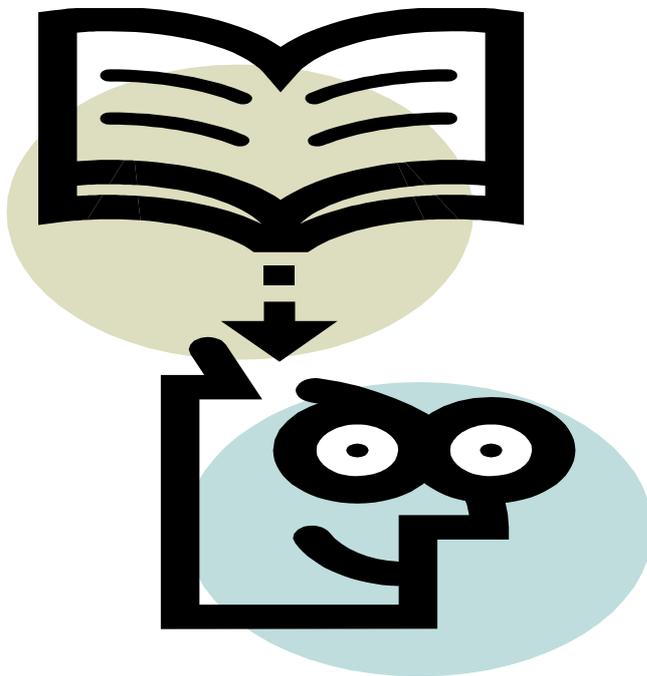
A group of exercise is done where the group is split into two. The coach tells one member of each group a short descriptive story in private which they have to repeat by whispering into the next person's ear and so on. The last person has to tell the rest of the group what she or he heard. The coach should indicate important areas of communication that need to be reflected that lead to communication breakdown. More exercises in communication include role changes in which the group is divided into three, and these groups discuss different strategies of communication including, speaking, listening, comprehension and different forms of communication. The group should choose the form of communication that they think is the most important for individuals and those that can be effective for the organisation. Pieces of papers are cut with a pair of scissors and each participant pastes his or her ideas on the wall for all to read. The ideas are consolidated and a report is compiled for the college. At the end, communication strategies can be role played. After the role play the next session is on developing a strategy.

The coach should guide the discussion. The following effective means of communication are reflected on:

- Language mode is most critical.
- Verbal and non-verbal clues are important.
- Tone of voice has an influence: low, high, loud and soft have different meanings for different people.
- Problems are attacked by the group and not individuals.

- A positive and open mind assist, rather than a judgemental attitude clouded by anger.
- Listening skills must be sharpened and hasty conclusions without supportive facts must be avoided.
- Negative behaviour is discouraged such as sarcasm, yelling, belittling, intimidation, blaming, humiliation, coldness and rudeness.

The coach should facilitate finalisation of the communication strategy and the channels must be observed and respected in the colleges.



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

BRANHAM, L. 2000. *Keeping the people who keep you in business: 24 ways to hang on to your most valuable talent*. New York: Amacom.

BUCK, J.M. & WATSON, J.L. 2002. Retaining staff employees: the relationship between human resource management strategies and organizational commitment. *Innovative higher education*, 26(3):176-181.

CHEN, S.J., LIN, P.F., LU, C.M. & TSAU, C.W. 2007. The moderation effect of HR strength on the relationship between employee commitment and job performance. *Social behaviour*

DAFT, R.L. 2008. *New era of management*. 9<sup>th</sup> edn. Mason. South Western.

### 2.4.3. RELATIONSHIPS

#### SESSION 3: RELATIONSHIPS



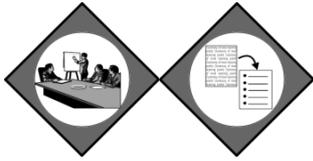
In this session the coach outlines the understanding of the relationships and the building of sound relationships. The two topics are discussed in two activities.



#### Objectives of the session

- To define concept relationship
- To describe the value of friendship and other relationships with regard to their needs pertaining to love and support.
- To distinguishing between friendships and peer pressure.
- To determine and clarify their roles within the family and to function as part of a household.
- To identify strengths within relationships and how they can be utilised in the process of empowering.

- To provide guidelines on maintaining healthy relationships with regard to possible alternative care.



## Teaching media/ aids

### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs

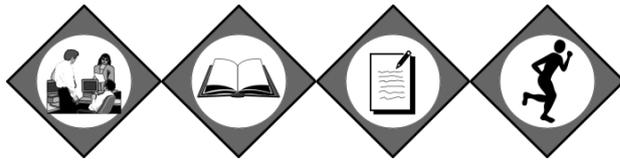


**Approximate time required:** 10 minutes

**Steps:**

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warm-up later in the week. Write each saying on a piece of paper and place it in an envelope.
- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown



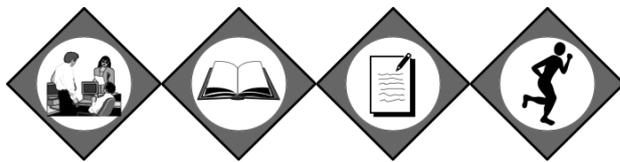
### Activity 1: Understanding relationships

The coach first leads the discussion on relationships and then discusses the skills and techniques of building sound relationships. The literature describe relationship as the ability of an individual to connect, listen and communicate clearly, respond to others emotions positively and respect others at all times. The manager who has high self-awareness is able to promote sound relationships among employees. Such managers are able to accurately assess the organisational strengths and limitations and have a sense of how to address the outcome. Relationship is the positive interaction and communication of matters of interest in the institution. Recognition of the employees' efforts is marked by good interpersonal relationships among staff, peers and managers and between managers. Conflicts, dissatisfaction, anger and frustration are signs of poor relationships in the organisation. Building sound relationships should be on the top of the agenda of any successful organisation. Adherence to relationship principles will improve productivity. Effective communication does more than just convey information, but also strengthens relationships in organisations where relationships are of importance for high performance. Many institutions struggle to resolve issues, and often they exclude employees from discussions, or do not communicate much at all. The managers should:

- Assist staff in the development of insight into the value of friendship and other relationships with regard to their needs pertaining to love and support.
- Assist staff in distinguishing between friendships and peer pressure.
- Help staff to determine and clarify their roles within the family and to function as part of a household.
- Identify strengths within relationships and how they can be utilised in the process of empowering.
- Provide guidelines on maintaining healthy relationships with regard to possible alternative care.

The coach encourages the group to reflect on the skills and techniques of building positive relationships in the workplace. To identify strengths within different relationships, an individual exercise is done in which the teams identify five different existing relationships and write down what they consider is 'the best thing' about those relationships. The group then shares and the different strengths can be discussed. The group can take turns in providing guidance with regard to maintaining healthy relationships. It could happen in the near future that the employees' caregivers could fall away and leave them needing an alternative. Ideas are put on the flipchart and clips from magazines are used to show relationships. Photos that indicate good relationships are pasted on the wall for all to view and discuss in the panel.

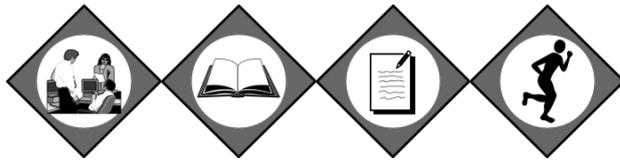
#### 2.4.3. Skills and techniques for building sound relationships



#### Activity 2: Skills and techniques for building sound relationships

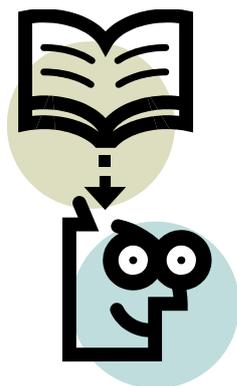
The coach guides the group to acquire skills and techniques to build positive relationships. The coach explains the effect of positive thinking which involves changing attitudes and behaviour and developing a constructive view of life. The session emphasises the positive behaviour that can contribute to healthy relationships, such as:

- Having a direction and purpose in life.
- Having a positive outlook of life.
- Motivation for having a purpose in life includes: exploration of interests, values, goals and happiness.
- The other strategy is stress management, which includes: sleep and eat properly, avoid alcohol, take part in a support group, do exercises, have fun in life, read and watch movies
- Celebrate marriage, birthdays, graduation ceremonies, etc. which are positive attitudes.
- Accept failures and disappointments.



**ECXRECISE**

The coach directs the group to split into two. The first group picks up on the attribute and positive behaviour that they would want to portray and demonstrate. Then the group role plays specific areas. The main group observes and the whole group reflects on the skills and techniques of building positive relationships from what they have observed and give feedback to the group acting out the roles. The other group also chooses some of the positive attributes to build sound relationships. The process repeated as for the first group, and the panel discuss their observations of the two groups.



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

BRANHAM, L. 2000. *Keeping the people who keep you in business: 24 ways to hang on to your most valuable talent*. New York: Amacom.

BUCK, J.M. & WATSON, J.L. 2002. Retaining staff employees: the relationship between human resource management strategies

CHEN, S.J., LIN, P.F., LU, C.M. & TSAU, C.W. 2007. The moderation effect of HR strength on the relationship between employee commitment and job performance. *Social behaviour and personality*, 35(8):1121-1138.

DAFT, R.L. 2008. *New era of management*. 9<sup>th</sup> edn. Mason, Oh.: South Western.

## 2.4.4. TEAM BUILDING

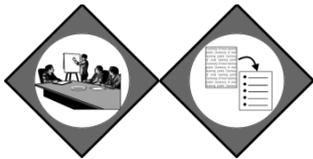
### SESSION 4: TEAM BUILDING

#### 2.4.4.1. WHAT IS TEAM BUILDING?



#### Objectives of this session

- To define the concept team building
- To describe the stages of teams
- To describe work teams
- To describe problem and decision making processes



#### Teaching media/ aids

##### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

##### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required: 10 minutes**

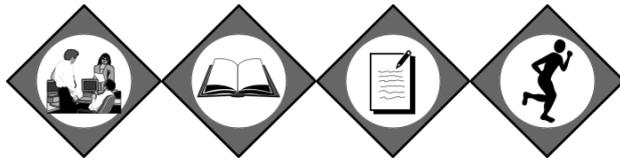
**Steps:**

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warn-up later in the week. Write each saying on a piece of paper and place it in an envelope.
- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown

In this session a brief description of teams is outlined. It includes building the team as well as empowering the groups with skills to overcome constraints within the groups such as skills, problem solving, decision making in teams.

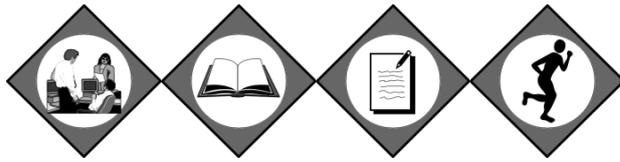
## TEAM-BUILDING EXERCISES



Team-building exercises are encouraged as a tool to improve employee interaction, interpersonal relationships and develop skills of coping with distressing issues. It is believed that they can also enhance the quality of performance. Well-structured team-building exercises can improve group dynamics, including group cohesion, but with the caution that although team building improves social wellbeing it also has a trade-off by way of the psychological wellness of employees. In this regard the following are important:

- People join together for a purpose or to achieve goals, and those who have some type of relationship connect with each other and believe that they share a common fate.
- People who communicate and interact with one another gain more insight.
- Recognition that there is a collective to which one belongs
- Roles, rules and norms control people's interactions.
- People have an impact on one another because of their connections.
- Personal needs are satisfied through membership of a group
- The work contains at least some skilled activity.
- The team can form a meaningful unit of the organisation.
- Turnover in the team is minimal.
- A valid performance evaluation system exists for the team and its members.
- Timely feedback is possible.
- The team is capable of measuring and controlling the important variations in the work flow.
- The tasks are highly interdependent so members must work together.

## Activity 1: Building of teams



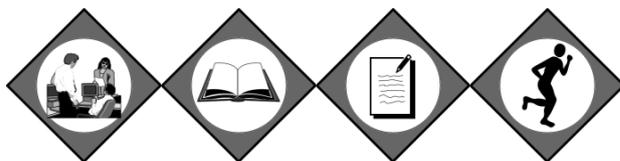
### EXCERCISE 1.

The group members are asked to discuss the stages of teams i.e., forming, storming, norming, performing, and adjourning and the how they will implement the principles of teams as described above. The coach explains the process of teambuilding and divides the groups to carry out certain physical activities that incorporate some principle of teams. An example of physical activity is climbing a mountain. The observations here are how the groups work together, support each other and agree on how to climb the mountain. The exercise continues until teams are formed.

The coach then introduces the skills relevant to building a strong team. These involve resolving problems in the team and embarking on decision making within the team's performance.



#### 2.4.4.2. Skills, problem solving and decision making in the team



### Activity 2: Skills, problem solving and decision making in the team

- Help the employees to gain insight into what should be considered a problem.
- Guide the employees in the process of decision making.
- Define the concept of time management.
- Explore methods of managing time.
- Give employees the opportunity to apply these skills to real-life situations.

### 2.4.4.3. Steps of problem solving

#### Step one

- There must be an alarming situation – realise that something demands your attention, stay calm.

#### Step two

- Identify the concern and ask yourself: what is the problem, whose problem is it, how do I feel about it?

#### Step three

- Check for alternative solutions – as many as you can, but do not make any final decisions yet.

#### Step four

- Investigate all solutions – reflect on possible consequences.

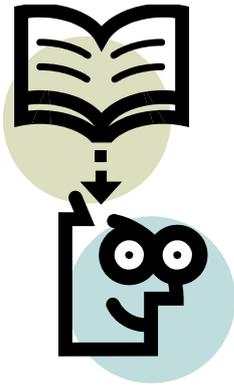
#### Step five

- Make a decision and choose the solution you think is best and try it. Take responsibility for your choice; accept the consequences of your decision.



#### EXERCISE 2.

The coach divides the groups into smaller discussions groups that have to explore and give definitions of what they consider to be a problem. They should be given the opportunity to identify and share examples of problems from their own lives. The coach then explains the processes of problem solving and decision making. The group role plays the processes of problem solving and alternate positions of a client and counsellor until all have participated.



## EVALUATION: WHAT HAVE I LEARNED?

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## REFERENCES

BRANHAM, L. 2000. *Keeping the people who keep you in business: 24 ways to hang on to your most valuable talent*. New York: Amacom.

BUCK, J.M. & WATSON, J.L. 2002. Retaining staff employees: the relationship between human resource management strategies and organizational commitment. *Innovative higher education*, 26(3):176-181.

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# MODULE

# 3

## MODULE 3. CHANGE

This module gives an understanding of change. It makes clearer the meaning of change, and the challenges, fears and implications of change. It also outlines the management of change.

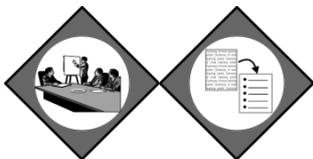
### 3.1. WHAT IS CHANGE

#### SESSION 1: CHANGE



#### Objectives of the session

- To describe change and its impact on individuals
- To discuss change management



#### Teaching media/ aids

#### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes



- Handout - articles
- Paper and pens
- Lesson plan and notes

### Ice breaker

- Boom

**Objective** : Fun, concentration

**Materials** : chairs



**Approximate time required: 10 minutes**

### Steps:

- All the participants sit in a circle. They are instructed to count out loud around the circle. Each person whose number is a **multiple of 3** (3-6-9-12, etc.) or whose number ends **with 3** (13-23-33,etc) must say **BOOM!** instead of the number. The next person continues the normal sequence of numbers.

*Example: the first person starts with 1, the next person says 2, the person who should say 3 says **BOOM!** instead, and the next person says 4. Anyone who fails to say **BOOM!** or makes a mistake with the number that follows **BOOM!** is disqualified.*

- The number must be said rapidly (after 5 seconds maximum); if a participant takes too long to say his/her number, she/he is disqualified.
- The last two participants are the winners.

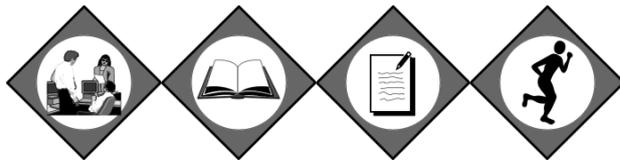
**Note:** the game can be made more complex by using multiples of bigger numbers, or by combining multiples of three with multiples of five.

*Source:* Unknown



### 3.1.1 CHANGE

- Change is process that can affect the lives of people especially when they are comfortable with the status quo. These are some guidelines of how to deal with change in the organisation:
- Managers should have visionary leadership skills and be able to support employees throughout the process of change.
- Managers should explain that change should be effected because change is inevitable.
- Allow activity participation of all those affected by change to gain their buy-in as this will enhance progress.
- Managers must bear in mind *that it is easy to change behaviour by changing processes, structure and systems but it is not easy to change attitudes.* Therefore this area needs patience and tolerance.
- Always remember that there can be resistance to change, so be ready to manage the situation.
- Explain the need for change.
- Describe the change
- Allow participation and clarify questions on the change.
- Motivate for buy-in of change.
- Discuss change as an everyday part of life.
- Deal with the rationale and fears.
- Put strategies in place for change management.

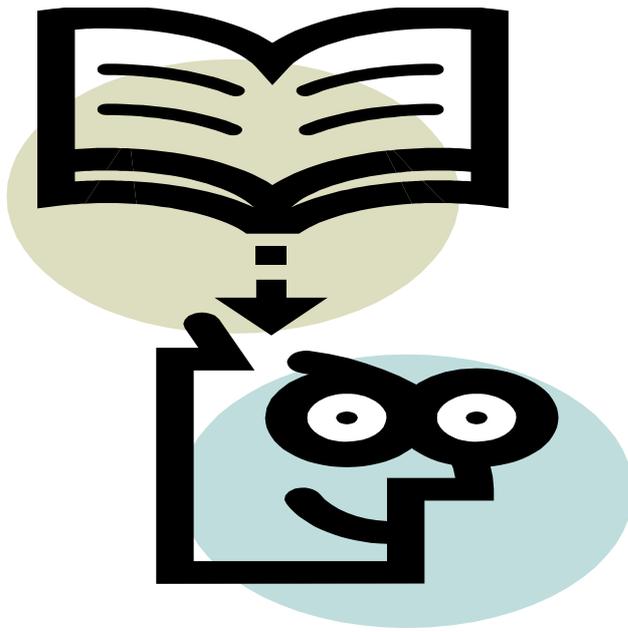
**Activity 1: Change****EXERCISE 1.**

In this session the coach explains change and change management then gives several exercises to realise the objectives.

The group members are asked to discuss their fears and understanding of change. The coach explains the process of change. The participants describe change and the coach clarifies questions on change. Motivation for change is also role played and the participants discuss change as an everyday part of life. The group deals with the rationale for, and fears of change. The group agrees on ways of coping with change, and change strategies are put in place for change management. The employees are split into three small groups, and the coach directs them to role play “change”. They exchange parts as managers and demonstrate how to communicate change with employees based on the principles of change.

**3.2. Change Management****Activity 2: Change Management****EXERCISE 2.**

The coach leads a general discussion on the importance of change and its benefits. A group exercise is conducted in which the employees try to think of as many ways of effective change management as possible that apply to their circumstances. The results are shared with the larger group and the coach shares more information regarding change management. The group is then afforded the opportunity to practice this by means of the following exercise: the group is divided into smaller groups of two each. These two staff members can then share the course of a normal day. One of them can then give advice on how change can be managed.



**EVALUATION: WHAT HAVE I LEARNED?**

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## REFERENCES

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### 3.3 STAFF DEVELOPMENT

#### SESSION 2: STAFF DEVELOPMENT

This module addresses the training programme, focusing on auditing of training skills and development of the training programme.



#### 3.3.1. TRAINING PROGRAMME DEVELOPMENT

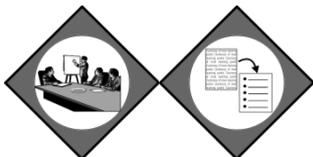
#### SESSION 2: TRAINING PROGRAMME DEVELOPMENT

The session has two topics which will be discussed as one activity.



#### Objectives of the session

- To describe the staff development programme
- To describe the process to conduct a situational analysis for the development of the training programme.
- To develop an effective training programme.



#### Teaching media/ aids



#### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

**Ice breaker:**

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required:** 10 minutes

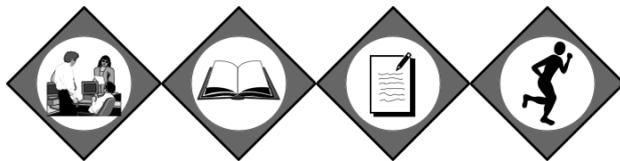
**Steps:**

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings for another warn-up later in the week. Write each saying on a piece of paper and place it in an envelope.
- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown

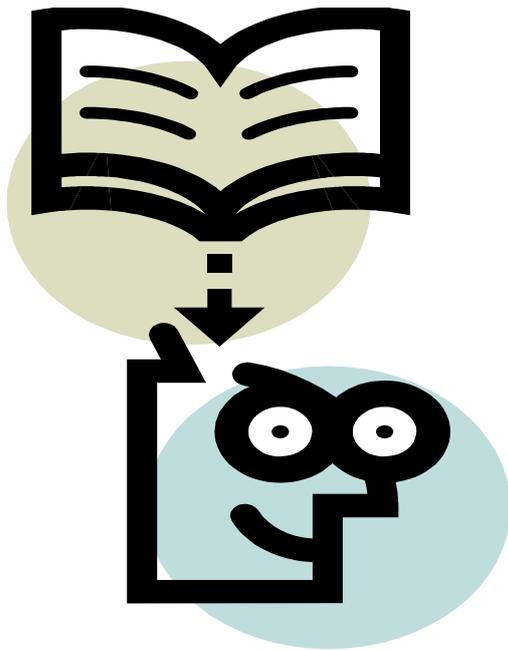


The training programme is preceded by skills audits for identification of employee skills gaps. During the planning process all stakeholders must be involved. The employees should be part of the process at all times. It must be determined how the plan will address the training needs that have been identified.



### **EXCERCISE**

This session deals with the training programme planning. The coach encourages the employees to brainstorm ideas on how to plan a training programme. The coach explains the process of training and applicable policies for training in government institutions. The large group is divided into two or three groups to work on a plan for situational analysis. Time frames are set and the teams agree on a time for feedback. Another session is held until the training programme has been planned. The training programme should be comprehensive for effective training in the institutions.



**EVALUATION: WHAT HAVE I LEARNED?**

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**REFERENCES**

BRANHAM, L. 2000. *Keeping the people who keep you in business: 24 ways to hang on to your most valuable talent*. New York: Amacom.

BUCK, J.M. & WATSON, J.L. 2002. Retaining staff employees: the relationship between human resource management strategies and organizational commitment. *Innovative higher education*, 26(3):176-181.

**MODULE****4****MODULE 4: MANAGEMENT**

This module deals with management styles used to cater for the needs of employees and the organisation they serve. It deals with two topics: knowledge of management styles and strategies of management styles.

**4.1. DESCRIPTION OF MANAGEMENT****SESSION 1: DESCRIPTION OF MANAGEMENT**

This session has two topics which will be discussed as one activity.

**Objectives of the session**

- To define concept management
- To describe different types of management styles.
- To describe effective strategies of management styles.



## Teaching media/ aids

### Flip chart

- 3-4 markers
- Participant notebooks
- Handout - notes
- Handout - articles
- Paper and pens
- Lesson plan and notes

### Ice breaker:

- Sayings unique to each country

**Objective** : Fun, concentration

**Materials** : Flipchart, marker, envelopes, chairs



**Approximate time required:** 10 minutes

### Steps:

- At the beginning of the workshop, as a warming-up exercise, form groups of three or four participants. Ask each group to record some of the sayings frequently used in their country. After five to six minutes, ask the groups to report their list of sayings. As each group reports their list, the coach should check that the entire group understand each saying. Keep this list of sayings

for another warm-up later in the week. Write each saying on a piece of paper and place it in an envelope.

- Later in the week (the third or fourth day), divide the participants into two groups, and place one group at the end of the room.
- One representative from each group comes to the centre of the room to receive an envelope containing a saying. The representatives read the saying (silently) and return to their groups.
- Without speaking, the representatives draw a picture to represent the saying they received. The drawings may not contain any words or part of words.
- The members of each group guess the saying that their representative has drawn. The first team to guess the correct saying receives the points.
- After one group has guessed the saying, all the groups send a new representative to the centre to receive another envelope with a saying and the activity proceeds as described above.
- The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

*Source:* Unknown

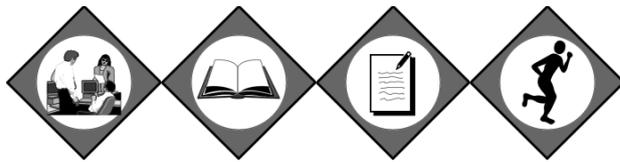
### **3.2.1. Management styles**

Management styles are ways of catering to the needs of employees and the organisation they serve. Managers must have insight into the needs of the people and the organisation and make this one of their main roles. Good management styles should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organisation. Participatory management style is most appropriate when an organisation needs a new direction. Its goal is to move people towards a new set of shared dreams. In this instance a visionary manager will articulate where a group is going, and how it will get there by including the employees in the decision making. For the managers to be winners they have to emphasises the importance of team work to the employees, and create harmony in groups by connecting people to each other. This type of management style increases morale, improves communication and builds trusting relationships.

The democratic management style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organisation should take is unclear, and the leader needs to tap the collective wisdom of the group. In this style, the leader sets high standards of performance.

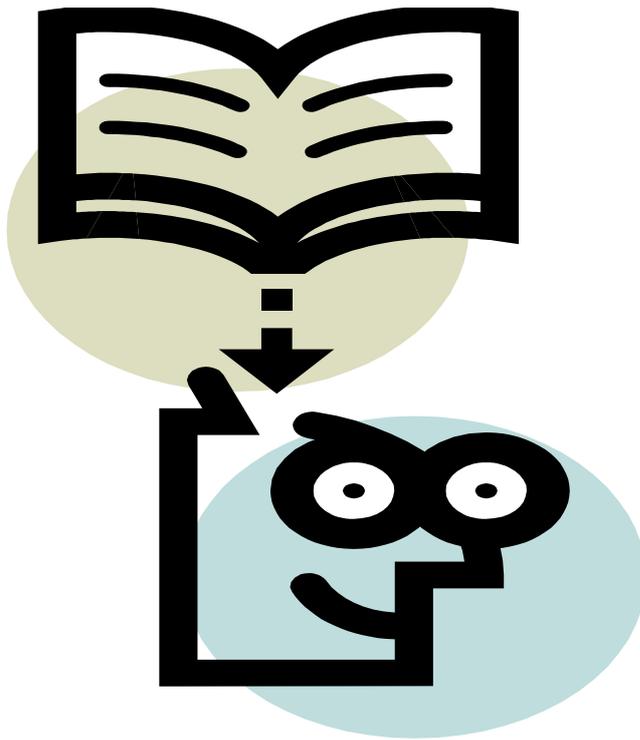
Most of the literature discourages an autocratic management style; however, this type of leadership is needed for work to be done. Managers should employ this style when there is a need to do so.

### Activity 1: Management style debates



### EXERCISE

The coach gives information on management styles and the impact of each on the management of the institution. The coach leads a discussion on the different types of management styles and their benefits for individual employees and the organisation. The coach encourages the groups to debate for and against various management styles. The coach summarises the results of the debates and puts the facts in the correct perspective. The group role plays different types of management styles to appreciate their application in a real situation.



**EVALUATION: WHAT HAVE I LEARNED?**

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## 6.6. Process of implementation

### 6.6.1. Part 1: coaching programme for nursing colleges

The programme will be presented in modules to address all learning activities that need to be covered in this part 1 of the programme. The content of a coaching programme for nursing college managers will also be presented as depicted in Table 6.3.

## 6.7 Recommendations for programme implementation

The recommendation of the programme implementation is based on the findings of the study inclusive of the concluding statements. The GROW model and the theories to be applied for a successful coaching process is recommended. is relevant for coaching process.

- ✚ The coaching programme should be implemented to equip managers with the skills to enable them to cope and to facilitate employee wellness.
- ✚ The programme should be carefully implemented and outcomes defined. There should be mutual respect and co-operation, and willingness to move together towards the defined outcomes.
- ✚ The programme should include the following: personal and professional knowledge development skills to be used in the job specification; problem-solving and decision-making skills; the knowledge to empower and enable these connections to be made; and support by management for this to be implemented.
- ✚ The approaches to be implemented are skills development, provision of information, encouragement of continuous growth and development of employees, preparation of employees for current and future work opportunities and assistance to the organisation in achieving the desired results and adapting to change.
- ✚ The programme implementation takes the needs of employees into consideration throughout the development process, namely: staff

development; supportive environment; effective communication; decreased workload; sound relationships, supportive HRM; nurse educator's status; and provision of resources. It is believed that the programme that is developed will assist college managers to address these needs of employees.

