



**UNIVERSITY of  
RWANDA**

**COLLEGE OF ARTS AND SOCIAL SCIENCES  
SCHOOL OF GOVERNANCE**

**MASTER'S OF LOCAL GOVERNANCE STUDIES**

**COACHING PROGRAM FOR DISTRICT PERFORMANCE:**

**A case study of Rwamagana District (2016-2019)**

A dissertation submitted in partial fulfillment of the requirements for the degree of Master of Social Sciences in Local Governance Studies in the School of Governance, College of Arts and Social Sciences.

**By: MINANI Faustin**

Reg. No. 218014462

**Supervisor: Dr. SAFARI KAMBANDA**

MUHANGA, April, 2021

## APPROVAL

I, Dr. SAFARI KAMBANDA certify that this work entitled **“Coaching Program for District Performance: Case study of Rwamagana District (2016-2019)”** was done under my supervision and submitted with my approval.

Name: Dr. SAFARI KAMBANDA

Signature.....

Date.....

## DECLARATION

I declare that, the work entitled **“Coaching Program for District Performance: Case study of Rwamagana District (2016-2019)”** is my own work and has never been presented in any institution of higher learning for any academic reward or qualification. It is my own research whereby references for other scholar’s writings were provided. I therefore declare that this work is mine and it was completed under the supervision of Dr. SAFARI KAMBANDA.

Date: .....

Signature: .....

**MINANI Faustin**

Reg. No: 218014462

## **DEDICATION**

To my Wife, Daughters and Son,  
My Parents.

## **ACKNOWLEDGEMENTS**

It is my pleasure to express my gratefulness to the absolute staff of UR who spent their effort to provide the uppermost quality of education with special attention to Dr. Safari KAMBANDA for the valuable remarks, inputs and commitment over the studying process of this Master program especially while supervising this thesis. He has familiarized me with the theme as well for the inspiration on the way on the field. I would like to recognize the contributors in my survey, who have actively distributed their expensive time during the course of questioning.

I'm also grateful to my colleagues at school for their help during classes and even during the research work. I would like also to acknowledge my loved ones, who have been at my side through full process, both by keeping me delightful and supporting me hitting pieces together. I will be pleasant endlessly for your affection. I salute the immense impact and support that my family has given me, including my parents, wife and children's whose inspiration was beyond description. All of you, may Almighty God continue to protect and bless you.

**MINANI Faustin**

## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>ADB</b>	African Development Bank
<b>IDEA</b>	International Institute for Democracy and Electoral Assistance
<b>JADF</b>	Joint Action Development Forum
<b>LG</b>	Local Government
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MINALOC</b>	Ministry of Local Government
<b>MINECOFIN</b>	Ministry of Economic Planning and Finances
<b>NAR</b>	Never Again Rwanda
<b>NISR</b>	National Institute of Statistics of Rwanda
<b>REG</b>	Registration
<b>RGB</b>	Rwanda governance Board
<b>SWOT</b>	Strength, Weakness, Opportunity, Threat
<b>UNDG</b>	United Nations Development Group
<b>UR</b>	University of Rwanda

## TABLE OF CONTENTS

Approval .....	ii
Declaration.....	iii
Dedication.....	iv
Acknowledgements.....	v
List of acronyms and abbreviations .....	vi
Table of contents.....	vii
List of tables.....	x
List of figures.....	xi
Abstract.....	xii
CHAPTER ONE: GENERAL INTRODUCTION .....	1
0.1. Overview.....	1
1.1. Background of the Study .....	1
1.2. Statement of the problem .....	3
1.3. Research Objectives .....	4
1.3.1. Overall objective .....	4
1.3.2. Specific objectives.....	4
1.4. Research Questions .....	4
1.5. Significance of the study .....	4
1.6. Scope of the research.....	5
1.7. Limitation of the study .....	5
1.8. Organisation of the study .....	5
CHAPTER TWO: LITERATURE REVIEW .....	6
2.0. Introduction.....	6
2.1. Definition of key concepts .....	6
2.1.1. Coaching.....	6
2.1.2. Employee Performance .....	6
2.1.3. Organizational performance .....	7
2.1.4. Performance Contract- <i>Imihigo</i> .....	8
2.1.5. Coaching and performance of employees.....	8
2.1.6. Coaching and Performance Management.....	9
2.2. The concept of performance contracts – <i>Imihigo</i> in Rwandan context.....	9

2.2.1. Contextual background.....	9
2.2.2. <i>Imihigo</i> planning process.....	10
2.2.3. Implementation of performance contracts.....	11
2.2.4. Monitoring and evaluation of performance contracts .....	13
2.2.5. Performance contracts as drivers of performance management.....	14
2.2.6. Coaching program in Rwanda.....	15
2.3. Theoretical framework .....	17
2.3.1. The GROW MODEL .....	17
2.3.2. Performance Management Approach.....	18
2.4. Conceptual Framework .....	19
CHAPTER THREE: RESEARCH METHODOLOGY .....	21
3.0. Introduction.....	21
3.1. Research Design.....	21
3.2. Target Population.....	21
3.3. Sample size .....	21
3.4. Data collection methods.....	21
3.4.1. Personal interviews.....	21
3.4.2. Questionnaires.....	22
3.4.3. Administration of data collection instruments .....	22
3.5. Data analysis procedures .....	22
3.6. Reliability and validity .....	22
3.7. Ethical consideration .....	23
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS .....	24
4.0. Introduction .....	24
4.1. Characteristics of the respondents .....	24
4.1.1. Gender of respondents.....	24
4.1.2. Age of respondents .....	25
4.1.3. Education level of respondents.....	25
4.1.4. Positions of respondents .....	26
4.1.5. Place of work of respondents .....	26
4.1.6. Professional experience of respondents .....	27
4.2. Presentation of findings.....	27
4.2.1. Relevance of coaching program .....	28