- ✚ Implementation should include a skills development programme to train employees to develop skills that will help them face the challenges of life. When work expectations and pressures increase, there is the reality that there is a need to increase the learning capacity of employees and at the same time help them to develop coping mechanisms. This is why training has to be replaced by coaching. Personal and professional development is necessary to assist employees to overcome the constraints and challenges of work so that negative attitudes can be confronted through the acquisition of problem-solving and decision-making skills.
- ✚ Skills acquisition is also part of the coaching programme and specific employees are to be taught the skills to facilitate wellness. These employees are the supervisors, educators, administrators and support staff of the nursing colleges. This programme is imperative because the employees cannot always cope with all the constraints and challenges. The programme is designed to provide information on coping skills to support these employees and facilitate their wellness.
- As coaching programmes are also used to provide information, more quality time is allocated to encourage employees to discuss their concerns, challenges and constraints more intimately and with confidence, with the coach providing support and encouragement. The support offered facilitates change in behaviour and instils in the employees a positive view of life and the environment they are operating in. Training is an HRM competence, and coaching is also seen as the responsibility of HRM. On a reduced scale this becomes more intimate on a one- to-one basis where the immediate manager is seen as the coach. In this way, the need for supportive HRM is fully covered in the coaching programme. The support provided does not focus on, nor is it limited to individuals, but it also includes their environment and how they can cope and operate within a team. Support for employees overlaps to environmental support and it include provision of enabling resources.

-  Provision of resources was raised as a hindrance to successful performance, and therefore to have an effective coaching programme there should be adequate resources for employees to carry out their work and also for the coach to use during coaching sessions. The provision of resources was also regarded as an important issue that would improve communication and sound relationships among employees and management. The support of employees overlaps environmental support and the provision of enabling resources.
-  The coaching programme is designed in such a way as to allow several contact sessions between coach and coachee. During these sessions, the development of communication skills, the sharing of information and the building of sound and trusting relationships are enhanced. Some critical skills that both the coach and coachee would acquire during these sessions are listening skills, problem-solving skills and decision-making skills. These skills play a pivotal role in facilitating employee wellness and building a good foundation for trusting relationships and subsequently high performance.
-  Several types of coaching programme are described in the literature, and one-to-one and team approaches are recommended as the most effective methods. Combining the two can be more productive and cover the largest number of employees. However, in planning the programme, the coach will have to sift out what seems most appropriate for the situation. In this study, the majority, if not all employees, are affected, therefore it is important to have a carefully planned design that will address all employees with needs. It should be noted that the employees recommended individual support from managers, and this seems to be based on the fact that individualism is the method of choice, i.e. one-to-one coaching is the first choice of the employees.

## 6.8 Evaluation of the programme

The term “evaluation” generally applies to the process of making a value judgment of the programme after implementation.

- The impact of implemented programme on participants (learning) achievement so that the programme can be revised if necessary and to review teaching and learning processes
- Specific strengths and weaknesses of a curriculum and its implementation is assessed
- Critical information for strategic changes and policy decisions are reviewed
- inputs needed from other stakeholders are discussed and way-forward suggested to improve the programme
- Indicators for monitoring whether the programme was is in line with the vision and mission of an institution are reviewed
- Adequacy in addressing the needs of employer and employee needs and the professional growth is checked
- Legibility upon successful completion of the programme is also checked

Donner and Wheeler (2009:28) describe approaches to programme evaluation as a process that covers the following areas:

- ✚ Plan of the programme by all stakeholders
- ✚ Strategic plan, mission, vision and philosophy
- ✚ Appointment of coaches
- ✚ Appointment of the person to oversee the programme
- ✚ Plan for implementation, including budget
- ✚ Support by Human Resource Directors and policy makers.

- Signed agreement for coaching process
- List of volunteer coaches
- Plan for sustaining the programme
- Plan for breakdowns

In this study evaluation will take place before and after the presentations, as described by Kirkpatrick (1994). It will consist of four stages.

The first step describes how well the trainees liked a particular programme by measuring the feelings and perceptions of the participants. Reaction evaluation forms or questionnaires are used for this purpose. The second form of evaluation seeks to determine whether learning did take place. Pre- and post-learning exercises can be used, such as a questionnaire, to determine whether coachees can apply the acquired knowledge, and behaviour evaluation means assessing a change of behaviour in the work situation (Refer to Annexure H).

Theoretical material should be expanded upon by placing it in actual practice, with goal-setting and reflective opportunities to explore the application in context. Through the reflective process in coaching, concrete experiences or feelings are explored to a greater extent. It also reflects on and observes the experiences, integrates the observation into abstract concepts or theories and then uses these theories to make decisions for improving future practices. It is however important to note evaluation will be done after implementation of the programme.

## **6.9 Summary**

Coaching is a fairly new concept in health and in particular in South African context. The coaching as an empowering may assist in individualised empowerment of employees. The goal of the coaching is to empower managers in the nursing colleges to facilitate employee's wellness. This chapter dealt with the development of a coaching programme for managers for them to be able to facilitate employees' wellness. The programme was developed and the areas discussed were, the goals and objectives, vision, mission, foundation, assumptions, model for programme development, content synthesis and implementation as well as evaluation of the programme was discussed. In the next chapter the final chapter the evaluation and limitation of the study are discussed.

# CHAPTER 7

EVALUATION OF THE STUDY, LIMITATIONS AND  
RECOMMENDATIONS FOR EDUCATION, HUMAN  
RESOURCE PRACTICE, POLICY AND RESEARCH

## CHAPTER SEVEN

# Evaluation of the study, limitations and recommendations for education, human resource practice, policy and research

### 7.1 Introduction

In this chapter a retrospective evaluation of the research design and- method is given, limitations are identified, followed by recommendations for nursing education, human resource practice, policy and research.

There have been many challenges in the history of South Africa, and since the new political dispensation in 1994 many dynamic changes, both external and internal, have impacted on higher education nationally. The political changes have directly impacted on nursing college employees and management. The changes required the restructuring and rationalisation of nursing colleges in all the provinces to ensure accessibility and equality, and to enhance the quality of nursing.

The new policies regarding the new health and education system posed challenges to the nursing colleges in the management of transformation of the colleges. The management capabilities, experience and perceptions of employees are critical for the effectiveness of their role and responsibilities of managing the colleges with the limited resources at their disposal. The empirical data gathered from the study of the experiences and perceptions of the nursing colleges, their managers and employees led to the research question: "What are the experiences and the perceptions of employees regarding their wellness? The study was conducted being formulated for transformation of management in the nursing colleges in two provinces, namely Gauteng and North West. The aim of the study was to develop a coaching programme for nursing college managers to facilitate employee wellness. The concluding statements from the empirical data and conceptual framework were used to formulate a conceptual framework and to develop the coaching programme.

This research made it is evident that the nursing colleges are faced with the challenges of changes brought about by government policies to address the imbalances of the past. The changes have led to an increase in the number of students, resulting in the overcrowding of classes, overloading of employees, and large, unmanageable classes. The managers face problems of managing large numbers of students without having been allocated extra resources, both human and material. The managers receive little or no support that they can pass on to support their employees. Change management by the college management has not been effective in allaying the fears of the employees. Speaking of their frustrations, the employees indicated their needs as follows: professional and personal skills development, participatory management, effective communication, a supportive environment, encouraging high performance and sound relationships. The employees suggested several strategies which could minimise their frustrations. Interestingly, they indicated that they needed to be empowered to be able to deal with their frustrations. These needs necessitated the development of the programme.

## **7.2 Evaluation of the study**

The evaluation of the study includes the research design and research method. The two phases of the study will assist in the evaluation of the study.

### **7.2.1. Chapter 1: Overview of the study.**

Chapter 1 comprises of an overview of the study. The readers were introduced to the research study beginning the background and rationale of the study, problem statement, research questions overall aim and objectives.

The aim of the study was to develop a coaching programme for nursing college managers to facilitate employee wellness. This include the empowerment of managers and by so doing empower them with coaching skills. The study was completed in two phases and six objectives. The objectives are:

**PHASE ONE:****Objective 1 and 2.**

A situational analysis using a qualitative strategy, which is explorative, descriptive and contextual in nature, was conducted to exploring and describing the experience and perceptions of both the managers and employees regarding the facilitation of wellness in selected nursing college.

**Objective 3.**

Both individual and focus group interviews were conducted to explore and describe the roles of managers regarding facilitation of employees' wellness.

**Objective 4.**

Focus group interviews were conducted to explore and describe the needs of employees regarding their wellness.

**Objective 5.**

Both individual and focus group interviews were conducted with both employees and managers to explore and describe success in the nursing colleges

**PHASE TWO****Objective 6.**

The conceptual framework was developed and a visual conceptual framework was presented.

**Objective 7.**

A coaching programme for nursing college managers to facilitate was developed. The programme had two parts. Part 1 is a coaching programme for managers and Part 2 is for facilitation of employees' wellness.

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**Phase 1**, is a situational analysis using qualitative strategy, which is explorative, descriptive and contextual in nature. The perception of employees and managers with regard to wellness were explored and described inclusive of literature review. The concluding statements are described in Chapter 5. Tables 5.1 and 5.2.

**Phase 2**, is description of the conceptual frame work in Chapter Five. An integrated map was compiled by mapping the concepts from the conclusions from all the empirical findings from Chapters 3 and 4. The main concepts of the integrated map are described. Finally, a visual conceptual framework was presented.

Objective 7 described the development of a coaching programme in chapter 6 which was presented into 2 parts; part 1 for training managers to equip them with coaching skills. Part 2 addressed facilitation of employee's wellness.

#### **7.2.2. Chapter 2: Research design and method**

Chapter Two dealt with the research design, research method of data collection, population and sample, data analysis, strategies for ensuring the rigour of the research as well as ethical considerations.

Individual as well as focus groups interviews were conducted. Then analysis was done through the procedures described in Henning, Van Rensburg and Smit (2008:108). Throughout the research rigour was observed; the researcher adhered to trustworthiness; to strictness and accuracy when presenting the participants' perceptions using the; truth-value, applicability, consistency and neutrality criteria. Truth-value was ensured by using strategies of credibility, and applicability used transferability, consistency used dependability and neutrality used conformability. Optimal ethical considerations, namely: code of ethics, university code of ethics, respect, beneficence and justice was observed throughout the study.

#### **7.2.3 Chapter 3: Results from the managers' interviews and the embedded literature**

The collected empirical data was analysed and results were discussed and presented in Chapter Three. The literature review was conducted to enrich data of exploring and describing managers' perceptions regarding facilitation of employee's wellness. As described in 7.2.1 and 7.2.2.

The themes for deduced from the findings are:

THEMES	SUB-THEMES
1.WELLNESS	Individual responsibility
2.SUPPORTIVE ENVIRONMENT	
3. COMMUNICATION	3.1.Team building
4.STAFF DEVELOPMENT	4.1. Employee induction 4.2. Employee coaching 4.3.Succession plan
5.OPTIMAL UTILIZATION OF STAFF	
6.CHANGE MANAGEMENT	
7.OBSTACLES	

#### 7.2.4. Chapter 4: Results of focus group interviews and the embedded literature

In this chapter literature review was conducted to further describe the perceptions of employees regarding facilitation of their wellness. As described in 7.2.1 and 7.2.2

Themes deduced are depicted below:

THEMES	SUB-THEMES
CONCEPT OF WELLNESS	Supportive Environment
HUMAN RESOURCE MANAGEMENT	1. Staff Development 2. Conditions of Service 3. Employee induction
COMMUNICATION	
FACILITATION OF LEARNING	
RESOURCES	
SUCCESS IN THE COLLEGE SU	

**7.2.5. Chapter 5: Conceptual framework**

The main aim of this chapter was to develop a conceptual framework. The results and the concluding statements derived from the empirical findings and the literature were presented. Mapping of the concepts from the conclusions from all the empirical findings from Chapters 3 and 4 were illustrated in Chapter 5.

**7.2.6 Chapter 6: A coaching programme for nursing college managers to facilitate employee wellness**

The programme is developed. It has two parts; Part 1 is for coaching of nursing colleges' managers and Part 2 if for facilitation of employees' wellness.

The development of the coaching programme was an innovative and unique exercise. Coaching is fairly new concept in RSA, there is of a lot of literature on coaching but the unique part of this study is that its application to the topic at hand was a challenge. Because of the nature of the study, the programme has two parts. The first part is the empowerment of managers with coaching skills and the second part is about facilitation of employee's wellness using coaching skills. The programme is designed in such way that it can be easily implemented.

The coaching programme will empower the nursing college managers to facilitate employee wellness. The coaching programme can benefit all managers, not only in nursing education institutions, but also in other departments and disciplines, especially in human resources; for long life learning personally and professionally and enhance growth. This programme will prepare and empower all managers to play more active roles in coaching employees.

It should be noted that this is the first study in RSA that developed "A coaching programme for nursing college managers to facilitate employees' wellness".

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The unique features of this programme are that it:

- Has two parts which can benefit both employees and managers
- Enhance professional and personal growth including the performance of the organisation
- The Part 1 “Coaching Programme” should be implemented to empower both employees and managers as it introduces different types of coaching as empowering strategies.
- The Part 2 “Facilitation of Employees Wellness Programme” should benefit both employees and managers.

### **7.3 Limitations**

The following areas were identified as constraints to the success of the study:

The study was only conducted in two provinces in South Africa, and not all the colleges responded positively. In one nursing college the nurse educators signed consent to participate but later withdraw from the study, complaining that management and government were not treating them like professionals.

In other institution only the nurse educator’s participated and other participants such as the Principal, Head of the Department, Registrar and support staff did not showed up the day of the interview. There were delays in obtaining permission from the Department of Health to conduct the study.

- Although the dates of the interviews and consent had been obtained to interview participants, meetings were often postponed at the last minute.
- The management of some of the nursing colleges were not cooperative, and not all participants were interviewed.
- There was the financial burden of some meetings being postponed on the day of the interviews, and the delay in finalising the study led to fruitless expenditure.

## 7.4 Recommendations

Recommendations for nursing education, human resource practice, policy and research are made.

### 7.4.1 Recommendations for nursing education

The benefit of the research to nursing education is crucial because of the tremendous challenges that are facing nursing education institutions today. The managers of the nursing colleges and all the employees are the consumers of the programme which can considerably improve education and training. Healthy employees will contribute to positive outcomes of training and education. The Department of Health, if they use the programme, will be able to meet the national challenges found in this study.

### 7.4.2 Recommendations for human resources practice

The recommendations presented addresses employers' and managers', roles to support employees in the nursing colleges

#### 7.4.2.1 Employer

- Create a supportive, positive and safe environment that is conducive for work and encourages creativity, commitment and culture of high performance. The supportive environment is inclusive of availability of resources, supportive HRM and flexible management.
- A more strategic approach is recommended for the demonstration of the body of scientific knowledge to employees by managers. This can be enhanced by the establishment of a training strategy in public sector institutions in RSA that is best than in private to maximises skills and employee competencies.
- Develop a “National strategy” for RSA, for employees wellness programme that will cater for individuals (employees) holistically meaning; taking care of them emotionally, physically, socially, spiritually and professionally it be implemented throughout the country.
- Encourage managers to be trained as coaches throughout RSA thus ensuring quality leadership skills; effective communication strategic organisational direction; encourage a positive approach and improves mutual understanding among all stakeholders.

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**7.4.2.2 Managers**

- Establish and implement a culture of effective communication inclusive of sound; strategies, systems, technical and technological gadgets to enhance high quality work and productivity, in which there is openness, transparency, cooperation and positive sound relationships.
- Encourage and create a flexible positive environment with active participatory management practices that will involve all employees in decision-making, in which policies are user friendly to improve the quality of nursing education.
- Training strategies should be directed towards retaining the most talented employees by increasing opportunities for further growth and allowing the development of career paths, increase and prioritise coaching as part of staff development strategy to enhance organisational productivity, effectiveness, efficiency and creativity.
- Build and sustain a culture of high performance by setting goals, fostering innovation, creativity, open mindedness, positive thinking, cooperation and collaboration and give employees the power to do the work and trust that with their expertise and competencies goals will be achieved.
- Design and implement integrated programme that will improve and instil both personal and organisational positive relationships inclusive; of openness, trust, honesty, frankness, and commitment to enable employees to act as responsible team members and leaders, while establishing a positive working environment and a platform where employees' participation and sharing of ideas can enhance sound and trusting relationships. The relations between managers and unions regarding student status should be reviewed.
- Create a relaxed, positive and supportive atmosphere where managers' availability and visibility is felt; induction, and mentoring of employees is facilitated. This is enhanced by positive attitude and improved resources like infrastructure, more staff in relation to number of students and finances
- Advocate for quality nursing education and training, to breach the gap between theory and practice by increasing clinical facilities such as hospital wards, operating theatres, casualty departments, outpatient departments and clinics.
- Implementation of the retention strategies should consider the status of nurse educators in the colleges, cultivate and promote sense of professional belonging and recognition as academics. That calls for special attention to their qualifications as educators.

### 7.4.3 Recommendations for policy

A relevant factor in this study is the importance of coaching in the development of policies. Policy makers at local, provincial and national levels might integrate the recommendations in wellness programmes development in HR-related matters.

- Develop a national strategy and policy on “Employee Wellness Programme” that will promote individuals, groups and team performance and well being to grow personally and professionally.
- Develop policy on training strategies inclusive of “Coaching” in the development of managers to enhance positive growth personally and professionally and thus organisational growth.

### 7.4.4 Recommendations for research

It is recommended that further research should be undertaken to implement the programme and to evaluate the results thereof. The following objectives are relevant:

- To implement the coaching programme as developed in this study
- To evaluate the outcome of the programme
- To make recommendations on how to improve the programme.
- Conduct further research on the impact of coaching on quality issues after the implementation of the programme.
- Research should be conducted to test whether “The implementation of the coaching programme improves employee wellness and thus the quality of management”.

## 7.5 Personal reflection

It was an exciting journey with its own new experiences for me. The study was a learning process for me; it was difficult at the beginning; I was overwhelmed by work frustrations as a manager in the nursing college. I had my own assumptions and biasness which I had to clear first. I had to remove myself from the problem and see myself as the researcher. My perceptions, experiences and personal views clouded my thinking but I was able to conquer the feelings. Listening to the audiotapes made me uncomfortable; participants were expressing their experiences of frustrations that described pain anger, uncertainties and hopelessness which I related to with

overwhelming sentiments. There were other interesting and positive inputs that I learned from successful college managers.

I was fortunate to be trained as a coach at University of Cape Town Business Graduate School. The training gave me the lot of information as I have attended several workshops be I was a trained as the coach. The coaching programme was six months; attending twice a month. I had an opportunity to meet international leaders in coaching and we had extensive discussion about coaching.

I finally learned that:

*“Uncertainty, frustrations, fears and confusion, can be an invaluable partners in navigating a troubled journey”*

## **7.6 Summary**

The last chapter outlined the evaluation of the research design and methods, reviewed the background, made recommendations, and discussed nursing education, human resources, policy making and the research limitations of this study. A brief review of the background is also given.

The objective of the development of a coaching programme was achieved. What is left is the implementation of the programme and its evaluation. The concluding statements of the employees indicate that they are dissatisfied and not well supported by their managers. On the other hand, the managers also expressed their frustrations regarding support from the Department of Health. The programme will be useful for all employees and managers. It will therefore improve performance standards at the nursing colleges.

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## ANNEXURE A



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
INSTITUTIONAL OFFICE

AAN: Uitvoerende Etiekkomitee Lede  
TO: Executive Ethics Committee Members

INSAKE: Goedkeuring van projekvoorstel  
RE: Approval of the project proposal

Die volgende projekvoorstel met Sub-komitee aanbevelings:  
The following project proposal with Sub-committee recommendations for approval please:

PROJEKLEIER / PROJECT LEADER: Prof H Klopper

PROJEKTITEL / PROJECT TITLE: "A coaching programme development for the nursing college managers to facilitate employees wellness"

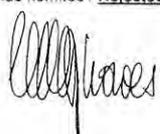
ETIEKNOMMER/ ETHICS NUMBER: NWU-00001-07-S1

AANBEVELINGSDATUM VAN SUB-KOMITEE / APPROVAL DATE OF SUBCOMMITTEE:  
2 Oktober 2007 / 2 October 2007

GOEDGEKEUR DEUR SUB-KOMITEE: Afrika Eenheid vir Transdissiplinêre Gesondheidsnavorsing (AUPHeR)

APPROVED BY SUBCOMMITTEE: Africa Unit for Transdisciplinary Health Research (AUPHeR)

AANBEVELINGS/VOORWAARDES / RECOMMENDATIONS/CONDITIONS:  
Geen / None

<input checked="" type="checkbox"/> <b>Goedgekeur</b> deur die Uitvoerende Komitee / <b>Approved</b> by Executive committee <input type="checkbox"/> <b>Afgekeur</b> deur die Uitvoerende Komitee / <b>Rejected</b> by Executive committee		
		
<b>M M J LOWES</b> Voorsitter: Etiekkomitee/ Chair: Ethics Committee		2007-10-10
Handtekening / Signature		Datum / Date
Kommentaar / Comments: ..... ..... .....		

Indien moontlik, kan u asseblief u kommentaar/goedkeuring voor  
**16 Oktober 2007** stuur aan: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

If possible, could you please send your comments/approval before  
**16 October 2007** to: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

Vir enige navrae kontak die Sekretariaat van die Etiekkomitee: 018 299 2542  
For any enquiries, contact the Secretariat of the Ethics Committee: 018 299 2542

## ANNEXURE A (A)



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom  
South Africa 2520

Tel: (018) 299-2542  
Faks: (018) 297-5308  
Web: <http://www.nwu.ac.za>

Prof H Klopper

**Ethics Committee**  
Tel +27 18 299 2542  
Fax +27 18 297 5308  
Email [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

5 February 2008

Dear Prof Klopper

## ETHICS APPROVAL OF PROJECT

The North-West University Ethics Committee (NWU-EC) hereby approves your project as indicated below. This implies that the NWU-EC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> A coaching programme development for the nursing college managers to facilitate employees wellness	
<b>Ethics number:</b>	N W U - 0 0 0 0 1 - 0 7 - S 1
<b>Approval date:</b> 1 October 2007	<b>Expiry date:</b> 30 September 2012

Special conditions of the approval (if any): None

## General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-EC:
  - annually (or as otherwise requested) on the progress of the project,
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-EC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-EC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-EC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the NWU-EC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Prof M M U Lowes  
(chair NWU Ethics Committee)

# ANNEXURE B(A)

## APPROVAL FROM THE NORTH WEST DEPARTMENT OF HEALTH



**HEALTH**  
DEPARTMENT:  
HEALTH  
NORTH WEST PROVINCE

2<sup>nd</sup> Floor Tirolo Building  
Dr. Albert Luthuli Drive  
Mafikeng, 2745  
Private Bag X2068  
MMABATHO, 2735

**Directorate: Policy,  
Planning & Research**

Eng. S.Malakane  
Tel: (018) 387 5747/6  
Tel: (018) 307 5730  
Fax: (018) 387 5617  
[smalakane@nwpg.gov.za](mailto:smalakane@nwpg.gov.za)



To : The Office of the Superintendent –General  
North West Department of Health

From : Director: Policy, Planning & Research Directorate  
Mr K.Rabanye

Date :11 August 2008

**Subject: Request for approval: A coaching programme development for  
the college managers to facilitate  
employee wellness**

The above stated subject matter has the following reference

### 1. Purpose

The purpose of this memo is to seek final approval for a research study to be undertaken in the Nursing colleges of the North West Province.

### 2. Background

Ms M.Tlapu , the author for the afore stated research study, has requested permission to undertake a study in the North West Province.

A research proposal has been reviewed by members of the Departmental Research Committee and their verdict is that the researcher should be allowed to conduct this study. The reviewers looked at ethical aspects of the study, the study methods and the significance of this study to the department.

**3 .Aim of the study**

To develop a coaching programme for managers at the nursing colleges

**4. Financial implications**

No funds are requested from the North West Department of Health for this project.

**4.1 Specific Action**

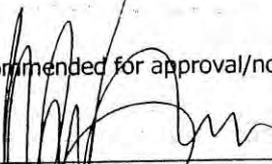
4.1.1 The Chief Director to further recommend for final approval by the Superintendent -General

4.1.2 The Superintendent –general to grant approval.

  
\_\_\_\_\_

Mr K.Rabanye  
Director: Policy, Planning & Research

~~Recommended for approval/not recommended~~

  
\_\_\_\_\_

Mr W/V Mbulawa :Chief Director: Corporate Services  
Final approval

Notes: .....

.....  
~~Granted / Not granted~~ →

  
\_\_\_\_\_

Dr L.K Sebege Superintendent – General  
North West Dept of Health

# ANNEXURE B(B)

## APPROVAL FROM THE GAUTENG DEPARTMENT OF HEALTH

+27 11 2892396

DEPARTMENT OF HEALTH

03:11:54 p.m. 09-04-2008

3 / 1



PROVINCIAL RESEARCH COMMITTEE.

**RESEARCH EVALUATION FORM FOR APPROVAL BY THE  
HEAD OF THE DEPARTMENT.**

**Researcher's Name: MM Tlapu**

**Researcher's contact details: Tel: 0731955836/0825781145**

**Research Topic: The Coaching Programme Development for the Nursing College's  
Managers to Facilitate Employee's Wellness**

**Supervisor's Name: Prof HC Klopper**

**Date submitted: 26/02/2008**

**Date Reviewed: 5/03/2008**

**Reviewer's name: Dr Kolisa**

**Research Site(s): Ann Latsky, S.G Lourens & Chris-Hani Bara Nursing Colleges**

**Type of research: Health Systems Research**

### SECTION A

	YES	NO	N/A
1. Is this research project within the scope of the Department of Health key policy priorities/directives?	x		
2. Content of Research: Original work			
• New facts, ideas	x		
• Confirmation of uncertain data	x		

<ul style="list-style-type: none"> <li>• Repetition of known data and consequently of limited importance</li> <li>• Unreliable and/or inadequate</li> <li>• Confusion of topics/questions</li> <li>• Intervention study</li> </ul>		x		x
3. Is the title of the research project suitable?	x			
4. Are the objectives of the research project adequate?	x			
5. Could the objectives be limited to better focus on the project's main objective?		x		
6. writing style <ul style="list-style-type: none"> <li>• The text of the proposal is clear</li> <li>• The nomenclature used is correct</li> <li>• The references used are relevant, comprehensive and accurate (corrected)</li> <li>• The spelling and grammar are correct</li> <li>• The language needs improvement</li> <li>• The research proposal needs restyling and rewriting</li> </ul>	x			x
7. Are the research methods appropriate to the study	x			
8. Does the study have ethical approval? If yes, name the ethics committee <b>North West University Ethics Committee</b>	x			
9. Is the definition and measurement of variables consistent with the scope of the proposal	x			
10. Is data collection method in line with study design?	x			
11. Is time frame of the proposal adequate to meet the objectives?		x		
12. Is it stated in the proposal the method of dissemination of the results of the research project?	x			
13. Is the possible conflict of interests clarified? Are financial implications and financial support transparent?				x

**Section B: Proposal summary****Section C: REVIEWER 'S FINAL CONCLUSION**

- Accept without change

- Accept after revision of minor changes X
- Accept after extensive revision
- Not suitable

**COMMENTS ON PROPOSAL CHANGE/REVISION**

**It seems as if the project has already started judging from the writing tense and the timeline schedule in the protocol. Please correct the time line schedule if project has not started.**

.....

**Section D: TO BE FILLED IN CASE RESEARCHER REQUESTING FINANCIAL ASSISTANCE: N/A**

1. Will the results of this research project contribute to the department strategic goals?

YES	NO
-----	----

If yes, briefly qualify

.....  
.....  
.....  
.....  
.....

2. Would the reviewer support the provision of provincial financial assistance?

YES	NO
-----	----

If yes/no, briefly qualify

.....  
.....  
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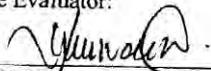
+27 11 2892396

DEPARTMENT OF HEALTH

03:13:03 p.m. 09-04-2008

6 /

The Evaluator:



Dr Y Kohisa  
Research and Epidemiology Technical Assistance



Dr ML Likibi  
Specialist Research and Epidemiology

Approved/~~not approved~~

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## ANNEXURE B(C)

### APPROVAL FROM THE NURSING COLLEGE MANAGERS

THE PRINCIPAL

MRS PETERS

CHRIS HANI BARAGWANATH HOSPITAL

GAUTENG

0001

### RE: PERMISSION TO CONDUCT RESEARCH AT S.G. LAURENS NURSING COLLEGE

Mrs M.M. Tlapu is a Doctoral student at the Nursing School at this university (North-West University – Potchefstroom Campus). The title of the study is “Development of a coaching programme for the college managers to facilitate employee wellness”.

Please accommodate her in the completion of the research.

Attached find the approval from the Gauteng Department of Health.

Thank you for your consideration.

**Professor H. Klopper, Head of Nursing Department**

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**ANNEXURE C****INFORMED CONSENT FORM**

In signing this document, I am giving my consent to participate in the interview conducted by Moipone Tlapu, a Doctoral student at the North-West University (Potchefstroom campus).

I understand that the researcher can contact me for more information in the future. I have been informed that my participation or non-participation or my refusal to answer specific questions will have no effect on the services that I or any member of my family may receive from health authorities or College authorities.

I have been assured that my details will remain anonymous and I do not have to put my name to any documents. I understand that the interview will be recorded on an audio recorder. The study will assist in developing a coaching programme for nursing college managers to facilitate employee's wellness.

I understand that there is no monetary compensation for participating in this study. I further understand that Moipone Tlapu will give the results to me if I ask for them.

Signed at \_\_\_\_\_ on \_\_\_\_\_ of \_\_\_\_\_ 2007

**Participant's signature:** \_\_\_\_\_

**Participant's contact No:** \_\_\_\_\_

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## ANNEXURE D

### INDIVIDUAL PARTICIPATION LETTER

Dear Sir / Madam

#### REQUEST FOR CONSENT FROM A PARTICIPANT

I am a Doctoral student at the North-West University (Potchefstroom campus) School of Nursing. The aim of my study is to develop a coaching programme for the nursing college managers to facilitate employees' wellness.

To assist me in achieving this aim, I invite you to participate voluntarily in this study. You are under no obligation to participate, but if you do so, the information will be gathered through an unstructured interview. The interview will take up 45 minutes of your time. The conversation will be recorded on an audio recorder. No value or moral judgement will be made on the discussion. In order to protect your identity you are not expected to give your name and it will not be mentioned. No data will be linked specifically to you. The data will be treated with confidentiality. You are under no obligation to participate in this study and therefore you have the right to withdraw at any stage of the research if you wish to do so. No harm will result from your participation in this study; instead, the benefits of the study will improve your performance. The results will be made available to you on request at the end of the study.

Permission has been obtained from your relevant authority for you to provide the information. Attached please find a copy of the letter of permission.

Thank for your consideration

Yours sincerely

**Mrs M.M. TLAPU (Doctoral Student)**

Cell phone – 073 1955 836/082 578 1145

Mtlapu@nwpg.gov.za

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## **ANNEXURE E**

### **INTERVIEW SCHEDULE**

#### **SET OF QUESTIONS FOR COLLEGE MANAGERS (PRINCIPALS, HEADS OF DEPARTMENTS AND REGISTRARS)**

1. Could you describe in as much detail as possible what your job entails? (Ice breaker)
2. What do you think employees' wellness entails?
3. What do you think are the needs of employees regarding their wellness?
4. Could you describe your role with regard to facilitating employees' wellness?
5. How do you think employees' wellness can be successfully facilitated?

#### **SET OF QUESTIONS FOR NURSE EDUCATORS AND ADMINISTRATION STAFF**

1. Could you describe in as much detail as possible what your job entails?
2. What do you think the concept 'wellness' entails?
3. How do you feel about your own wellness?
4. Could you describe your needs regarding your wellness?
5. How do you think that your wellness can be successfully facilitated?

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## **ANNEXURE F**

### **FIELD NOTES**

#### **DEMOGRAPHIC NOTES: COLLEGE A**

#### **FIELD NOTES: FOCUS GROUP – NURSE EDUCATORS**

The interview was conducted at nursing college A on 17 February 2009 at 10:00. It was held in the college boardroom with nurse educators. The boardroom was conducive and warm. The participants had been working at the college for more than 3 years. They were willing to participate and announced that they were ready to start with the interview. The interview lasted for 1 hour, 30 minutes.

#### **DESCRIPTIVE NOTES**

There were nine participants and their ages ranged from 37 to 55 years. They were all black women, well groomed and well dressed. They were relaxed and confident. They expressed their views clearly, showing interest in sharing information. They did, however, complain, display anger and bitterness. Areas that caused dissatisfaction were poor communication, shortage of resources, being overloaded with tasks, an increase in the intake of students' and poor management style, as indicated below.

#### **REFLECTIVE NOTES**

The researcher observed the anger that the participants were expressing as they said that the concept of 'employee wellness' was not applicable in their situation. One could detect the lack of support by management, and the fact that communication is not effective and is inconsistent. They perceive lack of support as hampering their growth because they need to master a subject in order to be experts in their fields. They also shared their experiences regarding poor management style.

**FOCUS GROUP INTERVIEW: COLLEGE A**

**M: MODERATOR**

**R: RESPONDENT**

**M:** Thank you very much ladies for helping me in conducting this study to improve wellness in our institutions. I have got about five questions for you. Please answer as freely as you can and as honestly as you can because what we need such information.

**M:** The **first question** I would ask is: **Could you describe in as much detail as possible what your job entails?**

**R:** I help by accompanying students, first-year students, and help students who have problems and there are too many of those.

**R:** We also do curriculum development so as to facilitate a relevant nursing education for our students.

**M:** OK.

**R:** We conduct formative and summative evaluations as a form of assessment for student programmes.

**M:** OK.

**R:** We also develop guidelines on an annual basis and review them in collaboration with the curriculum, and we also do departmental development.

**R:** We explore counselling. I am very interested in counselling and wish we had a counselling department.

**M:** And in other words, you are saying that it would be better to have a professional counsellor, but as a lecturer you do mentor your students by counselling them.

**R:** It forms part of communication as well. So if the students are not performing well, we try to counsel them.

---

- R:** And sometimes you find an unexpected situation when the student might get bad news, say a message from home that maybe a mother or a father has died. You know, we have to see to it that the student gets support all the time.
- R:** So you will find that there is a no counsellor available to counsel the student. And then we must take over.
- M:** So, in other words, you are saying there are other situations that students come across that are overwhelming.
- R:** Sometimes we become motherly or sometimes we find that the students are getting out of hand getting, out of control. Then we go there and make them aware that what they are doing is wrong.
- M:** Because they are adult students, they are not children.
- R:** Yes.
- M:** OK.
- R:** Even among ourselves we need to counsel each other when times are tough.
- M:** Among yourselves as lecturers?
- R:** Yes.
- M:** Sounds good.
- R:** And in some instances we support each other. Because you will find that there are problems between the students and lecturers or whatever, so one of the staff members
- R:** And there are a lot that are coming in that need counselling. You find that, for example, because of the situation of HIV/AIDS, some students are mothers themselves and the child dies. The spouse may also die and so the lecturer has to do bereavement counselling to the student before she goes home.
- M:** Any other thing?
-

- R:** Even with the students, they have to be put in groups sometimes because there may be a problem of criticism among themselves.
- R:** You also become their point of reference for them because if you look at the difference between when you trained and now ... it so different. So you have to help to bridge that gap no matter how you do it.
- M:** OK.
- R:** Apart from counselling ... we also monitor the students' attendance so that they can meet the requirements for credits of the South African Nursing Council.
- M:** It does help them, you know, to monitor them because sometimes they forget.
- R:** And also we are role models. I think they must come to us for whatever they need so they can do what is expected of them.
- M:** OK, even if you're your ...
- R:** I think it must start from a professional relationship We need to project a professional image to show them what is expected of them. We should accompany them to the ward, not just send them there alone, but sometimes you find that it is impossible ...
- M:** So that you're not saying something that you don't know, but you are expecting something from them.
- R:** With students I have found out that because of the nature of this profession, they may come in with drinking problems, you know. They think that is an easy living, they expect to be able to do it. I mean they expect to continue in the college and when you are aware of the lifestyle they are involved in, you try to correct. I will give an example. You are a student and you are also an employee so when you put yourself next to somebody at university, but, well, it's different. University students are not looking after somebody. But here you are a student and you are an employee at the same time, so you can't just go on anyhow and come drunk to school or to the hospital.
-

- M:** You are doing a good job. I understand you are becoming mentors, and moulding their behaviour, for their professional values.
- R:** Yes.
- M:** I understand what you are saying.
- M:** In other words, you are going all out to show them what you know and even to bridge the gap she was talking about earlier that needs to be closed somewhere or somehow, so we have exhausted that one. Now we can come to the **second question: What do you think the concept 'wellness' entails?**
- R:** I experience personal wellness if I am perceived as a whole person physically, emotionally, socially and otherwise.
- R:** The concept focuses on a human being, including the involvement of the whole family.
- M:** OK, any other additions?
- R:** I think it entails many things ... when they are all incorporated, there comes a time when you feel well about yourself at work.
- R:** Maybe to add to that, also you may just feel functional but ... Whether it's been a marital problem, or financial stress or whatever. If it's been attended to it, this also contributes to the wellness of a human being.
- M:** Working on both the internal and external environment helps you.
- R:** It is a state of maintaining balance within yourself, irrespective of the challenges that you face in your external environment and internal environment, and maintaining your wholeness, irrespective of your challenges that you are facing.
- M:** OK.
- R:** It's also about interaction, how you interact with each other in a work situation, and, how positively it impacts on others.
- M:** So you think that it also contributes to the wellness amongst yourselves.
-

- R:** Yes.
- R:** Yes, amongst ourselves and the community in the college, and I think that it has an impact on us and the environment. When you react to somebody you should think what impact it will have.
- M:** In other words, you mean that when you think negatively about somebody, it impacts on you.
- R:** Wellness means when you are able to identify all those needs and all those weaknesses and if the needs are not being met, you think how best this can be done.
- M:** In other words, you think one must be aware of the weaknesses and strengths.
- R:** When you talk of wellness, you can talk about how it affects a person, but you also need to consider the environment because when you talk about your differences to other colleagues they are evaluating you and you may find that you are back to square one. You may find that the person you have to report to you uses the 'divide and rule' way. I like this one and I don't like this one, you see!
- M:** That can be pretty serious.
- M:** The next one question, the **third question: What do you think are the needs of employees regarding their wellness?**
- R:** I think wellness means when you have the ability to control how you act, in the correct way, and how you control your behaviour then. In other words, I mean when you are able to control your reaction in a crisis situation, without been overwhelmed or overreacting. It means having a way of evaluating whether you are still well or not.
- M:** In other words, you may think you are well when you are not well.
- R:** When I think of wellness, you can think of levels of wellness: wellness within yourself, wellness with others and wellness within the environment.
- M:** Yes.
-

- R:** If you have lived longer, you should display more maturity and be able to coach others to promote good will. I mean, couple it with your years of experience, couple it with your past experiences to have quality wellbeing because you have been previously exposed to certain experiences and now you know how to handle situations and how to master certain details in life for better wellness. You need to be a role model sometimes. You are a supervisor, so take advantage of it, make use of it to help others. You are experiencing maturity. When people look on you as an older person, you are actually more experienced than others.
- M:** In other words, you mean wellness goes hand in hand with introspection and the contributions that you are making to others that you work with.
- M:** Any other inputs?
- R:** In other words you move with unhappiness from your home and if you come to work it has an impact on those you are working with – let's say you are at work and you are so quiet it affects those you are working with. Someone says something that can make you laugh, but you stay quiet, and someone sees this and asks "Are you are OK?" and you say "I am OK", when actually you are not OK. If you have a problem at home you need to spit it out, so that it's at work.
- R:** I think it includes accepting criticism, and when a person is giving you positive criticism it depends on how you have grown intellectually as to whether you take it positively and if you can take it like that, it means you are mature because you can recognise the difference between the two, that is negative and positive criticisms, depending on the perception you have or what you think.
- M:** And how you react.
- R:** And it depends on how you pass on the message.
- M:** It means that if you say something that is not acceptable, it depends on the attitude of others?
- R:** Yes.
-

- R:** Talking about the environment, the older person will show growth and, you know, this is an academic institution; we need to be jolly.
- M:** I understand what you saying.
- R:** So we sometimes take ourselves too seriously when we are with students. But no! You need to make some jokes with students; you need to laugh with them and sometimes to cry with them. Let's make jokes with our students, instil moods of happiness for our wellness.
- M:** In other words, you are saying that we should not be too serious when we are with our students: they have to take us as approachable people.
- R:** Like I am saying, let us take care of ourselves. I mean, let us control our moods so that we do not frustrate each other. I mean, today you are like this and tomorrow like that. And let's say today you are otherwise; you make us blame ourselves, thinking that there is something that we have done to you, only to find that there is something from home that is bothering you.
- M:** Yes, you mean blaming others for your problems.
- R:** Sort of.
- R:** Yes, in a situation where a person feels like you are being undermined and then you isolate yourself.
- R:** It may be stressing and also having psychological effects. You need to balance your life, keep physically fit, have a well-balanced diet, be receptive to the social environment and have sound mental health – it makes a positive contribution to wellness.
- M:** Yes, healthy eating and a healthy lifestyle.
- R:** What about being honest with yourself and honest with other people at work? Honest means being truthful to yourself, accepting that you can only do this and you can't do the things you can't.
-

- M:** Sometimes we can stress ourselves thinking that we can do so much, yet we cannot do that.
- M:** Any other opinions?
- R:** I want to say that wellness is about maintaining balance and knowing about your strengths honestly so that you are not stressing unnecessarily.
- M:** How do you feel about your wellness in the context of the environment?
- R:** I think somehow it starts from you as to how you want people to treat you. If you behave like a child, they will treat you like one and you will feel like one.
- R:** But there are serious environmental situations which are unavoidable, like the political mandate of the intake of students, it's negatively affecting us, we are willing to teach ... however, it is unavoidably so that the numbers impact on us.
- M:** I see.
- M:** How would you want to see your wellness, how would you want to see your needs?
- R:** I want to reflect on the numbers of students. Let's say one has problems. It affects us emotionally, you know. It affects you and the students and at the end of the day you can't offer what you are supposed to offer and it seem as if you are insensitive. The students come to your office crying and you believe that there is nothing you can do; I mean that is the reality.
- M:** OK, yes madam.
- R:** I also think the support should also apply to us in our work because I if HODs cannot support us positively then it means obviously we can't work. We are overworked, over-delegated and overloaded and they don't care. I think they need to support us in all aspects, I mean advocate for us.
- M:** In other words, you mean our wellness revolves around work and relationships with us and our environment.
- R:** And also, I want to say that the support given to us as lecturers, how much development is given to us; the support of students and how you react to other
-

environmental situations, for instance, the personal development that they are giving us ... are they really helping us to manage the situation and also how to deal with the situation, how much information and how much is given to you and ... to use to cope with unavoidable circumstances. For instance, personal development that the people are attending, is it also developing people; developing our wellness, forming part staff development? I think the training is not enough to empower us. We need a systemic programme.

**M:** Yes

**R:** Actually, for counselling to go well, there must be a counselling department where they can help, and confidentiality must be maintained. And also with networking in the environment – I am not sure of how much feedback are we getting with regard to networking in an environment, to be able to cope with the environment.

**R:** Sometimes we must be realistic because sometimes you wake up in the morning on the left side.

**M:** In other words, you say, irrespective of the situation, at the end of the day when you evaluate the situation it depends on you as to how you handle the situation.

**R:** I am looking at my own wellness and that of the others and want to see myself personally well, but when you assess the institution you find that the institution is not well. I think what we need is finance. I think finance also contributes a lot to wellness, the resources and our expectations.

**M:** Do I understand you are saying that if you are not economically well or you are not well organised or well satisfied, your wellness is affected.

**R:** Yes, yes (all laughing).

**R:** You know what? The balance must be maintained. I think if one's needs are not met, then the emotional and the physical are affected too.

**R:** Also what I have realised is the inconsistency of applying policies in this institution. The policy might say that the student must not do 1, 2, 3 and you follow it and at

some stage you are told that the direction that you took was wrong, so it is applied differently to us and sometimes to students.

**R:** If I have to add, sometimes you do all you should in orientating students, you know, but someone comes and changes this. You don't know if you have the skills and that has a negative impact on our wellbeing because we don't know where we are falling short.

**R:** I don't know whether these people are coming or going or having the skills or not. Maybe we don't know where to go, but it has a negative impact on us.

**R:** I don't know if there is something wrong with the institution or is it the people, but the way things are done in this college, it is about time we got ourselves organised. I think we have problems with managers that are getting out of line and think that they are supervising. I don't know whether it is a political factor or the institution is unfeeling, but it is frustrating us and affecting our wellbeing. A simple task that should take you 5 minutes takes you 30 minutes. The managers don't know the capabilities of the staff. I feel like "I am useless"; you know I am "numb". It is actually bringing things I actually never feel. At least our managers must correct me, and say: "Go back and do that, correct it", so that at the end of the day I am the one given the credit for what I have done.

**M:** I understand that one doesn't get recognition for tasks or whatever.

**R:** Sometimes in our organisation, the Principal will take the programme and change the objectives alone, and she will come in in the morning and change x, z, y. She will call you and say: "Do this, do that", and change somebody's work without them knowing it, so it is frustrating.

**R:** Yes, the management style is so frustrating: you are policed through colleagues checking on you; your work is downscaled and that style makes you not feel like an asset. Actually we are adults and need to be treated that way.

**M:** Mm.

**R:** And the other thing that make us frustrated is the case of study leave; we want to go and study and grow professionally – then they will come and say, the policy and the

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protocol, you be will told how many to go when; and we have to wait for those who are already studying and you know the time does not wait for me, but somebody may not be treated like you and she got the study leave. Somehow it is unfair labour practice, especially on issues of study leave.

**M:** Yes, I hear that it is frustrating.

**R:** I think I have realised one issue: there is resistance to change, either from the management point of view or the employee point of view. If you come from outside, you don't want to change some of the things that you have been doing because of resistance to change. You feel redundant, you feel like you are going nowhere. If you want to show them how to do some of the things, you will get a sort of resistance. You want to do it and you will say: "I will show them how we do it outside". Remember when you are outside and people are inside, you teach them a lot of things. You are coming in and you are not open enough to explore and learn, and sometimes you are afraid to ask them as well. This is not because I am new, it's because I want to show you what I've seen somewhere else and it takes your time. By the time that you get to open up and I show you, sometimes it is late and they are no longer interested. At first it feels dramatic because you are coming in as a powerful person willing to bring change and talents and show more to your colleagues. Now that you are in your 30th year, you can't move, so you as an individual you start to be redundant.

**R:** May I repeat the thing I said, that we are frustrated about technology. You know here in Gauteng, I could not believe it when I wanted to use my memory stick and I was told I must go to somebody so that she could familiarise herself with it first. I was so mad! So really mad! Our access to technology is limited. This is time consuming. You just get paralysed when you doing you work.

**R:** But I think it's a problem. If you want to do some situational analysis, for example request a quotation to purchase something, you will get very frustrated. Also it's like the environment and the resources are not conducive. You are employed but you don't have an office to work in. You are given a classroom to share. You know, if a

classroom is given to you, at least make it user friendly, I mean put in it a computer and a printer and a table.

**M:** I can hear that you are limited in offices and resources.

**R:** Yes, just as a follow-up, you know, regarding the issue of resources. I don't know if it is according to government policy, but a person who coordinates should have a scheme for a vehicle subsidy. But you find out that here it's an issue for a person to get a subsidised vehicle. You have to use the government cars and you will wait for these cars and they don't even make them user friendly –they are not, you know, they are dilapidated and depreciated. According to government policy, a lecturer is a coordinator, especially when going to the clinical facilities, and according to policy, she qualifies for a subsidised vehicle, so why not here?

**M:** I understand that despite the fact that you qualify for a subsidised vehicle, you are not given one?

**R:** None of us has a subsidised car.

**R:** It's about supervision. Supervisors think that you can manage an overload of tasks and every time she comes and asks you: "Have you done that, have you done the other thing?"

**R:** When given those tasks and you are not supported, and even if you are reporting problems nothing is being done, they want the work to be done on time, this person will scream at you and at the end you will feel overwhelmed with the departmental work. You know work is allocated to you only and you are "raided" periodically. Issues that have been 1, 2, 3 then you don't get any support, you are constantly under stress, you understand because .... You work hard and do the work because if you can show that you can do the work, everything is dumped on you; it ends up with you alone.

**R:** Managers are managing us through colleagues. Gossiping is always a clinical accompaniment and it is a problem, and the very same number that you are teaching in class, you must accompany them. The clinical staff also complains if you give them a number of students to place with them. They will ask: "How do you think we will

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place them and where will we place them?”, “How am I going to deal with that?”, “No, I don’t want them, you can take them or send them back to their original place”. As if you are placing this student for your own good, for your own profit, and nothing will be done for this particular group You will move them from one area, one corner, without any outcome.

**R:** I was just going to add to what has been said: at this facility we don’t have chairs to sit on, the place is so uncomfortable. We want to work with the clinical staff, but there is not even a place to consult with the students. Even here at the college, there is no room to counsel the students, so how can you counsel the students? How will you communicate with the student when the student starts crying. Obviously there are all these things and also for me – I need a personal space. I know it is at work, but if the environment is conducive, I will be productive.

**M:** Mmm

**R:** Lastly, I think there is lack of work, life balance. We have a gym now which is nice but I think we are working and working means you must be here from 7to 4 and 7 to 1 on Fridays. I fail to understand why it is so restrictive, it is strict. Why don’t we work flexible time, what is wrong with that? We are adults and this place makes us feel that this is not a place to work. Why don’t they allow flexibility which will still let you see what is happening at home and still be at work? At the end of the day what do we do? You go on sick leave – the concentration is on the input not the output.

**R:** I would like somebody to look at the output not the input, because what is important is what comes out. I might be able to meet deadlines and my own things at the same time.

**R:** I want to add on input and output: you know, sometimes we take work home and we do marking after hours, work is the order of the day. But coming to the control of time, really there is no balance between life and work. They really don’t care about the output even if we meet the deadline, I think we are not treated well.

**R:** Flexibility will really address my wellness because I am a responsible person, and I will make sure that my output is excellent. If I have a personal problem, I know

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where to go and how to deal with the problem. And secondly, this is why I need my personal space.

**M:** Can I clarify that one: do you mean that you people don't have offices?

**R:** (All of them) Yes!

**R:** One class has been given to us as an office ... there is no computer, no printer, no cupboards, no phones, just a chair and a table and absolutely nothing else. You know when I arrived here I was so shocked to be given a chair and a table, I felt like leaving immediately, then I thought I must give them a chance, I have now been here for one year and three months, but I don't have an office. Until now, we were told that they were building the offices.

**R:** No computers, no partitions – we're cramped in one room.

**R:** The number of students really is too big. I don't think there is any quality to the training, but we are trying.

**R:** Improvement of technology to save time is a recommendation.

**R:** Policies are there and they need to be improved and carried out (it seems as if she is addressing the policy on examination), because when students find loopholes, they say: "But I qualify to write the examination and they do write". We are also saying that we need a computer, and email addresses so that we can communicate with the outside world so we don't have to go to the hospital to make arrangements. I am just saying that if management could only be aware that we are human and we are going out of our way.

**R:** Management should know that we are using our own email addresses for the college; we are not able to log in with our personal emails. I have been here for many years without an email address. How am I going to do the work? What I have noticed is poor empowerment – if you come and say: "Can we do this thing like this?", the answer will be: "No, no, no". We are using one printer for the whole floor and the information gets mixed up on the ground floor; there is no confidentiality of any report you are producing and you have to go up- and downstairs. The memory sticks are incompatible with most computers. If you want to use them, you must go

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to the library. Which means there is poor time management; there will be no one in that office and it means no work will be done.

**M:** Mmm

**R:** The other thing is that they are authoritative: "I say that" and "It must be done". There is poor feedback from the meetings. That is why lecturers sometimes go on fire and 'explode'. For us as professionals, we teach students how things must be done.

**R:** We teach students responsibility. I can take responsibility. I need to manage my own time in the morning and I think there is too much control. If one person is a delinquent, we all treated the same ... more individual needs are not met.

**M:** It is really frustrating I can hear that.

**R:** We need to have lecturer's status, we request to be allowed to travel from home, not from the office. Let's say you are doing accompaniment in the West Rand and you staying in the West Rand: other tutors are using their own cars for clinical accompaniment, leaving from their homes. We come to the college to sign on at roll call. We request to be allowed to travel to the clinics from home. Now students can travel from home to the clinics, so why not lecturers?

**R:** I understand that one doesn't get the recognition of tasks or whatever.

**R:** It doesn't make sense at all.

**R:** I think our management should attend management workshops or leadership skills workshops or something to that effect, because I think they are functioning as if it were still in 1988 or the 1990s. I think people should go out and learn what other companies are doing, because our managers want to do the job that we are supposed to do, like drawing up a roster.

**R:** This is actually a follow-up, its adding to what she just said. The other day I was talking to my colleague and I said I wished these people would take advantage of the funds that are there. If we work together, we can actually achieve lots of things. OK, imagine I come here at a quarter to seven and sit in my office, make tea, make some

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phone calls and then start working at 9 o'clock, come back maybe at 1 o'clock and just sit waiting for 4 o'clock.

**R:** If I am using flexitime, I am saying I am at home and I am marking and they just have to believe me that I am marking.

**M:** You do meet the deadlines.

**R:** Yes.

**R:** So it comes down to management being adult about the thing.

**R:** It's also about management development. It should not only be management going for development. It should include others because if it's the same people going to these managerial meetings for years, the same ideas, no changes, will come around. They must mix with other colleges in the country to find out what is happening in other countries and grow. They need new ideas so that they can invest new brilliant ideas in this college.

**R:** Let me summarise: there is this other command from above whereby someone at managerial level is telling us on operational level as tutors how to design a lesson plan. Then we follow it and she is never in class to see us practise it. And every time when you prepare a lesson plan, you have to write down how many ladies, age distribution, which language (that will include if you are an Indian, or white or coloured) and they say we should prepare a master plan, but I don't know what a master plan is because I can't have an institutional analysis. When I talk about an institutional analysis in the lesson that I teach, even when I talk about the nose, I have to talk about the institutional analysis. When I talk about the ear, I have to talk about the institutional analysis, like 2 white, 12 Indians, 19 blacks, language, age distribution, 20 up to between the ages of 20–25. Really, that one is a mess. It is upsetting, and those teaching methods, those people that develop them, they are not at the operational level at all. We really need to work without fuss here, speak out. Really, this is frustrating us. When you have to plan lesson 1 and give half a page for each and every topic, and the same topic of institutional analysis of students must be included every time. We can't really develop and apply the style ourselves because we have to take commands from above.

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**M:** OK.

**R:** What we have been talking about is similar to the method of teaching. We have embraced OBE, but there are people who cannot learn from OBE. We have upgraded from the old school, but there is nothing more we can do. We have been talking to them about the outcome of the students, so individually we have to be given leverage to say: "I have assessed my class and my students are not getting educated, and I agree with this one but not this one. Let me be given an opportunity to make that choice. If it's the wrong choice, I will have to take the consequences".

**M:** To exercise that responsibility.

**R:** Yes.

**M:** What do you think is the role of your managers in facilitating your wellness?

**R:** Just sitting with them after achieving the objective, we request consistency and availability of resources to be allocated to individual lecturers – a reasonable work load that can be afforded; distribution of work equally to all people. Because there are so many discrepancies here, they are not here to see and correct them, and so management must work with HR to ensure that there is fair remuneration for all and also the PMDS must also be fair.

**R:** Just to add to the issues of resources I don't care whether there is a table in the corner, we need a computer and a printer so that I don't have to go up and down to the central printer, with my injured knee – that has to do with wellness. I am not well but I am expected to go up and down. I must go down three floors because that is where the computer is and I'm using my feet. My manager comes to my office twice or thrice and she can't find me. Now I know I am doing a productive job but come 4 o'clock she hasn't seen me the whole day. Then she will say: "I have been looking for you for the whole day. Where have you been?" Now we are three or four and we start to talk about what happened last night – it can take four hours unless you are disciplined.

**M:** Mm.

**R:** I think management should look at the issue of time. Really, time management is crucial. Sometimes they would say: "Sophy, come to my office" and you know where her office is? The office it is down, down, down and I must go up, up, up, and when you get there, there is nothing, really, and you have wasted the time. This is a waste of time and energy. I have found out that I wasted my time and now I am tired. These managers must learn about time management and make things

accessible. If just once you have to go down, out of 8 hours you find have only worked 3 hours – the rest of the time you have been doing up and down ...

- R:** I would say one other thing about management: they feel insecure in some way because you can tell them about this officer at the time, but when you phone the very same person will tell you she doesn't know what you mean. You find out that there are services from outside that are rendered in the college and when you talk to management about it they don't like it because they don't want you to be aware of the services. There is a lack of transparency somewhere.
- R:** I also think that there is some kind of ignorance because fortunately we have a Principal with an open-door policy who wants to hear people's views. Often she will say: "What is that you want to improve at the college?" and you will mention lack of resources. I was shocked to hear them say we are well resourced.
- R:** You have 300 students and they are writing a test, maybe section A and section B, and I went down to student affairs ... [to ask] whether they could do me a favour and give me a list of students, and I was told I couldn't be given a list of my students. I was surprised that I couldn't have a list of my students whose tests I am going to mark.
- R:** We need diaries and emails for sending information to the hospitals rather than having to travel to the hospitals. You know, Human Resources think that they are there to punish us; you know they hide information. I recently learnt that I qualify for a housing subsidy and I have been here since 2005. I was never told about that, but I was recently informed that I am supposed to fill in a housing allowance form. Why wasn't I told about it earlier on? HR is supposed to help us, but this one is there just to jeopardise us.
- M:** Good people, let us summarise. What I learned from you is that wellness entails all the aspects of life, that is physical, emotional, social and psychological, and the work environment.

**DEMOGRAPHIC NOTES: COLLEGE B****FIELD NOTES: INDIVIDUAL INTERVIEW WITH THE REGISTRAR**

The interview was conducted at nursing college B on 2 February 2009 at 13:00. It was held in the college boardroom with the Registrar. The boardroom was conducive and warm, although later on there was noise from the hospital nearby; there was an obstruction and the boardroom did not have soundproofing. The participant has been working at the college for more than 3 years. She was willing to participate and pronounced that she was ready to start with the interview. The interview conducted lasted for 1 hour.

**DESCRIPTIVE NOTES**

The participant was a middle-aged white woman, well groomed and well dressed. She was relaxed and confident. She expressed her views clearly, showing interest in sharing information. She shared a lot of information. The emphasis was on her role as a leader, a manager. She explained that her responsibility covers both administration and students' affairs. **When defining employees' wellness, she emphasised the following:** she said that it is the process by which diseases and challenges are managed. She explained that HIV/AIDS is given more attention at her institution. Therefore in her view employee wellness focused too much on the sick employees and not enough on the well ones and their families. She furthermore said that the government wellness programme is "fabulous", that it has a very good package but employees do not utilise the service in most cases. She also expressed her opinion about which aspects of employees' wellness should be catered for. She mentioned that emotional, social and physical aspects are imperative and that the college should have a programme that will enhance support. "These aspects should be taken care of" (referring to the emotional, social, spiritual and physical). She stressed the importance of listening to staff so that she would be able to refer appropriately. She said that listening gives staff time to "ventilate". She emphasised the importance of confidentiality when dealing with very sensitive issues. She summarised by saying: "employers have to address employees' needs holistically".

**When asked about employees' needs, she addressed the following areas:** she explained that employees need to be gainfully employed, hence their financial needs should be catered for. However, employees should also work very hard for the money. Counselling of staff was the second need she dwelled on as she explained the need to support staff emotionally and refer them when there is a need. The next need was a "support system" to deal with their issues, meaning that supervisors should assist employees to establish a support system for addressing some of the sensitive issues. She also talked about trust as being essential in this matter. She elaborated on issues of trust in the institution and stated that there is a need for employees to trust each and that this can only be achieved if confidentiality is observed.

### **REFLECTIVE NOTES**

The Registrar did not seem to have much to share about employee wellness. She herself said that she is not that much involved and she is actually working only with her own team on a one-to-one basis. She seems to be aware that the role of management is limited and she emphasised the need to support staff.

**INTERVIEW: COLLEGE B****M: MODERATOR****R: RESPONDENT**

**M:** Thank you, Ma'am for availing yourself for this study. As indicated in the consent form you signed, the conversation will be recorded. Can we start now?

**M:** The **first question** is: **Could you describe in as much detail as possible what your job entails?**

**R:** Basically, I am the admin manager. Unlike universities, the Registrar does oversee student affairs. Student Affairs in nursing colleges is separate because it deals with both students and academic programmes. It used to be one section but with the expansion of nursing colleges it changed. Student nurses have to get salaries and this makes it difficult because it is not like universities. I am managing the whole of the admin office, like HR which includes all personnel matters, finance matters, procurement, facilities and security. And I also have a connection with Student Affairs because students in this institution get monthly salaries and they are registered for four years. They have to do four years, that's for the four years after finishing their diploma so that make them college staff. That automatically makes the students government employees in the Department of Health. The students get two applications to apply as students and the acceptance letter goes to the Central Office; they register the students as staff members and give them a PERSAL number. And even if they do not finish their studies, depending on causes or the circumstances of the student's performance that made the student unable to complete her studies, or if she cannot really cope with the lectures, they always set her in a hospital situation.

**M:** And then, **second question: What do you think employees' wellness entails?**

**R:** If you look at your circumstances, people today – staff members, background, all the challenges – that (too) has a very serious impact. My experience is that they give a lot of attention to HIV/AIDS if you are the affected person but, you know, they give

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very little attention to HIV/AIDS if you are the parent of an infected child or have a brother or sister with HIV/AIDS or are a child of an infected person. There is a support system which was implemented by the Department in the institutions, whereby you would get counselling. It makes life easier if you get counselling. Well, especially on the mental side, you see!

**M:** OK.

**M:** What do you think is good on the mental side?

**R:** If a person has a problem, he/she needs to talk to another person whom he/she does not know because it is easier to solve problems with a person who does not know you. You will be dealing with the problem, not dealing with the person. If they could give outside support, it would truly work I think.

**M:** So you feel that somehow that wellness is a sensitive issue when it comes to individuals?

**R:** That's actually where I think the need is. For example, we can all go to a doctor because of flu, but you will only need support for mental issues. For the students we have a student counselling department which is excellent for the students and all the staff members can go there. But I have found out that the admin staff and even the educators do not go to the department's counselling service.

**M:** What you are saying is that the psychological aspect is more important than the physical health aspect?

**R:** I think that if you are handicapped, you still need that medical support. I have found that sometimes people have problems at work and they have a tendency to bring those problems to work. So you take the person in for an interview to find out if they would like to move out of the department. You can see if the person is miserable in her/his job or see if there is no job performance. Of course you can see it! They won't tell you unless you say: "Alright, I can only help you, try to make life better for you. Where would you like to be placed, where would you like to work?"

- M:** So you think that is the most important aspect of employee wellness – to be able to identify the needs of the people? Because now the next **question is: What do you think are the needs of employees regarding their wellness?**
- R:** Depending on the situation, meaning that if a person needs, for example, finances, because we all need the finance – that is why we are sitting here, because we need the money. And sometimes people need more money so that they can buy the things they do need. If she needs to buy something which is important to her, nobody has a right to tell her that what she wants to buy is not important. The person really thinks it is important to her. I think that counselling is really a need. If a manager sees that the staff always fail to deliver, he/she would want to put blame on herself, so I think this person needs counselling, to be told that: “No, you are not a failure” – things like this do happen sometimes.
- M:** To make a person realise that you are not going through this because you are a failure in life!
- R:** You don’t get it here; sorry, but you don’t get that here. People are watching what you are doing wrong.
- M:** There is a perception that people might not trust each other.
- R:** I do not trust anybody here too, to be honest. Nobody would come and say: “I have a problem. I am worried about this”.
- M:** So you think they need someone that they can confide in, in a work situation if they have a problem?
- R:** Not that specifically. It should be somebody from outside. But they should have something, a service of some sort. You know what I think that the problem is? It’s that there is a very serious matter of lack of respect.
- M:** So what else do you think employees need?
- R:** There is also a need for serious skills.
- M:** What type of skills?
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**R:** People get appointed in different posts and they know absolutely nothing. And I'd like to say when I am appointed in a new centre, the next thing I find that shocks you is there are no skills. I have not been working with this before. You see, the other thing is poor orientation to government practices. OK, I am not saying the college should train someone from outside, bring him in and train him from A to Z.

**M:** Meaning that the people are not trained in certain skills?

**R:** I am saying that the head office should have a training centre. Let's say prepare them to find their way easily. One should concentrate on HR and the other one should concentrate on finances. The person should go to head office for two months to get training there, to do a small amount of a job and move on to another job until she/he has mastered the skills and he/she can be brought to the college.

**M:** Mm.

**R:** OK. You see what I mean. You see very thorough training is needed. Now they've got the basic degrees, but each and every institution has its own practices. I mean we have got the Persal system and the Bass system, etc. but the university student has not heard about these systems during training. They land up here and the next thing they will say is: "I need training" and what do you say: "But you've got a degree". Then they feel foolish and they don't know the work because they have a four to five years degree in admin, and now they come here and say: "I need training". What is the answer: "But you are educated, how can you come into this institution as an educated person and you cannot even do the work?"

**M:** Mmm

**R:** The majority of people coming from the university are without skills and they get internship training but it doesn't actually help them.

**M:** I do understand.

**R:** I think the proper thing is that they should have an area at head office where the person can be orientated: "Your appointment is from that date for two months". Then when they go there and say, I have qualifications, I have degrees but I don't

know how to do the work, they can be put in an HR orientation programme for some time, and then to finance and to HR. They will be shown how it is done there.

**M:** So you mean they should come here confident in what they are doing and this will enhance employee wellness?

**R:** Yes.

**M:** Could you describe your role with regard to facilitation of employees' wellness?

**R:** I do facilitate. I am supposed to be on the committee but, to be honest, this is a neglected area and all I have done at this stage is coaching. My total involvement in them is if I see them there, having a problem. Then I would help or refer them to somebody, but then confidentiality comes into play. People are not going to agree and – you know what – especially males would not like to be referred to outside people. As for facilitation, I only facilitate with my admin people. I mean educators have their own supervisors, you know, but as far as I can help I can do things myself. I cannot facilitate as a psychologist but I can facilitate as a person who has come a long way. As I have said, when things go wrong I try to deal with them. I don't fold my arms, I do help. But I always keep a distance so that the person should not feel belittled. That's my way of dealing with grown-ups and I guide them. I once had a very, very serious experience and I sent the person to the psychiatrist at the psychiatric department. I normally consult the hospital to refer them there.

**M:** You mean you don't encroach on other people's confidential matters?

**R:** Yes, but I mean I can listen and understand what the other person is saying.

**M:** You mean you listen, understand and refer?

**R:** Yes.

**M:** How do you think employee's wellness can be successfully facilitated?

**R:** By having a very loyal and committed committee.

**M:** What do you mean by "loyal and committed"?

- R:** People who are really committed and have a passion for it and people who want to do the job and think of it as a very important aspect.
- M:** OK, alright.
- R:** We should also have a person with no other job activities but facilitation of wellness. That person should be like a nurse or we could even consider an industrial psychologist. Like if you can't talk to your parents or you don't have brothers or sisters to talk to, you could go to this person.
- M:** Besides "loyal and committed", as you said, what else?
- R:** Let's say you do not have somebody to talk to. At times that makes it very difficult because if you have a problem, you cannot concentrate. You might as well refer the person. You need the contacts, you need to make a call, you cannot make it in an hour or once a week. You need to refer the person to outside people or a clinic, even if it's just once a week.
- M:** But you are saying that the person should be there and focus on it only, and be loyal and committed?
- R:** Yes, not just as any other job.
- M:** Any other thing?
- R:** No.
- M:** Thank you for your time. Thank you for your contribution. I hope the study will benefit the college.
- R:** Thanks. Have a safe journey back North West.

**DEMOGRAPHIC NOTES: COLLEGE B****FIELD NOTES: HEADS OF DEPARTMENT**

The interview was conducted at the nursing college on 2 February 2008 at 11:00. It was held in the college boardroom with the Principal. The participants have been working at the college for more than 3 years. They were willing to participate and were very concerned about the nurse educators who were not keen to participate. The interview lasted for 45 minutes.

**DESCRIPTIVE NOTES**

There were six participants, all middle-aged women and a mixture of whites and blacks. There was one white and five blacks, all well groomed and well dressed. They were relaxed and confident. They expressed their views clearly with interest, though showing signs of worry regarding the nurse educators' failure to participate. They expressed their disappointment regarding the non-commitment of nurse educators and the fact that the college need to act on this behaviour. The HODs briefly described their duties as: planning programme; operational plans; staff allocation and departmental allocations; participation in governance structure; participation in classes; smooth running of the wellness programme; development of the curriculum; students' admin; student councillors; HOD for the students, working with psychologists; and processing of employees' PMDS.

**REFLECTIVE NOTES**

The researcher observed that the group was relaxed and displayed positive attitudes. The participants expressed their frustrations in the college with a relaxed attitude. They explained that the nurse educators' supervision is the most difficult area to deal with. They have, however, accepted the situation and they are trying to correct all the weaknesses.

**INTERVIEW: COLLEGE B****M: MODERATOR****R: RESPONDENT**

**M:** Ladies, thank you very much for coming. We appreciate your consent to come and participate in this research and hope that you will provide as much information as you can give us with regard to the subject that we are investigating. Now I'm going to ask you a few questions. Please feel free to impart as much information as you can.

**M:** The first question I'm going to ask you is: Could you describe in as much detail as possible what your job entails?

**R:** I'm an HOD in General Nursing and Science, responsible for a group of nurse educators. I am also responsible for the group welfare. Of course it is tough but we are managing. There are several problems you see regarding work issues and then specific personal issues, but we are surviving.

**M:** Please feel free to add.

**R:** I want to add that I am responsible for a group of nurse educators but have more managerial duties. You see, all of us here are responsible for, say, operational planning. We all participate in planning.

**M:** I see. You must be working very hard.

**R:** Yes. And I think that's the reason we continue to do programme planning as a team. Staff issues include those of the tutors, you see. We encounter more and more problems.

**M:** OK.

**R:** I think that our responsibility is to the college council and college senate. It is very interesting. Active participation is one of the main reasons why we do have a lot of problems.

**M:** Mm.

**R:** Yes, our responsibilities include teaching.

**M:** Any other response to that? What your jobs entails?

**R:** In student issues, I am doing everything for the students I'm responsible for regarding tutors, staff sittings, individual counselling, etc., with various outcomes. I am responsible for the development of programmes for the tutors of any employees. We focus a lot on the personal and professional development of the staff. And also promote their general welfare, and give academic support to the employees and guidance.

**M:** Mm.

**R:** But the major part of our work would be administration, individual planning and development programmes.

**M:** OK. Other ladies?

**R:** All the statutory requirements – that will include those of the university. I mean to be safe in what you do in the academic issues with regard to the statutes. So I think to be in control of all the academic standards. Also we deal with academic requirements and needs in different subjects. It's actually very stressful. I think supervising the lecturers is also causing a lot of stress.

**M:** How stressed?

**R:** You know, it is not easy when employees complain of PMDS.

**M:** If I could put it like that?

**R:** No, an HOD is also a lecturer.

**M:** OK.

**R:** Yes, because you have to remember that what they are doing is also stressful; they also do a lot of work.

**M:** I note that you're emphasising the stress. Can you explain the extent of the stress?

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**R:** The stress manifests itself, you see, in so many ways. The university and the nursing council issues are giving us more stress. There are more complaints from students or a lecturer's in a class. You're always on a sort of stress level.

**R:** *I think coaching employees is essential; I wish I can also have a coach.*

**M:** And then?

**R:** Well!

**M:** No, what I mean is in terms of the subjects?

**R:** You see, the lecturers are under our supervision. So, in other words, we also form part of the management of the college, not only taking care of lecturers but also managing the college.

**M:** OK. Next question: What do you think employee wellness entails?

**R:** Actually, to explain ... We do have a wellness programme in the province. It is named the Gauteng Wellness Programme. There is also a committee on which I am sitting – myself and other staff from Human Resources attend. Our Employee Wellness Committee consists of all sorts of personnel. There is actually a struggle regarding attendance and utilisation. Plans are in place, you see.

**M:** OK.

**R:** Every group has the programme but we also make use of the moment. The problem is to get the lecturers also to help to finalise the programme and improve development.

**M:** I see! I can agree that it is a lot of work.

**R:** Yes.

**M:** What about the wellness of the staff?

**R:** You see, that's what we only do at the moment. We are really dealing with the committees and the problems, you know.

**M:** Mm.

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- R:** The committee deals with issues of HIV and AIDS.
- M:** What you are doing regarding the employees' wellness?
- R:** When I think of employee wellness, I take it that an employee, as an individual, has to be taken care of in totality. I mean taken care of mentally, physically, socially, spiritually and even professionally because nursing is a profession.
- R:** Yes. We also have developmental sessions with employees, you know.
- R:** Yes. I think being there for employees in hard times and good times will facilitate their wellness.
- M:** Mm.
- R:** And they could go to all these services, but what do they do? No, they don't attend.
- R:** It offers even more than that one can expect and I think staff should begin to use it.
- M:** I think it is good.
- R:** Yes, we all need it.
- M:** Mm.
- M:** You have anything to add?
- R:** I think the department should actually do something about the staff establishment. You know, to employ the right person ... to deal with wellness.
- R:** Employee wellness entails doing introspection, starting with self-wellness, self-awareness, reflecting and doing introspection, identifying their own problems, working on one's weaknesses, seeking assistance when experiencing problems.
- M:** Something to add?
- R:** Yes. You know, it is important to also do introspection. I think one needs to know oneself. I think you need to identify your own problems, work on your own weaknesses, then seek assistance when experiencing problems.
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- M:** OK. Now the next question that I'm going to ask could have been partially addressed previously, but I have to ask it anyway. Please describe your role regarding employees' wellness.
- R:** People could consult at any given time. But there is resistance to do so. Sometimes they claim it is not possible. If it is not possible at the time, then they should do it afterwards.
- M:** Anything more?
- R:** You know, more and more people should attend employee wellness services. I promise to see that they go if they are willing to.
- M:** Yes.
- R:** We should employ an officer who can help further with the wellness programme in the institution, who is a very good listener and committed to helping the employees.
- R:** Yes, because others are too busy to take care of themselves.
- M:** Mm.
- R:** Yes, I phone for the clients and then I go out of my office to assist them, but there is poor response from the employees.
- M:** Alright.
- R:** But people respond differently to you.
- R:** People who are really committed and have a passion for it want to do their job and think of it as a very important aspect.
- M:** Mm.
- R:** You know, listening is a skill. If you don't listen to the staff, you will not understand their needs, so listening is an art. Again, a person who experiences problems will need more help. Problems can present in many forms. Objectivity and fair treatment are needed to help employees. Yes, actually I think we need to be non-biased and help everyone and we also need to be helped.
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- R:** You know, rightly so: I think we need to make it our business to support each other and even a very special type of person that will be able to do this.
- R:** I think that there are a lot of problems related to the negative attitudes like anger. That needs to change.
- R:** Yes. Areas that need changing are employee attitude, harassment, violence and intimidation amongst employees, and resistance to change.
- R:** I think the attitude will also determine the standards of what you want to achieve. Attitude determines the excellence of the service, even the image of the college. My feeling is that it is important to involve people at all levels.
- R:** Violence is observed as employees are against each other and not taking care of one another; they are targeting each other and there is harassment and intimidation.
- R:** Sometimes there are problems, you know, regarding their studies and then specifically to do with absenteeism and maternity leave. So we see a lot of students every day with problems and then refer them for counselling to help promote behavioural change.
- M:** I understand.
- R:** Correcting employees' behaviour is more complicated because of the behaviour of other staff members. It is difficult when they refuse to be referred and I really feel that this is also one of our biggest problems. Also with professional people because our environment is completely different, but we must work together, hence the one might be a support for the other. And your preferences might be completely different.
- M:** Now I'll ask the next question: As managers, would you say you had successfully applied your experience, in the context of employee wellness?
- R:** Well, you know I think optimal utilisation of employees can be an indication of success. For me, employees' wellness is a vehicle which can be enhanced by full employee support from managers.
- M:** Others?
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- R:** Handling employees' conflicts successfully will be bonus. There is nothing more satisfying than seeing employees working together, harmoniously without any serious misunderstandings.
- R:** Yes, definitely.
- M:** Mm. Would you like to add some more?
- R:** Yes. I agree definitely with all of these things. It is very consoling to see employees working together, working towards achieving goals. If you support the institution, you will be winners. The image of your institution will improve.
- R:** Yes, it might be a good thing also to work towards enhancing the image of the college.
- M:** OK. So this is the end of my questions. I don't know if you have something else to say? Thank you for your time.

**DEMOGRAPHIC NOTES: COLLEGE B****FIELD NOTES: INDIVIDUAL INTERVIEW**

The interview was conducted at one of the selected nursing colleges on 2 February 2009 at 12:30. It was held in the college boardroom with the Principal. The participant has been working at the college for more than 3 years. She was willing to participate, although she raised a concern that she was in a hurry to carry out some tasks. She was worried that the nurse educators group was not ready to be interviewed and she was reassured that the researcher would make another arrangement. The interview lasted for 45 minutes.

**DESCRIPTIVE NOTES**

The participant was a middle-aged Indian woman, well groomed and well dressed. She was relaxed and confident. She welcomed the researcher and moderator warmly and ushered them into the interview venue. She expressed her views clearly, showing interest in sharing information. She expressed her disappointment regarding the non-commitment of nurse educators and the fact that the college needs a programme for transformation.

**REFLECTIVE NOTES**

The main areas reflected on were based on the behaviour of staff in general. The Principal answered all questions briefly and straight to the point. She believes that wellness can be achieved if the hostile attitude can be changed. She also indicated that employee wellness forms part of the strategic goals of the Gauteng Department of Health and that the college is not utilising the service very well. She does not seem to be involved in employee wellness but she is the overall supervisor of the programme.

**INTERVIEW: COLLEGE B**

**M:** MODERATOR

**R:** RESPONDENT

**M:** Thank you very much for making yourself available today. As we discussed earlier, I will record the interview. Could you explain in as much detail as possible what your job entails?

**R:** I'm the Principal of the college. I'm responsible for the overall management of the college. I'm accountable for the finances, assets, students and also for the staff.

**M:** I see. It is quite a lot. Any other information?

**R:** I am also responsible for the day-to-day management of the college. I mean to see that education and training is taking place. I do the planning programme for the college for all courses. I am also to see to it that the strategic objectives are formulated and also that operational planning meetings are held monthly.

**M:** Mm. I see.

**R:** I have to make sure that staff allocation and departmental allocations are correct. Critical is the running of the governance structures.

**M:** Thank you. My second question is: What do you think employees wellness entails?

**R:** I think employee wellness is ... I think an employee, as an individual, has to be taken care of holistically, that means mentally, physically, socially and spiritually, including professionally.

**M:** In other words, you mean all aspects of life.

**R:** We have a Student Counselling Department which also contributes towards employee wellness. I have to see that the wellness programme is running smoothly, oversee the counselling department, communicate with ICARS. I include all employees and their needs, and students and their families.

- M:** What is ICARS? What specifically does it address?
- R:** I can say it addresses all employees' problems. What is mostly interesting is that it also takes care of family issues. It takes care of all the emotional problems, drugs, alcohol, financial problems with the financial advisors for advice, even when you have problems with your children, marital problems, physical advice, caring. A psychologist is responsible for the smooth running of wellness programme.
- M:** In other words, you mean caring for all aspects?
- R:** Employees – most of them – don't utilise the facilities. There are many problems which need a positive response and a positive attitude.
- M:** Mm.
- R:** On a quarterly basis, the committees meet to discuss the strategies and to look into their performance and their allocated tasks, excluding the counselling department for students.
- M:** I understand. Any other inputs?
- R:** Yes. The students' counselling department is up and running and students utilise it. Students need the counselling department. It contributes a lot to their wellness and also their study and skills programmes.
- M:** OK. Thank you. The next question is: Could you describe your role in facilitating employee wellness?
- R:** I think that is not an easy question. I am not directly involved but I am supervising HODs who are very responsible. They also attend the monthly meetings of the wellness programme. Tutors are also attending to students' needs and refer them to the psychologist if the problems are overwhelming. As I have said earlier, there is underutilisation of the services.
- M:** Thank you. The next question will then be: What do you think are the needs of your employees?
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**R:** You know, I think the needs of employees should be catered for. Firstly, ICARS is looking at these needs. One needs to be motivated to attend their meetings. Needs are physical, social, emotional and resources are not utilised. Issues of confidentiality are the college stumbling block for attendance. I cannot disclose confidential information. I can say that most of the staff needs are emotional. There are more psychological problems. I think the other area that is well handled is student counselling, although more attention needs to be paid to identify employees' needs.

**M:** OK. What else? You've reflected mostly on students. What about other employees?

**R:** I think there is a need to have trust, to be able to rely on colleagues. We need to trust each other; you see. The employees should protect each other and support each other but there is a lot of violence against each other. I hope they know the meaning of taking care of each other all the time. I must say employees should stop targeting; violence and intimidation need to be handled.

**M:** Thank you. Any other information?

**R:** I think, looking at the needs of employees in broader terms, the employees need to be supported. Staff meetings need to plan the employees' training programme.

**M:** Can I then ask you the next question.

**R:** OK.

**M:** How would you describe success in your institution regarding employees wellness?

**R:** I think there are some areas that need attention. Therefore we need establish a structure and maintain an effective communication system. Tutors are already assisting others and will keep on doing so. And communication is vital to the wellness of the employees. We must encourage participation by the employees and promote employee wellness. There are some HR problems with planning. Employees have to queue for medication during work. Conflicts need to be resolved. The employees need improved working relations. Currently there are no good working relations and there are bad attitudes.

**M:** Could we explore these bad attitudes?

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- R:** Yes. You see you are partially dealing with issues of conflicts.
- M:** Hm.
- R:** It is very worrying to hear managers complaining of been overworked. They feel overwhelmed by the problems of the employees.
- M:** OK then. How about coordination of activities?
- R:** With regard to coordination challenges, there are too many and they are also overwhelming the employees.
- M:** Is there any other information that you want to share?
- R:** Yes. I think that more could and will be done here.
- M:** Thank you for your time. It is highly appreciated.

**DEMOGRAPHIC NOTES: COLLEGE C****FIELD NOTES: FOCUS GROUP – SUPPORT STAFF**

The interview was conducted at the nursing college on 05 May 2008 at 09:00. It was held in the college boardroom with nurse educators. The boardroom was conducive and warm. The participants have been working at the college for more than 3 years. They were more than willing to participate and pronounced that they were ready to start with the interview. The interview conducted lasted for 1 hour.

**DESCRIPTIVE NOTES**

There were 10 participants, ranging in age 30 to 55 years. They were a mixture of black and white women and males, all well groomed and well dressed. They were relaxed and confident. They expressed their views clearly, showing interest in sharing information. They shared a lot of information, with the emphasis on their educational roles.

**PERSONAL NOTES**

The researcher observed that the group was relaxed and displayed positive attitudes. The participants stated that they enjoy support from the Principal and from their managers. However, the group raised matters like unhappiness regarding a shortage of staff and the long hours of duty. They cited those issues as being the cause of frustration and stress.

**FOCUS GROUP INTERVIEW: COLLEGE C**

**M: MODERATOR**

**R: RESPONDENT**

**M:** Ladies thank you for making yourselves available for this interview. I am with Mrs M Tlapu, the Principal of Mmabatho College of Nursing. She is undertaking a study and I am doing interviews for her. I am going to ask you a few questions.

**M:** Could you describe in as much detail as possible what your job entails?

**R:** I am a transport officer in the college. I work with transport, meaning that people come and book cars to do their daily trips. I also assist them by giving out the cars and by completing the trip authority forms. I also see to it that they are signed and see to it that the car is in a good roadworthy condition. I am responsible for filling up with petrol weekly or if there is a need for it, and for making daily entries in the logbooks after every trip, and also doing capturing all this on a daily basis.

**M:** Capturing of what?

**R:** Trip authority forms for every trip that is made by the staff. I capture the trip on the ELE (Electronic Login) system.

**R:** I work in the Registry Office and that involves a lot of communication with the students. We open files for the students and new candidates, do filing, that is recordkeeping on the students such as their work and examination results. Also there is communication with the students, giving them information, liaison with the outside stakeholders, giving them information, giving statistics to Head Office and so on. And I also assist with interviews as I am the secretary of the Selection Committee which involves a lot of work. I do the statistics, keep records of everything, inform candidates that have been selected, prepare the documents for them, prepare the intake when they come in at the beginning of the year. Then I also assist the Heads of Department. I liaise with the Exam Office, work together with Liaison Officer and Nursing Council when we enrol the students at the Nursing Council, prepare all those

documents for them to register, help them to register and also promote the mission of the college and attend meetings.

**M:** Mm.

**R:** I am a senior admin clerk and I was working as a secretary for management, but because of a shortage of staff I had to move. One of our members passed away and one of the ladies was transferred. So now I am working in the supply chain management office. I do stock ordering at the college, which means getting quotations and then handing them over to the Finance Manager. I also help in the asset verification office. Assets are about everything in the college that we buy. It must all be recorded and bar-coded and must be put into the system that they use. I also help in the reproduction room if the officer is not there and I help in the library as a library assistant if they are not there. I worked there for 3 years before I got this post.

**M:** I understand. Others?

**R:** I am senior admin clerk at Human Resources and currently I am working with students. We appoint the students, we open files for them and do record-keeping. We also answer enquiries for the students because there is someone in the department who focuses on the staff members only. We update the files when necessary. We take student enquiries, which means in HR that concerns the students. We handle all the enquiries and take all the documents to the Gauteng Shared Services Centre (GSSC), keeping records. When we send anything to GSSC we have to record it and when the documents are sent back again we check them and sign for them to show that we have received the documents or anything else they have sent. We have a workplace development team as we do not have a training officer because we are a small institution. So as part of the workplace skills development team, I am preparing an orientation programme for new staff. When the chairperson is not around and there is an enquiry about workplace skills development, then the HR takes over. I also attend admin team meetings and am the secretary of the admin team.

**M:** That seems interesting. And the other one?

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**R:** I am Senior Admin Officer at Student Affairs. I handle all the students' contracts. I also help out when there are staff shortages, with the cleaners – looking after them.

**R:** I work as Maintenance Foreman and am a Facility Manager. I help out as there are more than four positions vacant. I report all maintenance issues to the workshops, depending on whether it's minor or major work. If it's minor work it's performed by Pretoria Academic Hospital and if it's major work it is performed by the Department of Public Works. I also work with security, just basic supervision, making sure that the guards show up at work, making sure that they have the necessary qualifications and they are hired according to their grades. We call a meeting once a month. Again I assist in supervising in the gardens. I also look after the audio-visual equipment, which means amplifiers, microphones and so on. When lecturers do not know how to use the audio-visual systems, I am called in to show them how to use them in the classrooms and other venues. I also give IT assistance. They have a consultant who comes in once a week to have a look at all the IT problems but during the week I assist with everything. You see, my hands are full. I also help with the movement of equipment and furniture and I have two general assistants. I report monthly on quality assurance. We have to report to Head Office every month regarding all complaints we receive, what sort of actions we have taken. I am a member of the quality assurance team and therefore I am appointed to report monthly. I am chairman of the Maintenance Unit because I am a facility maintenance officer.

**M:** What do you think the concept wellness entails?

**R:** Wellness is talking about a person's "body, mind and soul", and taking care talks about health, meaning exercise, nutrition, mental health – this means the person is happy and positive and the whole being is well: psychological needs, spiritual needs and physical needs that you have to take care of.

**M:** Ladies, if you have to talk about employee wellness, what does it entail?

**R:** If you have an environment conducive to performance, you will have good performance. Such an environment means good lighting, good ventilation (not too hot not too cold), external factors like things that can affect your state of mind, like negativity in the workplace and job satisfaction.

**M:** What can be negative within the workplace?

**R:** Negativity in the work place – people are unhappy with their salaries, unhappy with work hours, maybe their managers' treatment, workload, promotions, lack of support.

**R:** We are unhappy about low salaries ... There are negative feelings in the work place, people are unhappy about their salaries, unhappy with working hours, managers' treatment, workload, lack of promotion and lack of support including shortage of staff which causes other staff to be overworked. Lack of support by managers can cause stress and poor communication.

**M:** What are you thinking of when you talk about support?

**R:** Maybe you have a lot of work you have to do and then see that you have something you need to attend immediately – and it starts stressing you and then you lose focus, because there is no one to support or help you deal with the deadlines.

**R:** Most importantly, if the structure at the top is not organised, managers are not communicating with their employees. This causes conflict and employees become unproductive. Managers should be there for their employees, they should motivate and give a reasonable time to do the job and not give a lot of work then expect it the following day. Management should be positive so that all the employees will be positive.

**R:** If you are doing a certain job, you must do it with passion and with interest. One should make things interesting for oneself.

**M:** Could you describe your needs regarding your wellness?

**R:** Many things are fine but there's a problem with things like furniture and other big things.

**R:** I think we need a tuck shop so that we can buy things for ourselves because there is only one lady who sits there and she has things we do not need.

**R:** There is a need for care of generic needs and a conducive environment ... and that means a safe environment and a safe work place.

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- M:** I see. What else?
- M:** regarding the role of your management: how do you think they should facilitate your wellness, if they have to?
- R:** We have the SHE committee. They send us to team building. Even with the students are sent to assistance programmes.
- M:** Mm.
- R:** The committee looks after us, I mean our social needs and plans for all activities.
- M:** OK. Now what does your employees' wellness committee basically do?
- R:** Its actually an umbrella of HIV, the SUNSHINE committee. It organises all the social events. Management selects the chairpersons, giving everybody exposure.
- M:** So how do you think your wellness can be successfully facilitated?
- R:** They should get the right people to facilitate and see what we need most, e.g. if we are two in the same company working together, this doesn't mean that we need or want the same things.
- M:** What do you mean?
- R:** I think everything is in place but budget constraints make things difficult. Like the HIV project has a budget allocated for the college but it's not easy to actually get the funds, so that makes things difficult. There is a need for assessment ... from Head Office.
- M:** Who is supposed to be releasing the money to you?
- R:** It's a general budget as far as I know and every institution is supposed to have this budget; they have to make a submission for the budget and all the plans have to be in place. And that is why there is a need to use our own initiative; there is a need to actually apply for the money.
- R:** I think that a person needs to develop himself/herself.
- M:** How?
- R:** I think with training.
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**DEMOGRAPHIC NOTES: COLLEGE C****FIELD NOTES: FOCUS GROUP – NURSE EDUCATORS**

The interview was conducted at nursing college C on 05 May 2008 at 10:00. It was held in the college boardroom with nurse educators. The boardroom was conducive and warm. The participants have been working at the college for more than 3 years. They were willing to participate and announced that they were ready to start with the interview. The interview conducted lasted for 1 hour.

**DESCRIPTIVE NOTES**

There were 10 participants, ranging in age from 30 to 55 years. They were black or white women, well groomed and well dressed. They were relaxed and confident. They expressed their views clearly, showing interest in sharing information. They shared a lot of information with the emphasis on their educational roles. The group was asked to explain **what they thought the concept wellness entailed**. In summary, the most frequent responses were as follows:

Wellness entails a state of wellbeing in the absence of the disease. It includes individual aspects of wholeness, i.e. physical, emotional, social wellbeing and spiritual.

- Family issues should be considered.
- Social interaction should be enhanced.
- Teambuilding is key to wellness.
- Working conditions should be conducive; this will enhance production.
- Off-duty hours should be flexible.
- Issues should not be imposed on employees.
- A relationship of trust should be instilled between management and employees.
- Employees should be allowed independence and be treated as professionals.
- Safety in the environment should be upgraded.
- Policies with regard to; affected and infected people should be improved.

- Management should not be rigid.
- An open-door policy should be practised.
- There should be no strict adherence to red tape.
- There should be enough office space for employees.
- A disaster plan is needed to protect staff.
- There should be academic development of staff.
- Professional growth should be enhanced, not personal growth.
- There should be open communication with all categories of employees.
- Meetings should address all personnel needs.
- The pay system affects wellness since good remuneration is always needed.
- Counselling should be provided for all staff suffering from emotional trauma.

The next question was: **Describe your needs regarding your wellness and how your wellness can be facilitated? And answers were as follows:**

- Facilities need to be upgraded.
  - Nurse educators should be involved in the intake of students so as to select the best students.
  - The type of student selected is not satisfactory at present.
  - Students are unionised: the 'pass one, pass all' attitude is displayed. The union's role in SANC issues needs to be reviewed.
  - Students display a negative attitude need towards tutor support.
  - There is a need for updated resources, e.g. internet, emails and computers for each tutor.
  - The number of students in the intake is too big and needs to be reduced for tutor support.
  - The participants were asked what they thought the role of their managers was.
  - Have a supportive attitude.
  - Mentor all tutors, especially new ones.
  - Give a clear job description.
  - Promote teambuilding.
  - Ensure multi-skilling of employees.
-

The last question posed was as follows: **What would success look like in the college?**

Answers were as follows:

- There is support from management.
- There are open-door policies.
- There is improved communication.
- There are sustainable programmes.
- Employees receive positive feedback.
- We turn out a quality product, i.e. professional nurses.
- We have achieved our goals.
- We have more staff members.

#### PERSONAL NOTES

The researcher observed that the group was relaxed and happy. The participants expressed appreciation for the support they enjoy from the management and from their HODs. I noticed that although one couldn't say there is 100% job satisfaction, there is a lot of cooperation. Indeed, the group illustrated and demonstrated positive behaviour throughout; they expressed their views as to how they function as a team, irrespective of constraints like large numbers of students in an intake.

**INTERVIEW: COLLEGE C****M: MODERATOR****R: RESPONDENT**

**M:** Ladies, I have a few questions for you. Please feel free to speak your minds but remember that because it's a research study, we are recording.

**M:** Could you describe in as much as possible what your job entails?

**R:** It involves teaching the students that is theoretical and practical learning experience and also partly administration. We also inter-relate with other hospitals regarding nursing, and we attend workshops outside our workplace.

**M:** Anything more to add to what she said?

**R:** We do curriculum development that is the macro- and micro-curriculum development. We do clinical accompaniment with the students to integrate theory and practice. We are responsible for setting examination papers and also for planning for clinical examination.

**M:** Now, who is responsible for the placement of students?

**R:** In the clinical facilities it is a team effort; as a team we are responsible for study guides, workbooks and procedure manuals. We communicate with others in the academic hospitals since we have to agree as staff on how to proceed. There are many students at the level I deal with at any particular time, but mainly we are the people who are involved with the placement.

**M:** So you don't have a coordinator who agrees with the hospital as to how many students to place at a time?

**R:** No, actually each level has its own person.

**M:** Thank you. What do you think the concept wellness entails?

- R:** Wellness is a broad concept; because now we look at a human being in totality that is physically, emotionally, socially and otherwise. And we also have to look at our employees, especially if you are a manager because you must look at their health, which includes their families. I won't concentrate on an employee as an individual because she is part of a family. So we have to look at an employee and his or her background.
- M:** And others: what does wellness entail?
- R:** We also need to look at our social interaction as it has an impact on our environment; we have to interact with our team members and other members and do team building in our college.
- M:** Is that wellness to you?
- R:** I think we also need personal growth because if we have personal growth we will be able to be productive and work independently as professionals.
- M:** Do I understand you saying that you don't need to be constantly supervised, that when you have a task to perform you prefer to be left alone to complete it.
- R:** I prefer it if the person trusts my ability to perform tasks independently without supervision, and she is just available to give direction.
- M:** Others?
- R:** We need positive interaction between us and the environment we're operating in for effective production and success and our wellness. I think management needs support from the government.
- R:** I think the government should give us resources. Yes, there should be smooth interaction.
- M:** Interaction: does it refer to the interaction between yourselves and the students, or among yourselves, or with management or the government?
- R:** With all stakeholders, including the gardener!
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**R:** I think the other thing is the environment we are working in now. The offices are too small and we are expected to work in twos, so we can't counsel students in front of others. The other thing about the environment is the safety of the environment.

**M:** What more can you say about safety?

**R:** Safety, well... It includes the floors, whether they are safe to walk on, or safety from students, students' threats to strike. I mean, are you aware of the intention to strike? Is it safe when you walk in the corridors?

**R:** We also need to have policies and guidelines on how to deal with people who are infected because it will also help a person to have sound psychological support. Like if something happens, how to go about dealing with it and be there for the person, you see.

**R:** To me, wellness means how we operate at the college. Wellness will mean management should not be rigid. I mean when I want to talk to the structures which are there, I should be able to do so. For instance, in a situation where I want to see the Principal now, I should be able to see the Principal now. I should not be told about the protocol. For instance, in our college the Principal has an open-door policy because some of the issues I want to discuss with the Principal and not with my HOD.

**M:** Actually, you are saying that you don't want red tape.

**R:** Yes.

**R:** Wellness to me will also mean enough office space. You know, as adults we understand. We don't mind sharing offices but the space is too small to accommodate two people and two students at the time. How will you counsel the students? It is a problem.

**M:** So are you saying that if you need to share an office, there should be enough space for sharing with other people?

**R:** The Principal and the HODs always apologise about the lack of space, which is good. But if they promise us that something will happen and it doesn't happen, they should come back to us to apologise again.

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**R:** Yes.

**M:** Hm.

**R:** I think also we need to be made aware about the disaster plan in the college pertaining to the students' actions because there might be threats, they could strike at any moment and we need to know. Even a disaster plan for a building. We are not very far from the main taxi rank and we need to know what's happening, even about taxi violence, what to do if any disaster falls within our college.

**M:** So you need an explicit disaster plan which will actually guide you and direct you what to do in terms of that.

**R:** Yes.

**R:** And I think that in the college we need to have opportunities to upgrade ourselves so that we are also on par with the nursing movement, so that we become confident in whatever we are doing.

**M:** Can you explain more about that: is it on a personal basis or on a professional basis?

**R:** On a professional basis, but even on personal basis it is also important because if you lack something on a personal basis, it will affect your self-esteem negatively and, in the end, it will affect how you perform your duties.

**R:** When we speak about wellness in the college, we must remember that we are also professionals. We have qualifications, degrees and whatever, and so communications should treat us as professionals. I mean that I should be informed so that I am not surprised that something is happening in the college. For instance, today you came and I asked myself questions like: "Who are they?" and "What do they want?" In most instances personnel must be informed. There should be no instances when we are not informed. Personnel should be updated all the time, in whatever is occurring. People are coming in, even building the structure or new personnel are coming in and we should not have to wait for the monthly meeting to find out what is happening.

**M:** So, like, we can say a system of communication?

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**R:** Yes.

**R:** I think job satisfaction with regard to remuneration also provides for employee wellness because if you are well paid for what you are doing; your ego, your professional conduct will improve and if you are not well paid, it will affect your wellness. If that happens then I think I had better look for a job that is well paid. Therefore, I think remuneration affects wellness.

**M:** Madam, you have been quiet?

**R:** I am aware that wellness is a broad concept. Whatever we have been saying it should include counselling services in the college. I have personally experienced it; you know when I lost my husband I actually received lot of support from my college ... my principal, the HODs, colleagues everybody was there for me. I felt like a very important person.

**M:** Mm, I understand.

**M:** Could you describe your needs regarding your wellness?

**R:** I think we've described them.

**R:** I think we have been involved in everything that has been done in the college. We have a platform to express and communicate our needs, so we have everything. I think you came at a time when the issue of our remuneration has been addressed, so we are happy.

**M:** So you are happy. I wish I was working here. Are there any other needs you need to share with us?

**R:** I think our principal has an open-door policy and if there is a problem we put it on the table, we can also call an ad hoc meeting to address the problems; and we also have two meetings on a monthly basis to address our problems. Even our classrooms have been upgraded; we are told that they are "state of the art".

**R:** The other need relates to the type of student that we get. There are years that you get students you like and I have a feeling that then we are dealing with post-matric students. And then there are years when you doubt whether these people were ever

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in matric because the standard is so low. So you wonder what happened? That is the other thing – that we are not responsible for handling selection; we are actually not involved and we wonder what they are actually looking for in these matriculants. You see it is a problem.

**M:** Obviously the capacity of these students is affecting your wellness.

**R:** Yes it does, because you need to repeat again and again. The student who is not doing well tends to be stubborn and the behaviour becomes unacceptable and that affects the student–lecturer relationship. They expect to pass at the end of the year and the situation is not right. The unions also are not helping, they take up everything. So it is a problem; it is a frustrating situation.

**M:** What do you think is the role of your managers regarding facilitation of your wellness?

**R:** We still have a need to access computers; we do need to communicate with people outside the college.

**M:** What about internally?

**R:** As a junior I think my manager should be supportive throughout so that I will acquire more skills and competence. My managers are supportive and I attend an induction programme ... it is good to be inducted.

**M:** What else?

**R:** We also plan a team building workshop and also to go out to Christmas lunch. I think these activities strengthen relationships ... they are represented at the budget meeting, they send us to workshops with our managers.

**M:** What more do you want?

**R:** We are OK.

**M:** What does success look like?

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- R:** To me success means a sustainable programme. Sustainable programmes mean a more relaxed atmosphere and good interpersonal relationships with others. I think a sustainable programme like this does ensure wellness.
- R:** For me success at the end will mean the students that I taught completed the course, and I didn't compromise on quality, but now I am not sure with these big numbers. I am not sure.
- R:** To me success means competent and self-reliant professional people to produce safe practitioners.
- R:** Very competent, very reliable professional persons who can compete nationally and internationally; I am actually supporting quality and not quantity, I am worried about what type of professional person are we going to produce because of the big numbers. Success is also affected by the big numbers.
- M:** Tell me more about the big numbers.
- R:** Three hundred at a go. That is too much but we are trying to work together.
- M:** What else do you want to share?
- R:** I think basically we are happy.
- M:** Thank you very much for your time ladies. You will hear about the outcome of this research next year in April.

**DEMOGRAPHIC NOTES: COLLEGE C****FIELD NOTES: FOCUS GROUP WITH HODs**

The interview was conducted at college C on 05 May 2008 at 11:00. It was held in the college boardroom with nurse educators. The boardroom was conducive and warm. The participants have been working at the college for more than 3 years. They were willing to participate and announced that they were ready to start with the interview. The interview conducted lasted for 1 hour.

**DESCRIPTIVE NOTES**

There were 10 participants, ranging in age from 45 to 55 years. They were black and white women, well groomed and well dressed. They were relaxed and confident. They expressed their views clearly, showing interest in sharing information. They shared a lot of information with the emphasis on their managerial roles.

When asked **what employees' wellness entails**, the responses were as follows:

- Employees should be taken care of in totality.
- In totality means taking care of their emotional, physical, social and spiritual needs.
- All challenges are addressed and solutions are carried out.
- It is important that one accepts oneself and deals with all the stress.

The second **question: What do you think are the needs of employees?**

- Be able to deal with personal crises
- EAP to be strengthened
- Teambuilding exercises
- Celebrate special days

The participants were asked: **What is your role with regard to facilitating employees' wellness?**

- Provide more resources.
- Organise teambuilding.
- Organise Christmas lunch.
- Counsel those in need.
- Build capacity.

The last question was: **What will success look like?**

- A productive team
- Satisfaction of all employees

#### **PERSONAL NOTES**

The researcher observed that the group was relaxed and displayed positive attitudes. The participants expressed appreciation for the support they enjoy from the Principal and from their tutors. I noticed that although one could not say there is 100% job satisfaction, there is a lot of cooperation. Indeed, the group illustrated and demonstrated positive behaviour throughout. They described how they function as a team irrespective of constraints like big intake numbers. However, the team raised the issue of unbecoming behaviour on the part of some students, which creates stress.

**FOCUS GROUP INTERVIEWS: COLLEGE C**

**M: MODERATOR**

**R: RESPONDENT**

**M:** Ladies, thank you very much for coming. So you've been expecting us to conduct an interview. Now this is Mrs. Tlapu. She is the Principal of the nursing college. I'm Dr Manyedi. I'm a lecturer at North-West University, Mafikeng Campus. She is conducting research for her PhD. We appreciate your consenting to come and participate in this research and hope that you will provide us with as much information as you can give us with regard to the subject that we are investigating. Now I'm going to ask you a few questions. Please feel free to give as much information as you can.

**M:** The first question I'm going to ask you is: Could you describe in as much detail as possible words, what your job entails? Feel free to answer. Anybody can start, there's no sequence as to who should start.

**R:** I'm an HOD in the Human Resources department, where we specifically do student administration, as well as all dealing with the absenteeism and problems.

**R:** Sometimes there are problems, you know, regarding their studies and then specifically to do with absenteeism and maternity leave. So we see a lot of students every day with problems and then refer them for counselling and sometimes if they are problems that I can handle myself, I do handle them. So I think that's the main part of my job.

**M:** Do you want to add to that and or you could complement what she said or just talk.

**R:** I want to say the same. I'm dealing with the selection process, part of which is interviews.

**M:** You emphasised that you had problems with them.

- R:** I think we do have a lot of problems with students. Perhaps the problem is we don't select the correct people, because the people that do apply are not necessarily the people that are really interested in nursing. And I think that's the reason why we do encounter more and more problems with students because they don't really know if that's what they want to do. But selections are a big part of my job because it's large groups of students where you do group interviews. I don't always know if that's the correct thing to do, because we select people that are not supposed to be here.
- M:** What do you mean by a person that is not supposed to be here?
- R:** I think people lose interest. They don't really want to be nurses, they are here for the money because they couldn't find any other job. A lot of these people, I should say about 30% of them, have already studied something else. They studied HR or a BSc or a BCom or teaching, and in that year they couldn't find a job. Now they are in nursing but their heart is not there. I think that is one of the main reasons why we have a lot of problems.
- M:** So you say that nursing is no longer a calling like it used to be? It's just a job.
- R:** Yes, I'd definitely say that.
- M:** Do you agree with to that? Any other response to that? What your jobs entail?
- R:** I'm in the Student Affairs office. I'm responsible for student counselling, individual counselling and group counselling. I am also responsible for the development of programmes for the students. We focus a lot on the personal and professional development of the students and also promote their general welfare, and give academic support to the students, especially study guidance.
- M:** You can give as much information as you want. But I apologise that I forgot to let you introduce yourselves. I have only introduced us and I didn't give you the opportunity to introduce yourselves, so that I can address you properly.
- R:** My name is XX. My department is also responsible for the recruitment of candidates for training. We are also the mentors for religion amongst the students and that is a big part of our job. They nominate and select us in class, in training and then also in
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student administration. But the major part of our work would be the individual counselling and development programmes.

**M:** OK. Other ladies?

**R:** I'm YY and I'm involved in the academic situation of the students. I think that in itself is a lot of stress because you continuously have to decide if you're doing the right thing with your glossary of all the regulations and the curricula, all the requirements of the university, how to be correct in what you are doing in the academic issues with the students. And in the counselling; the information that you encounter is sensitive.

**M:** Ok

**R:** So I think to be in control of all the academic requirements and needs in different subjects is actually very stressful. Dealing with the students' requests is very stressful too. I think that we've got a lot of stress because continuously we have to tackle various crises or decide what would be the implications of this or that. And also being the supervisor of the lecturers causes a lot of stress.

**M:** She is the single HOD?

**R:** No.

**M:** If I could put it like that?

**R:** No, the HOD does a good part of the lectures.

**M:** OK. I note that you're emphasising the stress. Can you explain the extent of the stress?

**R:** "A bit of stress is too much stress. Because you know that the motivations that you give to do the right things within all the boundaries that you have. The regulations, the university and the nursing council, but still you have that little stress, because there might be an implication, or the students might complain about their exam paper or a lecturer's involvement in a class. You're always on a sort of stress level."

- M:** And then how do you cope with regard to your supervision? You are an HOD for a particular group of tutors.
- R:** Yes.
- M:** What I mean is, in terms of subjects?
- R:** Yes, subjects with a group of people.
- M:** OK.
- R:** Yes, like is she a free agent for one or all of the subjects? I think most cluster in groups.
- M:** Alright. Now I understand.
- R:** And everyone's got a different type of stress you know. My stress might be a little bit less or different from her stress because her role is different, and you also have this mother and baby role outside, my marriage too. Don't get me wrong, the patient might not be taking the medicine right now, but later, you know. It's different stress levels.
- M:** I know what you're saying.
- R:** Yes.
- M:** The other ladies?
- R:** OK, I'm Mrs X. I'm the HIV coordinator. I'm accountable for all the academic processes around the college and university.
- M:** That's what I wanted to find out: what's your title?
- R:** I am also part of the HIV department. We've got overall functions and have to take overall control of the condition of the environment. I think at the college I am responsible for issues that involve students, the specific areas where the students to where in the community and management. So all our teachers come to us but we are also involved in the college council, the college senate. There are specific areas

that we sometimes deal with – management areas such as the budget and so on. But otherwise we are all involved in the college activities where we work together.

**M:** Thanks. Anything else to add?

**R:** The college forms part of the community of the Gauteng Health Department. The College serves on the committee responsible for coordination of the development of the colleges' strategic goals.

**M:** At which level?

**R:** At the college level.

**R:** But obviously that is a challenge. I think that one of the challenges for all of us at the moment is that we often plan to take very large groups of students. I think we take 300 students per year and it's now starting to bottleneck because there is no placement. So you are running around trying to get enough places for the students and this makes your old block programme or educational planners experience more problems, making it more and more difficult.

**R:** Due to big numbers of intakes, clinical facilities are limited and also overloaded clinical facilities are a problem, which makes an impact on policy and legislation implementation and affects the quality of training. For instance, we could only give them two weeks at mental health, the rest were not taken out because we had a group of 200 then. Next year it will be more. So I think that the training is becoming more difficult

**M:** Yes

**R:** I am sure that the college is experiencing more problems with that. For instance, we could only give them two weeks at Weskoppies; the rest were not taken out because we had a group of 200 then. Next year it will be more. So I think that the training is becoming more difficult.

**M:** I heard that also.

**R:** We are the only ones in management that don't have a Vice-Principal.

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**M:** OK.

**R:** The lecturers are under our supervision, so in other words we also form part of the management of the college, not only taking care of the lecturers but also managing the college.

**M:** OK. I understand. Now tell me, ladies: What do you think employee wellness entails?

**R:** Well, actually, I must explain that I'm interested in wellness as well, and that's why I started serving on the Gauteng Wellness Programme committees myself. Then I also do human resources work. We're maybe not as good as a psychologist, but all our committees together form the Employee Wellness Committee. We look after the individual person, we arrange a teambuilding session or we look for something nice for the personnel with arrangements for lunch out and so on. It takes some time to do the planning and most of the time we do that. But the committee does all sorts of work: it may be building a team we are struggling with, or seeing to the fire escapes. We have a regular monthly meeting. It may be something to do with HIV or AIDS, or we do something to create awareness, like we sometimes have a week where we go to a shopping centre, just to have contact with the community, to take blood pressures and things like that. We arranged that 2 years ago. So it all depends. I also sometimes have to deal with quite a lot of injuries on duty, specifically support staff injuries. We have policies and procedures in place, like our regulations that our students make, although they don't get those type of injuries at our buildings, but we are dealing with part of that. When students do have or encounter these problems, they come and see us and we refer them for better treatment or ensure that they do get the correct treatment. We have some collaboration with the Pretoria Academic Hospital where we send our students for counselling and so on. That is part of the EAP that are presented. Then I also have even our clinic staff that are outsourced but are also looked after by us. Our staff and students come to see us on a regular basis and can be referred to the clinic for treatment of ARVs and so on. And I try to support them quite a lot myself because we don't know their status. They don't always disclose but sometimes they do. Sometimes we can see there is a big problem. We could have a student who comes

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and asks us to replace her in the ward where she works with HIV/AIDS, TB and so on. Then they have to be placed in another ward because of the situation. So we do that quite a lot.

**M:** OK.

**R:** With the development of staff, which our HR department does, all our new staff will be orientated when they come in for almost 3 days. This is where we put everything together and all of us are involved in that, presenting our specific things like academic and so on. So we set up a whole programme and then we also have what we call internal training, sometimes for our own safety, like how to work with the fire hoses and extinguishers and things to make ourselves safer, like the policies and so on. But we try to give people pamphlets and make them aware of what is happening. Orientation, yes, we also orientate our new students with regard to HIV and AIDS specifically, as well as the committees such as HR and so on. We make sure they know where to go and what to expect for the safety of the building, how to do some of the things like that. Every group has the programme, but we also make use of the moment. The lecturers also will help with that as part of the HIV/AIDS committee and development.

**M:** I see. You're talking more about the wellness of students?

**R:** Yes.

**M:** But what about the staff members that are HIV positive. I understand that you are placing more emphasis on students and lecturers.

**R:** Yes.

**M:** What about the wellness of the staff?

**R:** Yes, you see, that's what we only deal with at the moment. We are really dealing with the committee, you know.

**M:** Maybe you could tell us about the committee?

**R:** Hmm, the committee deals with issues of HIV and AIDS you know.

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- M:** What you are doing about employee wellness?
- R:** I think we are not doing enough, but sometimes the committees try to organise teambuilding for the admin staff, as well as the lecturers and the academic staff. Maybe next year we will have one combined teambuilding session and not separate them. We really involve the staff too. We start by congratulating people on their birthdays. I think we can do that a little bit better. We also do things like Spring Day. Sometimes we do a nice lunch and take them out somewhere or have a Christmas lunch or sometimes it's only a light thing like pizzas or what's available for the staff members. But I think we could do more ...
- M:** You are the judge already.
- R:** Yes. But if I could just state that we do have developmental sessions.
- R:** Yes, we do, but they are not only too big but we also do them indoors.
- M:** You invite people to address you too.
- R:** Yes, or someone who's just nice to know. For example, we had somebody to talk to us about cultural issues on Cultural Day. We try and do something, but I think we also do refer people to attend Cultural Day celebrations somewhere else if we know about them being part of the Gauteng Health mission. Again the Department of Health in Gauteng has a private company that they actually contracted to do an audit and to oversee all our employees' problems. So if you have any problems, like divorce or marital problems, they can help you with all that. But there are a lot of things that can be done directly. So if you feel you are in a very stressful situation, you can get onto the internet and do your own review of your health status. Then what we also did in the college was to send out a questionnaire to profile the diseases that are prevalent at the college. The disease that we found to be regular and that was quite significant was hypertension which affects 50% of our personnel. I think it was 2 years ago that we found 50% of our personnel had hypertension. So, for example, we try to get in the doctors from across the road from the medical research unit to come and talk to the people about hypertension. And we also got a professor from the Pretoria Academic Hospital to come and talk to them about HIV and AIDS because we've got a lot of students with TB, but we also get into contact
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with a lot of people outside and we are able to refer them; it's also in our curriculum. So we let them know and help them to get treatment if they're sick. We have involved all the personnel, even a few of our own personnel, like those with hypertension, and sent them for tests. It's not that we do nothing, but maybe there is more that we could do. But really I think under the circumstances and considering our shortness of staff, we do everything that we could do.

**R:** I think perhaps if I may interrupt, we've got the Health Desk from the Health Department. We really make use of them a lot. It is also part of their own initiation programme that I invite them to come and talk to the students and introduce themselves. And they give a lot of services to the students and what is nice about this programme is that the individual can phone them and make contact with them. And what is also nice is that they talk to them in their own language of choice, and then they could actually go for counselling and the counselling is free. And they could go to other services. You know they also have lawyers that could help them. Yes, we really make use of these services.

**M:** I was going to ask how it differs from LifeLine, but you've already answered that.

**R:** It offers even more than that because it has lawyers you see.

**M:** Even better like that.

**R:** And all our employees, apart from the students, are also using the service. Also family members can use it. The individual cards include not only the person that is an employee at the Gauteng Department of Health, but also different members of the family.

**M:** It's good that the staff members are using the service. Did you say it is part of the department?

**R:** The Gauteng Health Department, yes.

**M:** So that's a little gift of something

**R:** Yes.

**M:** Do you have anything to add?

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- R:** I would also like to add that at this college, as Ms XX was explaining, she is actually the person responsible for most of these things. But at some of the larger institutions, I know they have got a specific Wellness Programme person or a Wellness Officer. I think that could be a good thing if you have one specific person that could do it, that the job description should include it, because other people are now doing it as part of their own jobs and it's making it a little bit difficult because they haven't got enough time to do it properly.
- R:** That's why I think it may be better. The person should be the advocate of employees and talk for them. I want to agree with what Mrs YY said, that we have these wonderful things.
- M:** What things?
- R:** I'm not talking about the students now, I'm talking about the staff especially the academic staff that are also under stress. It doesn't help that you give them help first and increasingly do less about yourself because one moment your spirits are high but the next day you fall down again because the problem stays the same.
- R:** And I think regarding employee wellness, it is very important that you have a system and it might be that you get help as and when you need it now, that you have a system that listens to the people. And you shouldn't just say: "Ag, but you don't want to work", but you should listen to what the people are saying and not be biased because that is your problem. When you're biased you don't listen to what the other person is saying and you don't give people the chance to say how they are feeling. You shouldn't be angry with them because they want to ventilate their feelings, whether it's suits you or not, but don't get angry. Because then you will feel better and can handle a thing better, and then you could come up with a solution, maybe teambuilding, that is what I would say. There is not a system of listening. People shouldn't just be labelled ... and I think a person who would listen like that would be wonderful. Because everyone could then go to that person, just verbalise and that person might listen and not be biased. Then it might be that the problem could be solved and the person with the problem would be lifted up And

then you could get on with all the other nice-to-know, nice-to-do things. That is how I see employee wellness.

**R:** I don't see many things in place for employee wellness; nobody listens to the people. Even if it is your fault, they should listen to both sides and be objective and not biased. As soon as this person points to that one and that one, then you know you are never going to get the people to verbalise the things that bother them. They have already been put in a box where they are labelled. I think a person who would listen and be objective and unbiased like that will be very, very good.

**R:** Typically she will be scientific; because she will listen as a neutral person without being biased. We've got nobody to it. You know, such a person should be employed.

**R:** We actually wanted to put up a type of centre here, but we didn't have the space anywhere. We don't have a suitable area, even the venue for counselling was not available.

**M:** I guess you have something to add?

**R:** No, I actually want to say that wellness is a very important aspects of our lives.

**M:** You are recommending that there should be such a centre?

**R:** And one other thing that I think wellness entails is the safe environment for staff and also for the students.

**M:** OK. Now the next question that I'm going to ask could have been partially addressed previously, but I have to ask it anyway. Please describe how you think employee wellness could be successfully adhered to.

**R:** The person who helps the staff should be office bound and should always be available. Not too busy. People could consult at a given time if it is not possible at that moment.

**M:** Anything more?

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**R:** Say we had such a person, an Employee Wellness Officer, I would see that that person would not be so involved in the other people's working issues and maybe personal things that they could put others in boxes. So when someone came to me and said: "I'm unhappy about this situation that happened today", I would not immediately put her in a particular box, thinking she belongs in A, B or C. I'm not going to judge her immediately and think "I'm not going to listen to you, because you're usually a troublemaker" or: "You usually don't want to do it" or "You're one of the best candidates so I have to listen to you". Nothing like that because you must remain unbiased, objective and you must listen.

**M:** Yes.

**R:** And you're listening to what they are saying. That is how I see it in common words. You listen, but you don't listen. They say that you can hear, but you don't listen.

**R:** We have an officer who is apparently a Wellness Officer who is very good.

**R:** Yes, because others are too involved.

**R:** There are Employee Wellness Officers that are not biased. Their way is professional.

**R:** That is a very, very good thing that she said. Because an Employee Wellness Officer who is not biased, but objective and listens, can go to that person's supervisor who might be biased and say to that person: "You know, I met with this person and she says this and this. Can we solve the problem?" Or: "This is a bigger problem in the institution. Can we solve that?" That person, that supervisor, might see it in another light because she was immediately involved with this person with the problem. So this Wellness Officer can go to her as an outsider and say: "But as I see it, this is your problem. That is how I would solve it; that might be the best solution". The person is very unbiased.

**R:** That person should have a background of psychology. You know, something like that. That person must be a psychologist.

**M:** Mm.

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- R:** You know you can talk to somebody over the phone. I can and you don't always want to see them.
- R:** From what I understand of these officers, you don't always want to talk to them over the phone. They have specialised officers that ask the client where they stay and then they identify where the nearest office is. Then they make sure that person goes to the office closest to their home. That is what is very nice about this programme. And they could have six sessions for one problem. If there is another problem, they could have another six sessions for the next problem. The closest office or services available to the college are here at the hospital – very near actually. And it is very confidential. Although I'm registered for my clients, the office will never phone me because I'm too near the client reports. So it's confidential and this is very good.
- M:** Are there others among you also capable of referring them?
- R:** Yes. What happened is, I phoned initially and said: "I want to be registered because I'm going to be phoning on behalf of clients". I let them talk on the landline from my phone and I go out of my office during such a phone call.
- M:** Alright.
- R:** So I'm registered with them, but they never give me a report back about Sannie or Maria, or whoever. It is so confidential.
- M:** Now, can every member and everyone register independently?
- R:** Yes, independently, because they have a reference number the moment that they have somebody talk to that councillor over the phone. They will give them a number, but now I also have a number also with them so that they know I'm registered with them.
- M:** That's what I wanted to know – do they give priority mostly related to personal matters? Or is it also workplace-related and will they come to you if it is workplace-related? Will they come and talk to the supervisor or come and talk to an employee?

- R:** You know, what they could do is come and see a group for a workshop and talk about work-related conflicts. They have people that are trained to do certain things. It goes according to demand – certain things like personal matters, family and so on.
- M:** Will that be instead of the wellness person that we talk to here?
- R:** Yes. This is additional.
- M:** Do you still feel that this is your recommendation for employee wellness? How many students do you have? And how many staff members?
- R:** Over a thousand.
- R:** One thousand four hundred.
- R:** Staff members are 100 and something.
- M:** Oh.
- R:** Yes. More than a hundred.
- M:** I can just imagine because the more people, the more problems. Or the more wellness they need.
- R:** I want to contribute by saying that we should improve the services that she talked about earlier. Especially in an institution like this, we need to work together.
- M:** Now what?
- R:** This college is so good ... we've got a lot of effective management, and if we work together we could overcome a lot of the issues and improve, but separately we can't, unless we talk to somebody.
- M:** What do you think contributes to that? What do you really think?
- R:** I don't know.
- M:** Is it the environment or what?
- R:** It's to do with an area that we object to. So don't put us in a box please. Once you put people in a box there's a tendency to think that they're not like other people. A
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lot of people could come together to talk about issues and then only later realise that that's what they do.

**R:** I think the depth of anger in staff should be realised. If I think about all the lecturers and all the academic staff, and even now the admin staff, sometimes there's somebody thinking that their motive is better. There is a lot of anger and that needs to be addressed.

**R:** But the people are ... you can say: "Don't compare", but we will compare. People do compare.

**M:** Mm.

**R:** I compare myself to that one: she gets more pay than I do, but I do more. Or even I've got a worse or better supervisor, you know, things like that. So that is true.

**R:** But put together, personalities do play a role. Again, where do you come from? How are things for you at home? Not *per se*. Everybody brings their home issues to work, but it is true that your background and how you perceive people does play a role. Are you a positive person, or are you a negative person? A negative person will ruin everything, that is what I think.

**R:** I don't know if you listened to what she said earlier. Again, a person of experience will help to sort out that problem. Because those people can go to that person and say: "This is how I experienced things". And now there is nobody you could go to, because if you go to a particular person that you think would know, then tomorrow or the day after that person might be angry with you and then she goes to another one and just tells her that. But an objective employee wellness person will actually, I think, understand and help you.

**R:** You are so right. I think you will need to have a very special type of person who will be able to do this. An experienced person.

**R:** You know, you can't just take somebody at your side and tell that person about your things in the same way as you could tell the Employee Wellness Officers.

- R:** We are a college. We said we are professional people. We are on a higher level than some businesses, but we've got a lower level also. So we are really having a rise in levels. It is quite difficult to deal with problems if you don't have the ability to know how to deal with that.
- R:** Correcting employees' behaviour can be more complicated because of the behaviour of other staff members. It can be difficult when they refuse to be referred and I really feel that is also one of our biggest problems. Also it's to do with professional people working together, because our environment is completely different, but we must work together because the one might be a support for the other.
- M:** Is there anything you would like to add before I ask the next question?
- M:** OK. Now, as managers, would you say you have successfully applied your experience? In the context of employee wellness?
- R:** For me employee wellness must certainly mean where you are satisfied. Employees should look forward to coming to work.
- R:** I find it excellent to challenge problems and bring about changes. I am satisfied when I find solutions. Because there will be problems, no matter what the challenge is, and there is way to find solutions.
- R:** In other words, you are satisfied that there are challenges and solutions to them.
- M:** Others?
- R:** And you can't function without challenges. You must accept that. Life is challenging. A great leader will come across problems and have ways of dealing with them
- R:** A great leader will come across problems and have ways of dealing with them.
- M:** Now, could you expand more on that?
- R:** Perhaps we need a visionary group? Every area should be dealt – good leadership, politics – and you should always work on the weaknesses and strengths. One other thing is that everyone should strive to achieve the goals. Everybody should encourage everybody else with regard to the growth and actual improvement of an
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organisation. You should pay tribute and be on board, say: “I feel really very high”, not: “I always feel flat”. For yourself, you must accept that you can’t change everything or everybody and change what you can.

**R:** Being in a situation where you sometimes work with students and staff, you know you’re working with different kinds of people than yourself, then it is wise to really sit and really handle this problem or the challenge with this specific person. Because I think that is one of the main things: to have this specific wisdom and a certain relationship to let you be able to do that.

**M:** Could you say more about that wisdom?

**R:** For me, wisdom means ... I’m going to give an example: say a student has been absent for a month and now you are talking to her. You need to have that extra sense to pick up that this person was absent for these reasons. You need to be able to make the right decisions when you are working with people’s careers, their future. What you say and what you do really influences them. One of the things I would love to have is a particular personality for my students, to know how to actually bring out the best in everybody, to be able to see that I need to handle this person this way so that I will actually enhance her good points, her performance, but at the same time she tries to follow you and become a good character.

**M:** So that is what you think would contribute to success?

**R:** Yes, definitely.

**M:** Would you like to add some more?

**R:** No, I definitely agree with all of these things. I just think that it is quite a thing to get people to work together, to work towards one goal, because if you work in an institution, everybody is working towards their own goal – to get money, or to work shorter hours – then you could be on the wrong path, your own, if you work toward your own goal. You work for the institution and to become your own image of it in that box, everything that you hear that you can do draws you back into your box and you see how far it is from your own reference point, which is maybe not good enough at that time.

- M:** What is that box? What is it supposed to mean?
- R:** It's a frame of reference.
- R:** I think what she is trying to say is that if somebody comes to see you and already in your mind you think this is a negative person, she is going to be negative. And you have already you put her in that frame (or box). You're prejudiced and you're already thinking: "I'm not going to listen to her because she is wrong". People are often negative. You know, one should not really do that but be open and really listen and make sense, take time to listen to what she said, not put oneself in the position of thinking inside a framework. Because if your emotions put you in a framework because of personal preference, this could differ from one person to another. You should get out of it, out of the habit of talking within boxes.
- M:** So you're saying that a box is actually a barrier or a block?
- R:** Yes, but it might be a good thing also, because of the framework within that situation.
- M:** So it is open to growth, this framework?
- R:** No, not really.
- M:** Once it is not open to growth, doesn't it then form an obstacle?
- R:** Yes, it's true that it is an obstacle, because we usually say that we must think 'out of the box'.
- M:** That boxes are enclosing and not open?
- R:** Yes, yes. And that will result in challenges for changing things. Because people think in the box where they are comfortable with what they know, but they don't want to think out of the box, try new things. That is quite a struggle sometimes because you are so used to the familiar things and so if somebody expects you to do something else or you see there's a need for that, it can be a problem.
- R:** I would just like to add, it is good to have a box ... but the wise people go out of the box and then think outside the box.
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- M:** First, from what I understood you said: it is safe to be in a box?
- R:** Yes, yes.
- M:** But if you choose to come out, then you must come out?
- R:** Yes, you must also to that.
- M:** All in all, we agree that this box is not always safe?
- R:** Yes, yes. We can agree, whether you put yourself in that box or you are being put in a box.
- R:** It is prejudice, it's all about prejudice. And being biased.
- M:** And being biased – yes?
- R:** What she is saying is about the satisfaction of the people and that you could see that you're successful, could measure that substantially.
- M:** OK. So that is the end of my questions. I don't know if you have something else to say? But I must say it was very interesting to listen to you people and I want to really thank you for all your input. The aim of the study is to give a lot of coaching programmes for college managers to facilitate employee wellness.
- R:** When could we have these coaching programmes?
- M:** Next year in April.
- R:** We will be your first group
- M:** Thank you for your time.

**DEMOGRAPHIC NOTES: COLLEGE C****FIELD NOTES: INDIVIDUAL INTERVIEW WITH THE PRINCIPAL**

The interview was conducted at nursing college C on 05 May 2008 at 12:00. It was held in the college boardroom with the Principal. The boardroom was conducive and warm. The participants had been working at the college for more than 3 years. She was were willing to participate and announced that she was ready to start with the interview. The interview conducted lasted for 1 hour.

**DESCRIPTIVE NOTES**

The participant was a middle-aged black woman, well groomed and well dressed. She was relaxed and confident. She welcomed the researcher and moderator warmly and ushered them into the interview venue. She expressed her views clearly, showing interest in sharing information. She shared a lot of information with the emphasis on her role as a leader, a manager and as an educator.

The first **question** asked was: **What does the concept 'employees' wellness' entail?**

- Individual employees are taken care for in totality: physically, mentally, socially, academically.
  - Employees are kept comfortable workwise.
  - An induction programme is in place.
  - There is a safe environment to cater for their safety.
  - Security has been strengthened for employees' safety.
  - Health is catered for by enhancing the Gauteng EAP
  - Emotionally and socially the employees interact positively.
  - There are teambuilding exercises for all staff.
  - There is a macro-meso mentoring programme for a year.
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- They attend workshops regularly.
- There is a Safety Committee for occupational health issues.
- There is a Social Committee which deals with issues of workplace diversity.
- Individual personal and professional growth is taken care of to address issues of skills development.
- Counselling services are available and are utilised by both staff and students.
- Financial problems are addressed.

The second **question: What do you think are the needs of employees?**

- Be able to deal with personal crises.
- EAP should be strengthened.
- Teambuilding exercises
- Celebrate special days

The Principal was asked what her role is regarding employees' wellness?

- Provide more resources.
- Organise teambuilding exercises.
- Organise a Christmas lunch.
- Provide counselling for those in need.
- Capacity building

The last **question: What will success look like?**

- A productive team
- Satisfaction of all employees

**PERSONAL NOTES**

The researcher observed that the participant was relaxed and freely expressed the support they enjoy from the HODs and everybody. She mentioned that she is confident that all personnel are happy. She said there can't be 100% job satisfaction but there is a lot of hard work, dedication and commitment to work. There was a demonstration of willingness to allow growth and build capacity. Trusting others to do the work was emphasised. The leadership displayed was of a high standard. She displayed positive behaviour throughout.

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**INDIVIDUAL INTERVIEW: COLLEGE C**

**M:** MODERATOR

**R:** RESPONDENT

**M:** Could you explain in as many words as possible what your job entails?

**R:** I'm the Head of the institution, which is the Principal. I'm responsible for the overall operation of the institution, meaning responsible for the education and training of students and the education and training and skills development of personnel, as well as the development of the community. I'm responsible for the finances – accountable for the finances, accountable for assets, accountable for students and also for the premises. In other words – I'm accountable for all resources.

**M:** Accountable for resource... Could you explain a bit more about that accountability? If you say you are accountable, what do you really mean?

**R:** Every institution has a vision. So part of my accountability is to ensure that the vision of the college is in alignment with the vision of the Gauteng Department of Health. And also we are making sure that each of the departments supports the goals of the Ministry of Health. That's my accountability. During my earlier days in the institution, I wanted to make sure that I function within the prescribed legislation, the prescribed policies. Because in the end I need to account to the CFO of the Gauteng Department of Health regarding all the finances, all that the faculties have to do which relates to the PMFA, meaning assets, meaning any compensation, the district work and HR. I'm also responsible for the development of students because realising the vision is to make sure that in the end the college produces professional nurses who are capable enough to render quality services to cater for the diverse needs of both national and international society communities. Related to that, it means that I'm accountable to South African society. Being a government institution, I render non-profit services to people in the community who need any assistance. So indirectly I'm accountable to the community. So that is why at the end of each financial year I have to produce an annual financial report, which reflects

everything to do with the operation of the college. As the Head of the College and accountable person also, I'm accountable and responsible to the College Council, which is a community institute, a governing body of the institute. As the head of the institution, it is also my responsibility to take care of the personnel within the institution, both permanent and temporary. So I'm accountable to those people, accountable in the sense that it is my responsibility to see to it that they are comfortable in their posts. I need to see that they are capacitated to be productive, to deliver quality services, to be safe practitioners. So in a way accountability is really broad. I need to account to everybody for whatever services I render.

**M:** Thank you. What do you think employees' wellness thus entails, seeing that you just mentioned that you have to see to it that they are comfortable?

**R:** When I think of employee wellness, I take it that an employee, as an individual, has to be taken care of in totality. As I say, taken care of mentally, physically, socially, spiritually and even professionally because nursing is a profession. So every accounting officer will need to make sure that the employees in this institution must be accountable profession-wise, meaning that all treatment commences here.

**M:** Okay

**R:** I need to see that she is being oriented, that she is being introduced and prepared for her post so that she can feel comfortable in what she is doing. She will feel guided and be aware of what is expected of her, including the do's and don'ts of the post.

**M:** I see

**R:** I make sure they are comfortable functioning in a positive way socially, emotionally and otherwise. I need to make sure that there is progress. I combine socially and emotionally and make sure that there is supportive environment – the relationships with each other will then be 100% – and that the environment and relationships are comfortable and interact positively.

**M:** Mhhh

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**R:** Communication is a two-way thing. It is supportive. It is cooperative. That is why I also need to make sure that the programme will be comfortable. That's why I expose them to teambuilding. In those teambuilding sessions we invite a facilitator and we also make sure there are services in the colleges that take care of the emotional wellbeing of the people.

**M:** Yes

**R:** To say that again, I need to make sure that the services are there, for example health committees. Let me start by saying that job-wise, they go through a programme and there is a committee responsible for that. This committee is referred to as the Workplace Skills Development Committee. It takes care of the orientation of this person at both at the macro- and micro-levels. They make sure that the person is comfortable and this person is taken through an orientation that is offered here. Orientation takes place throughout the year and she is evaluated. And throughout the year that person has to sign the document. And still on the subject of orientation, she is exposed to workshops, training and all. Safety – we have an Occupational Health and Safety Committee, which takes care of the safety and the environment. And linked to that, we have an HIV Committee which also takes care of that. We refer to this as the SHE Committee. The last one sort of does research, but enquires into the status of people with HIV and those that have hypertension and so on, just to find out about anything work-related and to have an idea of their status of provided to the college.

**M:** In other words, taking care of the physical aspect.

**R:** Exactly. The physical aspect. And regarding safety also ... the security too. The advisory to safety. That is why we have all these cameras and the security initiative. The people are safe and comfortable, also health-wise. They also report directly to the Registrar regarding the venues, for examples if the air-conditioners are not working or whatever. Because that is also not healthy and safe for the students, especially because of their large groups.

**M:** Ok

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**R:** Then we also have a Social Committee to take care of the social needs of the people. The committee is referred to as the SHE Committee. It has to do the relationship interaction issues.

**M:** Yes.

**R:** We do need a psychologist but we ... Because remember our staff establishment, especially our permanent staff, consists of people of different races and obviously people with different personalities. So we try to encourage interaction. People are exposed to teambuilding. For example, the last two teambuilding sessions we had this year, separately I think we spent about R3 000 in April I think. And for academics we spent about R123 000 for them to take part in a teambuilding session for two nights and two days. We had a facilitator on personnel development;, the following one was on professional development and how to interact. It costs about R1 800 per person and for the admin about R2 000, but even then the people had to identify their needs. We make a point of stressing that this teambuilding session, or whatever it is the Team Committee prepares, it is not only for entertaining, but the college must gain something from it. When they come back we must see some development or progress or changes in their behaviour towards one another. Then we have a Student Counselling Department which also contributes towards employee wellness. It is referred to as the Student Counselling Department, but it also accommodates the staff who want to use that service. The lady is not a psychologist, although about 9 years ago we offered to let her to do psychology counselling. She does very well at that and some staff members are also using that service, as well as the students.

**M:** Ok.

**R:** We are also making use of ICARS. ICARS is a service provider contracted to the Department of Health. All staff members have contact through a toll-free number, even if they can communicate directly with ICARS. And even the institution through the student counselling department can now communicate with ICARS and refer staff members and students to it.

**M:** Regarding ICARS, what specifically does it address? What sort of problems does it address?

**R:** I think almost everything. Even all the emotional contents, drugs, alcohol, financial problems –there are financial advisors for budgeting, giving debtor advice. Even if you have problems with your children or marital problems – they can advise you.

**M:** In other words?

**R:** But it is not a legal institution.

**M:** So, in other words, it doesn't concern itself with matters of the job only but also the family

**R:** No, with your personal and private welfare. It's so comprehensive that you could even refer your family to them. Now what I wanted to say is, our institution is quite small. At the hospitals they have a department, an Employee Awareness Department, and in Kallie there is such a department, but we are quite a small institution. Our permanent employees number 104 and there are about 101 students. So now for every aspect of employee wellness we have different committees and all these different committees have different objectives. But all the different objectives of the committees contribute to employee wellness. The different committees meet independently monthly, but they meet quarterly to coordinate their functions, that is excluding the Student Counselling Department. The SHE, the HIV, the Capacity-building Committees – they meet and then they report on their functions.

**M:** To what extent do you think these committees are effective in promoting employee wellness?

**R:** They are effective, based on the reports we get – informal feedback from staff members and formal reports of meetings – and then they do keep minutes and statistics for the institution. Like now the SHE Committee and the HIV Committee are busy planning an HIV/AIDS day for 24 July in Lichtenburg to make the people aware again and also to raise funds. These funds are going to be given to the kids, the HIV/AIDS-affected kids. So I can guarantee we have evidence of effectiveness.

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And another thing, the students are using the services, especially the Student Counselling Department. And then I need to say one other thing: the Student Counselling Department contributes to the wellness of our students. They also have study skills programmes and students attend them. And they also invite people to discuss HIV/AIDS. This week we have forensic training about pain. Students are trained too and every year we take them to Pretoria to the Oncology Department to teach them about cancer. Which means each group, before it completes whatever course it's registered for, has to go through a week's forensic training and at the end they get a certificate.

**M:** OK. I can hear that you really explain well what in your work wellness entails. The next question is one that you might have addressed partially, but I have to ask it: Could you describe how employee wellness could be successfully facilitated?

**R:** I would say, firstly, we have had an HR department that is asset to this institution. If kids want to succeed in whatever goal, it all depends on your HR. What is important is to communicate. To establish and maintain an effective communication system will keep an institution running. And communication is already a factor that contributes to the wellness of the employees.

**M:** Mhhh

**R:** Then, secondly, this communication must encourage participation by the people. Because once you've succeed in those two, then you will be able to motivate its people to claim ownership of their institution.

**M:** Yes

**R:** And once they've claimed ownership of the institution, it will mean that they identify themselves with that institution. And once they do that, their active teachers will be supportive of the institution. The attitudes will be positive. And once a person's attitude is positive, somehow it promotes one's wellness. And once we've succeeded in those, then we would be able to sit with these people. It obviously would be beneficial to talk to them. You'll sit with them and start identifying their needs, for example for development, for productivity. For example, they would feel free to come to me and say: "I've got emotional

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problems”, etc. Then one would be able to identify a need for emotional comment or whatever. So to promote employee wellness, you need to communicate with your people.

**M:** Yes

**R:** Employees should have freedom of expression. Policies and procedures should be communicated to employees. Listening and communication is an effective system. Individuals are given time and allowed to ventilate and are listened to. An open-door policy is practised; all employees are given the opportunity to discuss their issues.

**M:** Could we first explore the attitudes? How do you think the attitudes of your staff contribute to employee wellness?

**R:** How do they contribute?

**M:** Hm.

**R:** To the extent that it influences the communication you’ve got, yes, I believe that one’s attitude influences one’s environment. And talking of one’s environment, I’m also referring to the people around you. If your attitude is negative, you can influence your environment negatively. If we have the people’s attitude right, even if they disagree with you, they might not try and damage what you are trying to introduce. Whatever is being introduced or discussed, I think that it depends on the people’s attitude. They will at least make an effort to try and understand what you’re trying to introduce. And you should give them time to decide objectively whether to support it or not. Say, for example, you want people to participate in an AIDS/HIV campaign and they understand it’s for the wellbeing of the people. If the attitude is positive, even if the person is not ready to know their status, they would be able to support the campaign, even when a person is not ready to be tested. But I believe that if their attitude is positive, it will help you make the whole project a success. Attitude is very important ... the attitude, I believe, will make the difference. The attitude will determine the success of the project or what you’re trying to achieve – the success of the goal. And the attitude will also determine the

standards of what you want to achieve, determine the excellence of the service, even affect the image of the college.

**M:** OK then. You talked about the attitude and then the readiness of the people to maybe disclose their needs regarding wellness. As a manager here, what would you say success would look like in the context of wellness?

**R:** How would I say success could be achieved?

**M:** Yes. With regard to coordination.

**R:** As I said in the beginning, wellness is a complete concept ... it has components. So firstly, from my point of view, I'll check on the institution's rate of performance. That will tell me that the people are well. I'll look at the turnover rate, especially of the permanent staff and obviously the attrition rate also will be linked to the absenteeism. Then, secondly, absenteeism because it can be general or not. And absenteeism can be physical, emotional and health-wise. Attitude, burn-out, job hunting, doing it behind your back – those are also signs of unhappiness. Then regarding our level of communication in the sense that is it a two-way process: is it effective? is it open? because if it is open enough then I tend to believe that the people are happy and well. To give you an example: on Monday we had a personnel meeting and I was a little bit outspoken, I had to score a little during the sitting of the meeting. It is a monthly personnel meeting, everybody is there – admin and academic. But when we went out, some people came across to me and said: "But really it is true what you said". To me that is success regarding wellness, that they understood.

**M:** That you are justified?

**R:** Yes. That I am justified, to see that. And performance is another side of it. People are proud of what they are doing because I tell them in the lecture that if there is something, anything you want to brag about, come to my office and tell me. Even if you feel the need to be blunt, come and report. Like the lecturers say "doen dit verby praterij". Come and tell us when a student opposes you, then I am aware. Such things are wellness. This success – even the performance of the students and the reports I receive from my HR communications – to me all that tells me about the

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wellness of the people. Mostly it is communication and what they communicate. And I need to say that we do another thing with regard to the success of wellness. It helps me to evaluate the college. Most of the time the people who leave the college hoping to find greener pastures, in some cases 3 – 5 months later, call back and say I must tell the people there is nothing like greener pastures outside. As we always tell them, even if the grass on the other side looks greener, so is the water level. Tell them that what they are having at the moment is the best. Such things! In most cases the people who leave this college leave for promotion to higher posts. The universities can't beat us ever and almost all of them tell me: "If I wasn't hired here, I wouldn't be coping". They usually say they've learned a lot here how things are done. It is things like this that indicate wellness. And the other thing, whenever I appoint a person, during orientation I ask the person if she could just give me 2 years of service and then after that she could consider leaving. So I need to say our turnover rate is low, very low, less than 1%. And, secondly, the people here are not restless – they stay.

**M:** So you are quite convinced that you are giving the best?

**R:** I am quite convinced and I'm talking now in total. Obviously a person cannot be 100% satisfied, but the impression I get is that the wellbeing of our lecturers here is still acceptable as far as the turnover rate of our personnel is concerned, still acceptable in that they are content. They feel they are still better off compared to the others.

**M:** What about wellness amongst the staff themselves? Because most of the time we are talking about the new staff. What about amongst themselves?

**R:** Wellness amongst themselves? OK, amongst themselves – because remember our members are divided into teams and departments and the admin department group. Let me say in 2001 the Lebone Nursing College closed and it was then that I was appointed at this college. And obviously the management staff members are different.

**M:** Both to the personnel staff and the students?

**R:** The students were phased out.

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**M:** Oh.

**R:** Yes. It was only a few first-years repeating who started here.

**M:** Oh.

**R:** But with regard to the personnel, there was this friction and the college was the only white one, the rest were all black. So it took a while and a lot of effort to integrate the people and bring them together. And within the admin team, all is now OK. But within the administration team in the past there was quite a lot of friction. One friction was caused by one of the persons from the border, and this caused me to transfer her to the Pretoria Academic Hospital, which caused the college extra expenditure. But just removing her from here to Pretoria Academic Hospital – and she had a hearing for the sanction – means that the staff is now so happy, so productive. They are working on a skeleton staff, but they are prepared and very flexible. Because we really motivate our staff. They are happy. So even on Monday, the academic team said there are very few of them, but they try their best and the teambuilding they had is helping them. So at present the academic administration staff is trying their best. Even if the friction was really bad at one time and now not so, it is still something to worry about. Then you have to get involved and try to sort something out. With regard to the academic personnel, within the different teams there are personality clashes and these should be handled by the academic heads. Currently I'm aware of two teams; one is obviously the remedial team. Even yesterday the remedial team made the comment that their class is "half-full" and my class is "half-empty". These are issues mostly discussed. But they are dealing with that and they didn't want to participate in the Consolidation Week because they say they are overworked.

**M:** Yes

**R:** Nobody in this college can complain that they are overworked. We have 67 tutors. So the personality issues are amongst themselves, but what I've noticed is that 85% of the time the work is shared and done, and then they start to relax. Finally there is a thing between the team and the boss and they sit and discuss the reasons and their responsibilities then the whole problem is resolved.

**M:** Mmm

**R:** What I would like to say is that we have our differences, our different social backgrounds, but what is interesting about the people here is that we still have this sense of belonging to one another and to the college. Even within management, we do fight, we do disagree, we do sometimes cry. Sometimes you do find a person taking her books and leaving a meeting, but we leave that person. And sometimes you will see that the person is so tense or whatever, and then the person reveals that that is indeed the case. I then tell that person to take her books, pack up and go home, we will see you tomorrow. It happens many times. I also sometimes feel that way: I'm not coming in tomorrow, so I stay at home or go to a movie and then on Monday I'll be recharged again. What I'm actually trying to say is that when a person can't cope anymore, I tell them to take time off and come back, let's say, two days later and they will be OK again. That is how we handle things. We have our ups and downs, but I still feel we have success in wellness. A person may be cross with someone or about something for a day and the next day they will be OK. After two days we continue. And I think one of our main advantages here is that we talk. Like I told personnel and management, you don't need to be friends, but we need to be colleagues. The moment we walk through that gate, we forget about other things and we work. Once we leave here, you could meet somewhere, OK.

**M:** Welcome to work?

**R:** Yes. And we try to maintain our pride. I need to say, I'm a perfectionist. See how I handle Ms P

**M:** Is there anything more to say? Anything else I didn't ask and you would like to share with regard to employee wellness?

**R:** I would like to say that we encourage development and we really spend for our personnel. We like to further their skills and develop them. And we try to make our people comfortable.

**M:** How?

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- R:** That is why every two years we put the paper on the table and ask them where they want to teach. When we advertise our lecturer posts, we don't make primary health care an exception. We do not appoint a person into a discipline, we appoint a lecturer to teach, to train.
- M:** You don't say: "We want a lecturer for a specific field".
- R:** No. We say recycling would be a recommendation. Your job will be to lecture and train students, so that they could move around. So every two years we put re-evaluate, we look at first choices and then move people around. If you want to stay there, it is OK. But we can move around. I think that helps.
- M:** OK.
- R:** And then our administration people – they are also very flexible. We really expose them. We pay a lot of money; we use official budgets, even college fees. We don't mind sending a level 6 clerk, paying her flight, etc., for training. When she comes back, whatever workshops, whatever training she's attended, we need her report.
- M:** You mentioned multi-skills, so could you just expand on this?
- R:** For example, I have a PA and a secretary here. My PA is on sick leave now. There is a secretary – she is a level 5 and the PA is a level 7. She is a qualified teacher and when we appointed her, we placed her in the library. We exposed her to experience as a library assistant, so she can work in a library. Then we promoted her to level 5 as secretary to me and the academic personnel. She does the typing of letters or whatever. We sent her on secretary training and she has done everything to do with PA training. Now we are short staffed. Currently she is being trained on management and all those things. We had a messenger on level 2. We sent her for computer training. Starting at the beginning of June, she has been promoted from level 2 to level 6. We have appointed her in HR. But while she was a messenger, we gave her computer training and I wrote a letter that she should get a driver's licence; we were even prepared to pay for her lessons. During her time as a messenger, when we were struggling without people, I used to bring her here and then she would serve as receptionist, typing letters for me or answering the phones, and she was trained on how to do that. The leave officer went on maternity leave for 4

months; we removed her from the archive and photocopy machine office, where they photostat big documents and all that. She was away for 4 months due to leave, and she had been working in the stores due to staff shortages. She was trained on how to issue things there. Now she has been appointed in HR. We really try to do things like that. And the other thing I need to say is that we have a lot of meetings. We have about 23 committees. I only chair one committee meeting, which is the personnel meeting.

**M:** Mmm

**R:** Even at our weekly management meeting, I chair only when there is a crisis. Otherwise in the academic meetings the HODs take turns in chairing. In our meetings, including our committee meetings, everybody chairs a meeting, becomes a secretary, and we noticed that it really develops them.

**M:** Yes

**R:** **Like this morning, one of my senior staff is going on pension so we** management took her out for breakfast this morning and the HOD had to act on my behalf.

**M:** Mmm

**R:** Even when there is no management available, I appoint the acting principal to act and I tell her only to phone me if the college is on fire. Otherwise they make a decision because I believe that it gives them the opportunity to make what they think is the best decision. If it is not the best decision, we will correct it.

**M:** Serious?

**R:** Even when I'm on leave, the person acts. When an academic HOD is going on leave, before I authorise her leave, she has to indicate on that leave form that who is going to act on her behalf in her absence. In the past, they used to rotate, but now I've introduced the arrangement that in her department the lecturers must rotate.

**M:** Ok

**R:** And that lecturer must act over and above her lecturing duties. She must act as a HoD. If she has to attend meetings, she will sit with us management. If she has to attend any outside meetings, then she will have to attend them.

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**M:** Why

**R:** Because we feel that this is part of development.

**M:** Are they not participating?

**R:** The two of us being the youngest in management and the others being 58 – 60, they will very soon be leaving, so we have to prepare the younger staff. So we try by all means to make people very flexible.

**M:** Thank you very much. We really appreciate your free expressions of opinion.

**R:** My pleasure. Thank you.

**DEMOGRAPHIC NOTES: COLLEGE D****FIELD NOTES FOR THE REGISTRAR**

The interview was conducted at college D on the 03 December 2009 at 12:00 and it lasted about 25 minutes. The environment was quiet with no disturbance and was conducive to an interview.

**REFLECTIVE NOTES**

The Registrar did not have much to say about employee wellness. His perception was that employee wellness has to do with working under pleasant conditions and that one has to be healthy and happy at work. He oversees the college administration, especially student affairs, and ensures that students are registered correctly. He works hand in hand with the College Principal as well as the Vice Principal, and they form the top management.

**PERSONAL NOTES**

The Registrar did not seem to have much to say about employee wellness. He said that student nurses are on the government Persal system so they have their medical aid scheme which allows them to consult with any doctor when they are sick. He seems to be aware that students have multiple problems but that they confide in their lecturers and rely on them to counsel them. He does not seem to be involved in employee wellness.

**INTERVIEW: COLLEGE D**

**M: MODERATOR**

**R: RESPONDENT**

**M:** OK. I hope we can all speak English?

**R:** Yes.

**M:** OK. Thank you for participating in this. We are conducting research and when we do that we do not force people to participate. People must come willingly because research is not supposed to be a forced process. Everybody must be willing so that you are honest in your answers. Just feel free, don't be afraid of anything. I am Dr Manyedi from North-West University and I am assisting your Principal in doing the interviews because she is working with you so she cannot interview you. I am going to ask you a few questions and then just respond as honestly as you can and as much as you can because what we need is information and just honest information. It is anonymous and that is why I won't ask you to introduce yourselves I will just say Mr or Ms or Nurse because your names are not supposed to appear when we are doing research so that you are sure that it is anonymous.

**M:** The first question I am going to ask you is: Can you describe in as much detail as possible what your job entails? Anyone can start.

**R:** I am based at provisioning. We are responsible for provisioning of resources for the college, so basically we procure staff for the college, we ask for quotations and process payments. We also process payments for subsistence and travelling. At budget meetings we report on college expenditures and account for them.

**M:** OK. Others?

**R:** I am in charge of the nurses' home. I deal with allocation of the students. I give them rooms, keys and everything, linen too. I am also in charge of cleanliness for the nurses' home.

**M:** So you also supervise the cleaners.

**R:** Yes. I am the chief clerk in connection with cleaning materials and everything related, like toilet paper.

**M:** Alright. Others?

**R:** I am in the kitchen. Basically, we cook for students and sometimes there are many of them so we have two groups for the cooking. They work three days on and three days off.

- M:** So you are in charge of the kitchen staff and you also do their allocation, their off-duties – who must come on duty and who is off on which day, etc.
- R:** I am the one who is in charge. I work five days consecutively.
- M:** Monday to Friday?
- R:** Yes. Monday to Friday we do booking for the students. We use a booking list. The first-years book meals for breakfast, lunch and supper. For the others it is just lunch and supper. We cook three meals a day.
- M:** So the third- and fourth-years don't sleep at the nurses' home?
- R:** Most of them sleep outside.
- M:** OK. that is why they don't have breakfast.
- R:** Yes.
- R:** I am in charge of the maintenance for the college, maintenance of buildings and grounds. I actually oversee the college and all campuses.
- M:** Satellite campuses?
- R:** Yes.
- M:** Mm.
- R:** We normally repair all electrical faults, do plumbing, do carpentry, etc. If it's a major job, then we invite suppliers or contractors to come and quote and they must comply with the specifications so that the job is in line with the specifications of the college. Then the other point is that if there is a contracted company. For instance, I also oversee the garden services, whether they are working properly at the institutions. Apart from that I have three men who are work under my supervision. We actually did the garden work too before it was outsourced. They do maintenance work like carpentry, plumbing and other stuff. The other thing is that it's not only the college that we are concentrate on. We have got other students in other satellites.
- M:** OK.
- R:** We also oversee them. I think basically that's what I am responsible for.
- M:** So the next question would be: What does employees' wellness entail?, meaning how do you understand employee wellness?
- R:** I don't understand your question.
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- M:** OK. What does employee wellness entail, the wellness of the workers?
- R:** It means what the employer looks after the work of the employees, so basically you have to take care of the employees as a whole to ensure that they are able to do their work without any hindrance or stuff like that.
- M:** Mm. So the employer should basically try to ensure that all employees are able to do their work without any fear or anything, knowing that all their needs are taken care of.
- M:** What are their needs by the way?
- R:** Their needs?
- M:** Yes. Can we unpack their needs? I don't want to assume what they are, I want you to tell me.
- R:** I mean, like maybe they should be able to practice their religion at work.
- M:** Be free to practice their religion?
- R:** Yes, they should be protected and they should be free from sexual harassment, any form of harassment. They should know that if they report something they won't be intimidated but be protected. Things like that and then their wellbeing, their health also is involved.
- R:** Their physical health. They should be working in a safe environment. Yes all those are needs.
- M:** OK, so its psychological needs, spiritual needs and physical needs that you have mentioned. Any others?
- M:** Are you covered? Perhaps you don't have anything to add because you understand employee wellness from another perspective. But you can still add to what has been said. I would like to hear all your views.
- R:** We need to be safe from hazards in the environment.
- M:** What are you thinking of in the line of hazards?
- R:** Like electricity wires, water inside where I am working, leaking pipes.
- M:** OK, leaking pipes – the maintenance must be up to date.
- R:** So the maintenance team is responsible for the physical safety.
- R:** Things that are hazards are electrical wires, running hot water that is leaking.
- R:** Steam is another hazard. People will be injured by it. I myself would report the fault to the maintenance team.
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- M:** OK. You report the faults to them to ensure that the students remain. If there is nothing more to say on that, let's go to the next question: Could you describe how employee wellness could be successfully facilitated by your employer, meaning what must your employer do to ensure it, those things that you mentioned, taken care of?
- R:** I think the employer must facilitate the employees by giving them training.
- M:** Training?
- R:** Yes, training. Like if a person doesn't know how to write, he or she must be sent to school so that they can learn to write their names and so forth.
- M:** In other words, you feel literacy is part of employee wellness?
- R:** Yes.
- M:** OK, and what about computer literacy?
- R:** Yes, that too.
- R:** Basically, I think we need information, we should be taught what our rights are, we should be informed, management should be closer to us so that we can tell them our problems. I know that there are confidential things, so we need information regarding our rights – we need to be educated to improve ourselves so that we can get promotions and stuff like that. We need training. I think that we are all able to meet and pray if we want to do it outside the hours that we are on duty, so that's fine. Everyone should be provided with uniforms and protective clothing too for safety reasons, for health I think we should be able to be involved in sports and maybe more in entertainment.
- M:** OK. What you saying is that sports facilities are lacking and that you need more interaction amongst yourselves. I suppose you mean all the staff members, irrespective of whether it's academic staff or support staff or whoever. And that you need to be trained properly. OK, do you have anything to add?
- R:** We need a first aid box.
- M:** Oh, a first aid box. OK.
- R:** We don't have our own. We don't have anything inside the box.
- M:** So you feel that your safety may not be so secure because if someone gets injured then there is no immediate chance for the person to be attended to. I hear that. Any other thing?
- M:** OK, you talked about protective clothing, so I wanted to ask to what extent do you feel it is needed in some places? When I think about the nursing college, I cannot readily think about dangerous places
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there where you would necessarily need safety clothing. I am interested in knowing more about this safety clothing? Where particularly would you need safety clothing?

**R:** The maintenance people need it.

**M:** OK, they may fall, so you mean they need helmets of some sort that can protect them if they fall.

**R:** Yes and from electric wires.

**M:** Electric wires?

**R:** Like in the kitchen. Obviously they work with hot stuff.

**M:** Yes, like hot steam and everything. Now I understand. What do you think then is the role of your manager with regard to employee wellness?

**R:** To ensure that we know our rights. They should inform us about our rights and they should make it easy for us to make suggestions as to how we can improve our work, our environment.

**M:** OK.

**R:** Yes, so we can enjoy our work.

**M:** OK. They must ensure that you can exercise your rights. What else? What do you think are the responsibilities of your manager with regard to wellness, your wellness?

**R:** I think we have to sit down together with the management and talk about matters.

**M:** Those associated with your job?

**R:** Yes, madam.

**R:** Let me comment on that. Most of the managers are professional nurses and if you come from maintenance and explain a problem, like there is a blockage of a pipe, they have to see physically see what the blockage looks like.

**M:** Mm, and then they understand better?

**R:** Yes, they understand better.

**M:** Then they can respond.

**R:** And respond positively based on what they saw.

**M:** OK, unlike just imagining something. Any other thing?

**R:** Management is not always there to help us, you need something from them but nobody knows where they are.

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- M:** Mm, they are not there and you are hardly aware that they are off the campus?
- R:** It's a serious problem because sometimes you need somebody to attach something and approve.
- M:** And you are not notified.
- R:** Communication must go down to the ground and employees should be given feedback, management should be at a closer level to employees so that they can tell them their problems ... sitting down with management and discussing their problems.
- M:** Yes. And get assistance with that. OK. It shouldn't be that tomorrow you come and you don't find anybody and so you spend a lot of time looking for somebody all around the offices.
- R:** Looking for people who are not there.
- R:** And trying unsuccessfully to locate the person. Then you are stuck.
- M:** You can't move. I hear what you are saying. Is that all?
- M:** OK, next question: What about your needs with regard to your wellness? I know it sounds like a repetition because you've already mentioned things that you need as an employee and for wellness. Perhaps you have something more to add with regard to your needs? You did mention been trained, sitting down with the management and discussing your problems, being able to interact, being notified whenever management is off the campus so that you know who is in charge and whom to go to should you need any assistance with regard to signatures or anything. I've got all those things. Have I heard you properly? All those thing that I mentioned – are those what you need?
- R:** Yes, madam.
- M:** Any other thing before we finish?
- R:** Entertainment.
- M:** Oh, entertainment. Entertainment is also a need. I can see because you are young people you need to have entertainment every now and then so that the work is not boring, not so?
- R:** (all answer) Yes!
- M:** So that you enjoy your work.
- R:** Stress-free.
- M:** So that you can be stress free because entertainment is a form of distressing, ok, YES.
- R:** Induction of newly appointed employees is also important because especially when one is new you have to be thoroughly inducted and orientated in all the physical structures, the systems, the
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processes, the sections ... inductions are done by HRM departments who must have very good people in the department.

**R:** The other need is for induction. Normally, when we have new staff members there must be thorough induction. And departments must have very good people, especially bigger departments like Human Resources. We need to get most of the information on e-mail, but some people don't have my email address so I can't get the kind of information I need. Can't we try to get that right, especially after vacations and Christmas, so that people are aware what is expected from them?

**M:** Mm, yes. And you might forget something or other but that does not mean you have a weak mind or anything.

**M:** Yes, you just can't remember.

**R:** Where I was working and in other big factories, there is continuous induction.

**R:** Continuous induction ... Say you are a stranger and you can't greet the senior person. It's your first day at this job, you were employed yesterday and we just see this stranger on all the campuses and say: "Now who is this person?"

**M:** You don't know the person. So in other words you are saying that everybody must be given a chance to do their job as well as possible in an informed manner so that you don't find yourself having to go from pillar to post not knowing what to do or whom to go to. If I understand correctly, you like an induction. It is also important, as you say, especially when you are new. You have to be thoroughly inducted, be orientated in all the physical structure, the systems, the processes, the sections. OK, then I think if you don't have anything more to say, that would bring us to the end of our interview. Thank you very much for making yourselves available and thank you very much for your time and for your contributions. We hope that it will benefit your college and other colleges because the information is supposed to give us ideas on how an employee wellness programme can be established, so that it can include all those things you think are your needs with regard to employee wellness. Thank you very much for your participation.

**R:** Thank you!

**DEMOGRAPHIC NOTES: COLLEGE D****FIELD NOTES FOR NURSE EDUCATORS**

The interview took place at the college D on 03 December 2009 at 11:00 in the boardroom. There were 11 nurse educators who participated in the focus group interview. Their experience of teaching at the college ranges between 2 and 10 years. The interview proceeded smoothly without interruptions. All the nurse educators participated. It lasted 1 – 2 hours due to their number as well as their having a lot to say about employee wellness at their college.

**REFLECTIVE NOTES**

The nurse educators seemed to have been angered by the concept 'employee wellness' and they talked without pause as they expressed dissatisfaction about the large numbers of students that they have to teach, marking of scripts which is so strenuous, as well as the need for frequent travelling to the satellite campuses. They stressed how strenuous it is to have to repeat the same lecture to more than one group and that it is difficult to be consistent. Frequent rotation of the subjects that they teach was among their concerns for wellness. They perceive rotation as preventing their growth because they need to master a subject in order to be experts in their fields. They also reflected that they have to be away at a satellite campus for a month, only coming home during the weekends. They shared their experiences regarding the distress that their children and their husbands go through when they leave on Sunday afternoon. One of them related an experience about her colleague's husband who was very angry when she had to leave on Sunday afternoon. They said that their social life is disrupted because they can no longer carry out their responsibilities as mothers, as wives and as community members. The weekend is used just to see if the house is still in order. They felt that their wellness as employees is not considered at all. Overcrowding of facilities was another concern. They also mentioned that they do not trust each other because there is a lot of gossiping on the part of the management with other colleagues, and that the management styles practised are unpleasant and inconsistent as they are treated differently.

**PERSONAL NOTES**

The researcher observed the anger that the participants were expressing as they said that the concept 'employee wellness' is not applicable to their situation. One could detect an element of distrust of the management, and the fact that communication is not effective and that it is inconsistent.

**FOCUS GROUP INTERVIEW: COLLEGE D NURSE EDUCATORS**

**M: MODERATOR**

**R: RESPONDENT**

**M:** I would just like to say thank you very much for making yourselves available to participate in this study and we hope that it is going to benefit all of us. The ethical considerations have been dealt with and I hope and believe that you are participating voluntarily and know that no cost to participating in this study. I have a few questions that I am going to ask you and the responses do not require any specific answer, so you just answer or respond in whatever way you feel is appropriate and according to your experiences, according to your understanding of the question and according to your interpretation of the question. Please share as much information as possible and feel free to express your views.

**M:** Could you describe in as much detail as possible what your job entails?

**R:** My job entails the preparation of lessons, going to classes, accompanying students, travelling vast distances when I have to go and meet students, and then it also entails setting of examinations and marking examination papers for a large numbers of students which is really causing me stress. Then it also entails drawing up timetables which is time-consuming. Sometimes you find that these are not correct and they are returned with comments, like “You haven’t done this right, you have done this wrong and you have to correct it”.

**M:** OK. Can anyone else add to that?

**R:** I think supporting the students is also very important – socially and career-wise – and then we also evaluate students in the area that we have taught them and assist them where necessary. We also accompany them to various areas to do practical work, give them assignments, set exams and give out the results.

**M:** Anything in addition?

**R:** I also participate in management, like attending meetings, planning for the meetings, coordinating with managers and taking up things that need to be done that relate to students and teaching.

**R:** I think we also serve as mentors. As an older tutor, you have to mentor new or junior tutors. It is not only about management orientation. The other thing is we are also class managers because when you’re in class you are expected to discipline your students. There is administration to be done like completing registers, reporting whether students are absent, etc., so we manage the classes.

**R:** I think we do almost everything, you know, like a nurse in a ward. We have to look after issues like accommodation too. It is not in our jurisdiction but we end up doing it because you may find a

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student just sitting here with a big load of luggage and we have to assist – she may be sitting here as early as five o'clock crying.

**R:** To add to what my colleague was saying, we are part-time social workers. I think we are also psychologists because we deal with big issues that affect the students, very big issues. We are already overwhelmed by some students' social problems. Sometimes we even have to go to the extent of parting with money or whatever to help because a student will be sitting crying and the distress is very genuine because if you follow up, you will see that she has a real problem. That sort of thing places a huge burden on you because it affects your social life and when teaching that student it is so hard for you to look at the student and see her crying.

**R:** The other thing you find is that you are also dealing with student affairs, which is like helping them to complete forms, so you find that you are doing everything. And this sometimes causes a problem for your core work as a tutor or educator.

**R:** And in addition to that, we also review and develop the curricula, reviewing the ones that we have and developing new ones.

**M:** OK.

**R:** Also policies.

**M:** OK.

**R:** About being psychologists and social workers ... to give an example, we had one student who did not have an ID so one educator had to take responsibility for running around to Home Affairs and everything to see to it that that student ultimately got an ID. But this placed a stress on her, in fact not only on her but on the whole team.

**M:** Alright, I am going to move on if there are no more responses.

**R:** And we are also involved in the selection of students.

**R:** Another important duty is to give support to other educators, especially when you are at the same level or somebody has moved from one level to the other. We have to give support and encouragement.

**R:** Another issue is that as lecturers here in this college we have to do work that is outside our scope. Whenever there is an activity going on, the people around here – I mean the support staff or HR or whoever – expect us to use our initiative and if we don't use our initiative on an issue, we will die. I mean simple things like memorial contributions, farewells, graduations. Lecturers' skills are not needed for these but we must do them and that really places stress on us. Because in any case if we do not participate in that thing, it won't work and that will affect our customers, even the students. I mean we have to organise the graduation, we have to be involved. They don't see us in the college as

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the same type as them. They just say: "Ag, that's for the educators to deal with. They are educated. They are earning a lot of money". So you see, we're really overburdened with duties.

**M:** Hm. I was just about to say that it sounds as if you feel you are overburdened.

**R:** Yes, we are really overburdened.

**M:** You say you are taking on responsibilities that are not your core business or your core function in the college.

**R:** These are simple things that could be organised by any person who is working at the kitchen. I mean things like outreach programmes. If the educators are not there ...

**M:** So you feel somehow emotionally and physically exploited?

**R:** Yes!

**R:** And also there is communication with service people regarding student issues. There are so many things that need ironing out all the time while the students are placed in the clinical settings, so we are the middlemen.

**R:** Some of the things we can't do. They're really not for us. We end up signing things for the management. You are a lecturer and you end up signing where the Principal is supposed to sign or the HOD is supposed to sign because we are the personnel who are closest to the students.

**M:** I am going to follow up on a number of issues that you raised. The first one is about the vast distances you have to travel, one of you mentioned that you have to travel vast distances. Could you expand on the vast distances?

**R:** Yes, we go as far as Ratlou, Delareyville, Moshana, Zeerust, Sandfontein.

**M:** What would you say the furthest distance is in terms of the kilometres you have to travel?

**R:** 255 km in a single trip

**R:** 255 km, yes.

**M:** It sounds pretty far.

**R:** There's another thing besides travelling. For example have this teaching site at George Stegman. You know our lives are a little disrupted because we live here in Mafikeng but the first-years are in Stegman. I am expected to go and stay there during the week because you cannot be travelling to and fro. So you have to leave your home around 1 pm on Sunday because you want to reach the place very early so that on Monday morning you are punctual in class. The school closes officially at 1 pm on Friday – it's a half-day, so that's when you finish your lectures.

- M:** Mm.
- R:** And you cannot always leave immediately if you're a lecturer.
- M:** I see.
- R:** You have to support the students. For example, while you are leaving the classroom you may find there is a student who is unable to go home. You have attend to the little things first. So you might leave George Stegman, if you are early, at half-past two to three o'clock and find the traffic is heavy. When you get home you are exhausted. You are not sleeping well at George Stegman because it's not your home. The only day that you have for yourself and your family would be Saturday, to run errands and be a mother and whatever.
- M:** So you mean that you have to stay for the whole week?
- R:** Yes!
- R:** Its not only George Stegman because the first-years are in two groups. There is the January group and the June group My module for this month may be at George Stegman. Then the following month it might be at Donkerhoek which is in Rustenburg. So I might end up at a minimum living away during the week for two months at the teaching sites.
- M:** So you think that is very inconvenient?
- R:** Inconvenient is something else, but it is very emotionally taxing too. And while I am staying out there, the college doesn't give me money to spend on day-to-day living expenses. I have to bring home receipts to prove what I have had to spend during the week. I have to use my own money to buy myself food whilst I am there.
- M:** You are not been catered for?
- R:** No, no! I have to claim. If it is in the rural areas, I have to buy some of the food from the 'tin house' (informal spaza shops), you know.
- M:** Yes, I understand what you are saying.
- R:** They do not give a receipts.
- M:** No receipts?
- R:** Mm. And that's even financially taxing because at the end of the month I've got to be able to budget for my own family.
- M:** And budget for yourself!
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**R:** And budget for myself ... And even then the very claim might come back because when I was buying mincemeat, milk, cold drink, I happened to include my toiletries, soap and air time. Therefore management will cancel the claim because those are personal expenses. They don't provide us with toilet paper, we buy that for ourselves, but if it's recognised on my slip, my claim may be delayed or it might not come back because I have included personal things which means I might have spent my own money. For example, I went to Stegman in September and I still haven't recovered my expenses. Anyway, remember not all the food is covered 100% because the food they have is traditional food. But I don't eat Chicken Licken at Mogwase every day. I mean, I love dumplings but where they're sold there are no receipts so it's not covered.

**M:** Mm!

**R:** I will be called and asked again about slips from Friday and Monday because I could have bought milk in Mafikeng and bought myself Chicken Licken on Monday at Mogwase. Now there are queries. It's not smooth whereas I would have preferred them to offer us – I am just giving an example – R20 for breakfast, R50 for lunch, R60 for supper. Give me that money for the month and then I will control the money and bring receipts for what I have spent down to the last R20. It is emotionally taxing.

**M:** I do understand what you mean.

**R:** ... even to our families.

**M:** Mm.

**R:** I mean the whole two months we are even fighting among ourselves. We're not even sure whose turn it is to go ...And doctor, you can imagine having two educators in one room. Someone said I am a very difficult character – I mean I get irritated fast, I am stubborn, but that's because management doesn't want each of us to have a room to herself. Therefore you are forced to share.

**R:** Yes, you are forced to share an office.

**R:** And there are things we have to do to get the cheapest accommodation, I mean the cheapest. Actually, I feel that our lives are in danger from this. In one instance when we were staying at Donkerhoek College, we had booked a B&B. In most cases there is a lady ...

**M:** Yes.

**R:** (Too many voices) ... and she has a house, she made her house sort of a hostel. So when we got to the house, the house was locked with a chain. She gives you keys. You are staying in the house and at anytime during the night you will sense people walking around inside this house. I mean these people are males and you are sleeping in one bedroom and they are in another bedroom, but there are no keys to your own room for you to lock yourself inside it. Meaning there are males and females who are not known to each other; I mean this creates emotions.

- M:** I understand what you talking about.
- R:** Yes, and other people start becoming sick, I mean naturally so.
- M:** Mm, mm!
- R:** And we all try to look for loopholes that can make these two months shorter, you know. I might end up staying alone there because my colleague is sick, or the other one's car is acting up but the students are there. I might end up staying alone there and feeling insecure. I mean there are vast distances besides North West province.
- M:** Mm!
- R:** (All talking together) We all look at whose level ...
- M:** You are worried?
- R:** I am worried. You think: "Let it not be me again, please". I am looking at the others. I mean, besides travelling, staying away from home becomes a psychological trauma!
- M:** It's a problem.
- R:** Even with the children ... when Sunday arrives they look at you with those big eyes, which mean "Mom, you are leaving again"!
- R:** Husbands feel it too.
- M:** Mm.
- R:** I am used to going out with friends, fetching them, particularly those who have husbands. There are husbands who are affected emotionally. I mean, take my colleague's husband. When I arrive in my the car, he looks at me if to say: "This is the car that is removing my wife for the whole week". He may end up shouting at us ... I mean, you know what it's like for us women.
- R:** the money you might spend, it may be R500.
- M:** That I know, that I know.
- R:** You get a salary. At end of the month it is taxed. You bought food when you went away ... (people talking at the same time)
- M:** That I understand. I understand it very well because it also affects all of us.
- R:** Yes, it is a not a nice thing.
- R:** Because now we don't have enough subsidised cars.
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- M:** Mm.
- R:** We have to run around ... you are prepared to go to one of these area campuses outside, but you don't have transport and you are worried about the work you are supposed to finish by the end of the week.
- M:** Mm.
- R:** It becomes a real problem to you because you never know whether you will finish what you were intended to do. Or maybe you will spend the whole day here looking or waiting for a car that is not there and that also affects you psychologically.
- M:** I hear what you are saying. There are issues for safety, for security, as well as psychologically and socially.
- R:** I think that at times we don't do quality work for our students. Can you imagine, just for example, going to Lekubung and you left Mafikeng because of transport issues only around 10 am. When you arrive, you look at the large number of students and you know you cannot make it back to Lekubung tomorrow. Therefore you are not going to give your all to your students.
- M:** Mm.
- R:** We want marks on the paper. Are we really teaching these students when we get there? I am tired.
- M:** You are tired when you get there?
- R:** Or you are also driving!
- R:** Now when you get there, you only focus on getting marks that should be reflected. I don't know about those tutors that go to sites on Monday morning. When you leave here in the morning, are you going to do justice to the class when you get there without resting?
- M:** Mm.
- R:** The very Friday ... I am going to make them write a test on Friday because I want to rush home.
- M:** Because you want to rush home? Mm.
- R:** I am going to change because to me it shows that there is no quality.
- M:** You have to compromise on quality.
- R:** Yes, compromise on quality. Our students do not get quality education, especially clinically.
- M:** And how large are your numbers?
- R:** 140.
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- M:** So how does that impact on your teaching?
- R:** Like I said, teaching does not worry me. I mean, in class it does not bother me that much because you are alone, you are presenting and there is a lot of space. So what worries me very much is the clinical training. At any teaching college there are large groups which do not bother me that much, apart from the marking, but the thing I am worried about is clinical training.
- R:** 150.
- M:** You can't pick that up in the classroom.
- R:** No, you can't pick that up in the classroom.
- M:** So I understand you to be saying that those of you who don't have subsidised cars have to depend on the college's transport? But are there those who use subsidised cars?
- R:** At the moment there are four and they are all used by midwifery.
- R:** We don't have anybody in midwifery with a subsidised car.
- R:** We can be without cars for three months without going out to other campuses when the students are getting clinical training. Yet when they are in block and someone else's students are outside, the rule still doesn't allow a person to lend me her subsidised car. When she is in class, she cannot give me her car to drive because it is all attached to her.
- M:** So you feel that the clinical component is been neglected?
- R:** Also big numbers of students that are in each institution contribute: because we will be having about 140 to 150 students, it is too much".
- M:** OK, noted. I understand.
- R:** Another thing that we need to emphasise is the classrooms. I think it's taxing ... I mean, if you have to teach 140 students like we did last year and that other year, I will have to scream and scream and scream. It's very strenuous.
- M:** OK, now the second question, which I think maybe some of your responses could have already addressed, is: What do you think the concept 'employee wellness' entails?
- R:** I think it entails, in short, taking care of your employees.
- R:** Taking care of your employees, both mentally and physically.
- M:** Mm. That's what it entails. Any additions?
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- R:** I would add to what she said. It includes social aspects. I mean, as an employer you need to have the welfare of your employees at heart because if I am not socially fulfilled, I won't be effective in my work. So wellness entails dealing with this – taking care of this employee holistically, in a comprehensive manner.
- M:** Can you explain what you mean by 'socially'?
- R:** What I mean is ... for example, we have been talking about teaching at outside sites. Now, socially it impacts on your family you know. In many cases we even have to help our children with their homework over the phone: "Mama, help me!" You are stressed on this side and the child is stressed on that side. I might say ask: "Ask papa to help you" and then hear: "No, papa doesn't want to help me". You know, it is the mother who is the pillar of the family to the children. If this sort of thing could be taken into consideration at least once in a while, it would help. We know that because of the number of students we have, we have teaching sites for the sake of accommodation. But somewhere if we could just reach a compromise ... I don't know how ... but some of the things could be resolved, even the social aspect. Our supervisors must know about us: that this person smokes, etc.
- R:** Your capabilities, your competences, your weaknesses should all be known.
- R:** So that the person is able to support you, in your work. You are only human but people don't compromise about your mistakes. When I am physically not well, I think the employer must realise if I have a chronic health problem or not. The employers must also treat you well. They shouldn't see you as a problem, they should not aggravate a situation. They must be supportive, at least know their people. They should try and relieve the person if the workload is too heavy, get a lighter job for the person because you need this person. But if you see your employee is not well and then you pretend you don't see that this person is sick, it is bad management.
- M:** Mm.
- R:** You behave as if everything is normal and then you want everyone to meet a deadline, everyone, even this sick person although you can see that this person is not well.
- M:** OK.
- R:** The person is not coping.
- M:** Mm.
- R:** Nobody appears to care, so they don't take care of our physical wellbeing as tutors. I don't know if it's social or what, but it's like they don't care whether we are growing professionally or not.
- R:** I think people think when they give me study leave at times, that is the only growth and growth is like knowing me like my colleague has said. Let me give an example. Every year in the college we are being moved around. I feel that if you will put me in this level, at least leave me there for 3 years – for
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me the minimum is 3 years – to grow so that when I leave this level I have proper experience, even confidence. Let me give an example: say I am put in first year this year. As you teach there are things you recognise, like textbooks you say “No” to next year. “I think we should change these textbooks or add to them next year. I don’t even want this test”. I don’t think it is because of the students, I think it’s myself. It is because I am growing, but next year I want to approach it this way. I look at it this way: you are planning and then at the end of day it’s like you are no longer teaching first-years you see. I see it even with our students: it impacts on our lecturing and I am not growing because I am a jack-of-all-trades. And another thing is that even when they do this allocation, they don’t take us into account as individuals. There seems to be an idea in the college that a lecturer can lecture on anything. Yes, it is true, but why remove me from something am I passionate about. I have realised that if these managers are aware that you are passionate about or you love to teach a particular subject, they will deliberately remove you from that group. It is very disturbing because even the person that they are moving from where she is teaching to where I am teaching is also passionate about that level, so we are both frustrated and our work is affected. I don’t think we are productive.

**R:** I don’t think we give quality work, because even at the site where we are teaching there is no supervision. The only supervision is at the main campus and when they see your lights off, your HOD will be asked: “Where is she?” just because they see that my office lights are off. What about those at the site? Who sees that their lights are off? Who is supervising them? Who looks at my tests for quality? I have seen something very embarrassing. I must say this because I form part of this college. This is about the test. The test was given to the invigilator the night before writing. I mean where is quality there? Anything could have happened during the night. Quality assurance at the site is a problem unlike at the main campus. There are standards set. I mean at the college the tests are kept safe.

**R:** I think too many students cause overcrowding of facilities. Clinical staff is unable to help students, which leads to problems such as compromising quality.

**M:** Mmm

**R:** Also big numbers of students that are in each institution contribute: because we will be having about 140 to 150 students, it is too much

**R:** Quality might be affected, Clinical accompaniment is a problem, the very same number that you are teaching in class you must also accompany to clinical facilities. The clinical staffs also complain if you give them a large number of students. You will move from one area to another without any outcome.

**R:** I think what my colleague has said is right. We need our HODs to be there for us. We want them to visit us and see what we are doing as lecturers, not to police us but because we need them to guide us and tell us where we are going wrong because they are experts in that field and we are still growing. I realise that some of us have just completed training. These people are still new and therefore they

need a lot of support and mentoring. It is disturbing that someone can go to class, teach and set a test when the HOD has not seen her lesson plan. Yes, I think lecturers need guides. We need those HODs I expect and need the HOD to look at the question paper. It's necessary so that I'm not surprised when the moderator from the university criticises my question paper: "This is low cognitive content or a good paper". If the external moderator from the university is discussing it with me, I should understand what the moderator is saying because I should have discussed it with my HOD. Now if I discuss it straight with the university, I would think that they are too critical and this can cause problems between me and the university people.

**R:** OK, we are emphasising the role modelling of the HODs you know. They should just do what they must do – it is their responsibility to be role models.

**M:** OK.

**R:** To sum up what she has been saying about role modelling, I think in nursing, like in any other medical profession, you should not only be looking at the textbook you understand. I think things are changing.

**M:** Yes.

**R:** If a book was written in 1988 and you use it, you don't attend workshops and you don't attend conferences, you will be outdated.

**R:** We need to attend seminars. You know, sometimes when you stand in front of the students telling them things which are outdated, the students will say: "No madam, things are no longer done in that way. What type of a lecturer are you?" So we need those things, we need to attend workshops, we need to be hands-on.

**R:** Even if there are these workshops, conferences and seminars, the management will send other people who are not even teaching that subject to attend workshops which are not relevant to them. We are not being empowered.

**M:** So you mean you are not well empowered?

**R:** And the Gauteng Department also does not take care of us. They just want numbers from us, but who is producing these numbers? Why don't they train the people producing these numbers?

**M:** Most of your responses have covered questions I was supposed to ask you, but I will ask anyway for formality's sake. How do you feel about your wellness in the workplace?

**R:** The other thing is that you will find that you need to write a simple thing like a letter but we don't have the resources, we don't have computers. You find that three or five people are using one computer, and you have to go somewhere else to print that letter. You will have to run around. We have a lot of work to do but most of the time our hands are tied, we have no resources, no resources.

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- M:** You do not have resources.
- R:** Even at the hospital they have things to use. I think here they don't even care about us. If one of the staff members is sick and we are in a staff meeting, you will hear them asking: "Where is so and so? Is she still sick and when is this sick leave ending?"
- R:** Really, they don't care about us. I know of people, I mean staff members, who are chronically ill. They don't visit the sick people at the hospital and when the person comes back from leave they don't ask: "How do you feel about being sent to class?" If you send this person to class, what about the poor students she is teaching. Where is the quality there? Is it OK for a supervisor or a manager to look for a test from the person? I once took it upon myself to ask one of the managers what is she doing about the situation. Then came the answer: "Oh, I can't confront her because she came to work sick, I don't think that is caring." I don't know why this supervisor did not call this person and say: "Mrs so and so, I can see that you are not well. How best do you think we can help each other in the situation?" You see, if maybe the tutor can tell them what she can do and what she can't do, it could be resolved. But no one cares, they don't care about what's happening.
- R:** They don't attend funerals. Even if it's a death of a student, they don't attend or even if it's a family member of a staff member, they don't come – from the Principal down to the HODs. And they should be there, especially if it's the death of a student. When you have written a programme saying the Principal of the college will speak and she is not there, then how does it look? They have to attend to show that we are together in this. No they don't attend. It's only us tutors because we care about each other.
- R:** When we talk about wellness, really we need to refer to a programme. Wellness is not something you can theorise about in an institution. We need to have a programme. The programme should address physical matters, and should will address emotional and social wellbeing. We have started a social programme for birthdays but because of this environment the programme is collapsing. As one of my colleagues was saying and I agree, communication also promotes wellness. In this college mistrust really predominates. Even in the meetings we don't trust each other. We can't discuss openly because if you say something in the meeting, someone will go to the Principal and tell her what you have said, or to the Vice-Principal, or to the HOD. Mistrust produces an uncondusive situation.
- R:** You know, the other situation is that when the management calls you in, they will show you that they have a problem with you just because so and so said something about you. The management will confront you about these issues. They even go the extent of standing in front of us in the boardroom and saying: "When you are talking you must be careful of what you are saying because I will know".
- M:** OK.
- R:** You see, this person is actually acting out. When you meet this person, you will see that they are actually acting out. It means that every time I must be careful of what I am saying. We once reported
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problems in the college. We talked about it and we also encouraged the students to report that they were sleeping on the floor. The situation became very, very tense. It created uneasiness between management and the tutors. We felt victimised and felt that we must never talk again about such problems. We don't have a platform to express ourselves. That is why we are talking today and we are surprised at ourselves.

**M:** I can see that you are full; you wanted to ventilate.

**R:** Yes, and even the Principal and the Vice-Principal have problems amongst themselves. They show us that even between the two of them there is disagreement. Look, if the Principal is sick and we are left with the Vice-Principal, she will agree with us and it seems as if the authority has been delegated, but when the Principal comes back everything changes. I thought that if the Principal was not there and a decision was taken with the Vice-Principal it would be OK, but every time it seems that if you have spoken to the Vice-Principal, the Principal will change the decision later.

**M:** OK.

**R:** So sometimes the Vice-Principal won't help us. She'll just say that it's no good, the Principal will change what we agreed upon. The two of them are fighting, really fighting. For example, take the case of my new colleague. She was delegated by the Vice-Principal to teach a certain level and the Principal came and changed it on the Friday morning, on her first day.

**M:** OK.

**R:** Even in the reports we give in ... we give our reports to the Vice-Principal, our supervisors and our HODs, but the Principal will never have them. Sometimes they do not even know what we are doing. I say this because when I'm at Satellite A, the Vice-Principal will call me and say: "What are you doing there?" It is surprising when your supervisor asks about your whereabouts. I think they don't have a good attitude. I also experienced the same thing while I was at Satellite B. The person will call me and ask: "Where are you?" You have a programme that shows your whereabouts and you have a supervisor who is supposed to know your whereabouts. If they don't know where I am, it's not my problem, it's their problem. The other thing is that we are wrong sometimes, we are not perfect. If you have done something wrong, they will not call you and to talk to you, but you will hear your colleagues saying: "The Principal was talking about you while you are not there". Here people are judged on just one thing that they have done wrong. The students' results are ours but no-one calls us to tell us what the results are; no one calls us but we are the ones who were teaching those students. I wish they would call me and congratulate me. There is no communication, there is no feedback given about the results or anything. We only hear about the wrong things we have done.

**M:** I can hear that you are very demoralised.

**R:** Yes, we are.

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- M:** What are your needs?
- R:** We must understand what is expected of us and, physically, when we are sick we must know what to do. Mentally, we need positive mental health at the workplace. The Principal must have a wellness programme at the college. We need to have information, information about changes, directives, etc., so we need a wellness programme – a physical, social and mental programme. As we said earlier, we had a programme but it failed. There must be monthly things like birthday celebrations and other social outings.
- M:** Should this be organised by management?
- R:** No, no! (they all talk at the same time)
- R:** I think even if the principal or vice-principal are not there the HOD must know their whereabouts ... the HODs would say, “no we don’t know where they are”, the HOD would say, “no I am not responsible, I am not going to do it”. If they could get together and communicate it would be better. There are lots of camps, there is a principal camp and vice-principal camp, and there is a lot of trust, yes there are is much mistrust.
- R:** I have noticed that when a post is advertised there is a lot of talk, but I have never thought that talk could be true. It discourages people from applying. When I applied someone said: “Do you know that you are being used to push other people?” That’s how it got into my mind. And college people must not be involved in the interviews because some of the people are the Principal’s friends, so it should be people from outside.
- M:** So what is the role of your managers?
- R:** If there was a problem between me and my supervisors, the matter must be kept between the two of us. I think confidentiality needs to be observed and the problem should not be talked about all over the place. So that when I have talked to her she should not let it go any further. The managers need to know us, know our values. We need to be treated equally. Camps should be avoided. For better service ...
- M:** Yes, I understand.
- R:** The managers are biased and prejudiced. Some of the mangers are only interested in the people at their camp They support the ideas of other people. They listen to certain individuals and not others.
- R:** The managers have a negative attitude towards the employees. Blaming ... they always blame us.
- R:** I also think that we need to set time-frames. For example, we are ready to go Durban and I may meet the Vice-Principal in the corridor and now she says that she wants the registers. I think we need to be told timeously about such requirements and have time to submit them.
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- M:** Yes.
- R:** The structures of the college are not working with the university. The university should guard the standards. I mean, if the senate too sits, the university must have a say.
- M:** Yes.
- R:** I blame the university for not doing their work; it's all talk about exams. I think my external moderator should sit down with me and discuss the examinations. I don't think it is necessary to write a report but I think we need to discuss it. And I think even our stakeholders have just left us to struggle. Let me talk about exams. I feel that it's useless for my external moderator just to write to me about scenarios every year.
- M:** Yes.
- R:** Meaning every year he writes to me about the scenarios and I don't know what else. But there should be meaning. He must take it upon himself to provide guidance and standards. I should be able to make an appointment now to talk about the [Communication System Facility] Grid because maybe we don't understand what the Grid is. Again, sometimes once the examination tasks have been given, the external moderator will be closed from the October. I am not saying we cannot be flexible. What I am saying is: "Let the exams end, let them end." When it was said they will get the papers for moderation on the 20th and there is no word, there is nothing, it's frustrating. Let them take it upon themselves. They must look at our work, they must come and look at the standard so that we know that they are looking at our standard.
- R:** Yes. Let them take the time to come to us and look at the outcomes. I mean, there is growth I see, but that is being done by the university. Let them be the driving force behind the Senate, meaning maybe the standards of this college are falling and we have only the university to rely on.
- M:** Mm.
- R:** Why are we linked to the university regarding clinical facilities? I mean, it's not them, it's the government. Let them talk to the government and say: "Yes, we understand that you want many nurses but you want only quantity, not quality."
- M:** Yes.
- R:** You must check on quality because you may have 100 student placements but you are not building hospitals for these nurses to work in.
- M:** I see. Any other thing?
- R:** I think they should also be consistent. Consistency is important when a policy is decided on because here the policies are given to us verbally, they are not written down. You will find that all the sick leave forms of the students should not be signed by the tutors, only signed by the Principal.
- M:** Yes.
- R:** Now you take the forms there because the Principal must scrutinise them. She now becomes a doctor to see if this person is actually sick. And if there's a sick note from the doctor, these sick leave forms will just be passed on by them, but they are going to be passed back to the students because they are
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not signed. Now they go to the Students Affairs department, but they just pile up and pile up. You think you have done your job but after a long time you see the pile and Student Affairs says: "No, these are your students and you did not sign the forms." And you say: "I didn't because I cannot sign. The students' forms are signed by the Principal." But she is so busy she can't sign, so you sign. Now there's a conflict. You sign them this time, then another time she must sign. Or you take them direct to the Principal. Now Student Affairs complains and she says: "I did not see them." But she does not have time to sign them. So we need consistency. And every day when you wake up, there's something new because it is advantageous to this one or that.

**M:** OK then colleagues, let's summarise. As far as I can gather from what you said, your job entails all the things that you have mentioned, including teaching, mentoring students, accompaniment ... doing almost everything. In summary, you said that you do everything regarding the welfare of your students and that you take wellness to mean that you should be looked after in all aspects comprehensively – socially, physically, psychologically and otherwise. You also feel that employee wellness entails that the employee must be looked after by the management, that all your capabilities and all your shortcomings must be known so that the work can be delegated to you according to your capabilities or according to what you are passionate about so that you can be able to do your work whole heartedly and happily. You feel that your managers should treat you as people, as individuals, and take care of all your needs. There must be consistency. There must be fairness. You must be treated equally –all those things. I am just trying to summarise what has been said. If there is something that I have left you out, can say it before we close.

**R:** Resources.

**M:** Oh, the resources. Frustrations, like red tape, policies that must be followed ...

**R:** And equity.

**M:** Equity – you must be treated equally. Yes, I think I have said that. OK then colleagues, it has been a pleasure to talk to you. Although what you have said has not been nice to listen to, it has been a pleasure to hear you talking honestly and wholeheartedly about what you have experienced and what you expect. I feel it has been good because you have been open and I hope that this is going to be of benefit to you because we must see your problems being addressed. I think that this is a vital exercise and that in the end you will benefit from having been open about your experiences in your work environment. And on that note, thank you very much and enjoy your trip to Durban.

**R:** Thank you. (all)

**DEMOGRAPHIC NOTES: COLLEGE D****FIELD NOTES: HEAD OF DEPARTMENTS**

The interview took place at college D on the 03 December 2009 at 09:30 in the morning. Five HODs participated in the focus group interview. Almost all of them have taught at the college for more than 15 yrs. They were interviewed because they were committed to participating in the study. Their interview lasted for about 40 minutes.

**REFLECTIVE NOTES**

The HODs remained calm and answered the questions honestly. They did not talk a lot and they gave short responses to questions. One needed to probe in order to get their views about employee wellness. Their major responsibilities include teaching, supervising their subordinates, organising work plans and relieving the Principal and the Vice-Principal if they are not around. Their understanding of employee wellness is that it concerns the employees' physical, psychological and social wellbeing. It is the totality of the employees' interaction with their work environment. They acknowledged that they do not have an employee wellness programme per se, but that the focus is on physical wellness because it is an aspect of wellness that is easy to manage. They also mentioned that every individual is responsible for his/her own wellness.

**PERSONAL NOTES**

The group was willing to be interviewed first but they did not seem to be open about their experiences of employee wellness in their institution. This could be observed from the short responses to the interview questions and the need for probing before they would give some of their views. They also seemed to be in a hurry to finish the interview.

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## ANNEXURE G

### PROTOCOL FOR CO-CODER

Dear colleague

Kindly analyse the enclosed data from transcribed audio tapes of both individual and focus group interview sessions. Henning, Van Rensburg and Smit (2008:106) methods should be a specific point of reference.

- Read through all of the transcriptions carefully to get sense of the whole.
- Pick one document (one interview) – the most interesting, the shortest, the one on the top of the pile. Go through it, asking the question: What is it about? Do not think about the meaning. Write your thoughts in the margin.
- List all the concepts. Cluster similar concepts together. Then cluster the concepts into columns that may be arranged as major concepts, unique concepts and leftover concepts.
- Check the data again. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try out the preliminary organising scheme to see whether new categories and codes emerge.
- Find the most descriptive wording for the topics and turn them into categories. Reduce the list of categories by grouping concepts related to each other. Draw lines between the categories to show interrelationships.
- Make final decisions on the abbreviation of each category and alphabetise the codes.
- Assemble the data material belonging to each category in one place and perform a preliminary analysis.
- If necessary, recode the existing data.

Thank you

Your colleague

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Moipone Tlapu

Ph.D. Nursing Student

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## **BACKGROUND TO THE STUDY**

The aim of this study is to develop a coaching programme for managers at nursing colleges to facilitate employees' wellness. The need for this study arises from the changes and challenges that are facing the nursing education institutions in South Africa and the impact thereof on employees. The concepts 'wellness' and 'coaching' are explored as possible frameworks to assist college management to address the challenges facing the employees and to facilitate their wellness in the nursing colleges. A qualitative research design will be followed to ensure in-depth exploration and description of the perceptions of both managers and nurse educators regarding wellness and its elements as lived and experienced on a day-to-day basis.

## **RESEARCH QUESTIONS**

Based on the problem statement, the following research questions can be deduced:

- What are the perceptions of employees regarding their wellness and its elements in the workplace?
- What is the role of managers regarding employee coaching to facilitate employee wellness within the workplace?
- What are the needs of employees regarding their wellness within the workplace?
- What is the conceptual framework for developing a coaching programme for managers to facilitate employee's wellness?
- What recommendations are made for the implementation of the coaching programme?

**RESEARCH AIM AND OBJECTIVES**

The aim of the study is to develop a coaching programme for managers at nursing colleges to facilitate employee wellness. To achieve this aim the following objectives are set:

- To explore and describe the perceptions of nurse educators and managers regarding wellness and the elements thereof in the workplace
- To explore and describe the role of managers regarding employee coaching to facilitate employee wellness
- To explore and describe the needs of employees to facilitate their wellness
- To describe the conceptual framework for the development of a coaching programme
- To formulate a coaching programme for managers to facilitate employees' wellness
- To make recommendations for the implementation of the coaching programme.

Thank you

Your colleague

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Moipone Tlapu

PhD Nursing Student

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## **ANNEXURE H**

### **COACHING PROGRAMME IMPLEMENTATION**

#### **1. INTRODUCTION**

The coaching programme focuses holistically on empowerment of managers to be able to facilitate employee wellness. For the purpose of this study, the managers' training precedes the process of coaching. The development of a coaching programme for nursing college managers to facilitate employee wellness should be inaugurated on three different levels, namely the macro-, meso- and micro-levels. The programme for employee development is aimed at assisting the institutional performance and growth of individual employees.

#### **2. PRESENTATION OF A COACHING PROGRAMME**

Programme presentation will focus on the needs of the employees and it will be systematic, professional and well structured. In this instance the managers should focus on instilling the need to be coached. In other words, the management should play a pivotal role in facilitating the process of coaching. The process of coaching is characterised by important concepts, namely communication skills, building of positive mutual interactions, respect and a relationship of trust. Coaching individuals will differ from team coaching. Therefore managers should work with individuals to determine the relevant approach.

#### **3. AIM**

The main aim of the programme is to enhance the facilitation of wellness in nursing colleges. In other words, the aim is to create a positive relationship and inspire employees to volunteer for coaching.

## **4 EVALUATION**

Evaluation will take place before and after the presentations, as described by Kirkpatrick in 1994. It will consist of four stages.

The first step describes how well the trainees liked a particular programme by measuring the feelings and perceptions of the participants. Reaction evaluation forms or questionnaires are used for this purpose. The second form of evaluation seeks to determine whether learning did take place. Pre- and post-learning exercises can be used, such as a questionnaire, to determine whether coachees can apply the acquired knowledge, and behaviour evaluation means assessing a change of behaviour in the work situation.

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## ANNEXURE I

### PROGRAMME DEVELOPMENT CHECKLIST

#### PLANNING

- The mission, vision and philosophy are available, as well as the goals/objectives and intended outcomes of the coaching programme, both individual and professional.
- A coach of employees has been identified to assist with ongoing support in the institution.
- A designated coach oversees the programmes' implementation, maintenance and ongoing development.
- The budget is approved for implementation (initial and ongoing). Depending on the philosophy and policies of the organisation, you may include a discussion on formal incentives for coaches and clients.

#### IMPLEMENTATION

Communication is under way to individuals who will be expected to act the coaching role, as well as to potential recipients of coaching through engaging in discussions. The programme is linked to organisational and professional goals:

- Regular reports are made to the coachee.
- Space has been allocated to meet the demand for coaching.
- Resources are available to support ongoing learning. Individuals have dedicated time within their current role to engage in coaching activities.
- Administrative support is in place to manage the logistics of connecting the coach and coachees.

**EVALUATION**

- An evaluation component has been developed that considers the target populations, the indicators of success, and the process for sustaining evaluation.

**SUSTAINING**

- A process is in place to ensure the continuation of the coaching programme by ensuring that the programme is consistent with the organisation's mission, vision and values. The programme is visible as a key component of other human resources strategies. It has, where necessary, a period of stable funding; includes a means of recruiting coaches; is "advertised" in a variety of communication vehicles; and is subject to regular review and evaluation.

## ANNEXURE J

### COACHING AGREEMENT

The following describes our coaching interactions and clarifies the terms between the (coach and coachee). In each session, the coachee chooses the focus of conversation, while the coach applies the most effective communication skills, namely listening, observing and asking questions, and lastly evoking a vision and a plan for taking action.

In the initial consultation about coaching it will be necessary to assess whether there is a fit between the coach and the potential coachees' needs. Once we have contracted coaching sessions, we will arrange consultations and a coaching schedule. If the time is not used within 6 months, and if you do not discuss an alternative arrangement timeously, then a termination may be considered.

Throughout the relationship, I promise that all information provided by you will be kept strictly confidential. I am not responsible in any way for the result that you intend to produce. You, the client, promise that you will be prepared for each session and will come to each session willing to engage in a conversation about possibilities and action. You will recall that the coaching relationship should be initiated by you and concerns can only be expressed by you. The onus regarding the relationship is on you. If it is not working, you will take action and communicate your concerns to me, the coach, preferably verbally.

The first meeting will consist of a 1.5 hours' assessment/goal-setting session, and there will be 6 hours of coaching over 6 months. These hours can be used in half-hour or 1 hour increments of time. As mentioned earlier, you are responsible for contacting me and also for making the initial phone calls or a face-to-face appointment. You are also responsible for phoning me or meeting with me at the scheduled time. At the end of each scheduled appointment, you and I will set up the next session. I will follow up our discussion by phone or in a face-to-face meeting to confirm the next agreed-upon steps.

**COACH SIGNATURE:** .....

**COACHEE SIGNATURE:** .....

**DATE:** .....