4.2.2. Relationship between the coaching interventions and District Imihigo .....	31
4.2.3. Changes occurred from the partnership of coaching program and LG entities.....	32
4.2.4. Coaching program challenges .....	33
CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS.....	35
5.0. Introduction .....	35
5.1. Summary of Findings .....	35
5.2. Conclusion .....	36
5.3. Recommendations.....	37
5.4. Suggestions for further researches .....	38
References.....	39
Appendices.....	44

## LIST OF TABLES

Table 1. Gender of Respondents .....	24
Table 2. Age of respondents .....	25
Table 3. Respondents level of education .....	25
Table 4. Positions of respondents .....	26
Table 5. Deployment areas of respondents .....	27
Table 6. Professional experience of respondents .....	27
Table 7. Perception of respondents on the relevance of coaching program .....	28
Table 8. Reasons why coaching program is relevant.....	29
Table 9. Views of respondents on coaching needs assessment .....	30
Table 10. Relationship between the coaching interventions and District Imihigo .....	31
Table 11. Major changes considered as outcomes of coaching program .....	32
Table 12. Major challenges to the coaching program.....	33

## LIST OF FIGURES

Figure 1. Current <i>Imihigo</i> coordination framework.....	12
Figure 2. Revised scoring of performance contracts <i>Imihigo</i> for districts.....	13
Figure 3. GROW Model .....	18
Figure 4. Conceptual framework .....	20

## ABSTRACT

The coaching approach has been recognized and adopted by the Government of Rwanda as one of the tools to improve capacities of public servants in general and employees at local government level in particular. Since 2011, a coaching program for local government was introduced as a way to improve the performance of districts. The central aim of this study is to examine the effect of coaching program to the organizational performance of the local government (LG) entities with the following specific objectives: analyze the coaching approach in the context of LG entities; assess the relationship between the coaching interventions and district *Imihigo* performance and analyze the changes occurred in district performance during fiscal years 2016-2019 as a result of coaching interventions. The study used a mixed method involving quantitative and qualitative data. The sample size for this study was 85 employees from Rwamagana District using simple random sampling method. Data have been collected using online questionnaire and interview through phone call due to the Covid-19 restrictions. The findings from the study showed that coaching approach is relevant to the context of local government and its interventions has an influence to the district performance. During the fiscal years 2016-2019, the study revealed that a number of positive changes occurred in Rwamagana District as a result of coaching program. The study recommends to both central and local government as well as to the stakeholders involved in coaching to continue coaching initiative for further capacity development of local government staff and officials in order to enable them effectively deliver on its mandate. Beneficiaries of coaching should also own the whole process of coaching as to make the program more effective and sustain its results. In order to further understand the effect of coaching to local government organizational performance, the study suggests that similar research should be extended to more districts and more areas of focus other than performance contract-*Imihigo*.

**Keywords:** Coaching, performance contract-*Imihigo*, organizational performance

# **CHAPTER ONE: GENERAL INTRODUCTION**

## **0.1.Overview**

This chapter presented the research contextual background, problem statement of the, objectives of the study, research questions, significance of the study, limitations, scope of the study and organization of the study. It explores the partnership of local government entities and the coaching program for District Performance in Rwanda with Rwamagana District as case study.

### **1.1. Background of the Study**

In any institution, managing human capital is definitely critical for success. Competitiveness of Businesses are continuously improved through different opportunities and coaching approach is considered as one of various practices for human resource development (Núñez-Cacho et al, 2015). Based on this, the Government of Rwanda has adopted this approach as one of the best ways to ensure transfer of knowledge and skills from experienced experts to their counterparts, through the initiative known as “Coaching Program” which started in 2011.

Conversely, limited researches were conducted on the relationship that exist between Coaching and Organizational Performance. For Jeffrey (2018) Coaching is a professional relationship amongst a coach and a coachee (an individual or a group). The goal of this relationship is to develop the coachee’s performance with regard to his/her leadership or management through a series of techniques and approaches that include process of inquiry, dialogue, and other tools. The coach helps the coachee analyze and develop his or her decision-making ability, acquire new ways of thinking and being leading to achievement of his/her goals. Karsten (2010) described executive coaching as an evidence-based and practical process to increasing performance in terms of leadership, management, productivity and communication. Zaharov (2010) added that coaching is a process through which people come to accomplish personal and professional goals with a professional help.

Performance contracting as one of the tools of management by objectives is not a stand-alone initiative. While Schiavo and Sundaram (2001) define performance contract, they added a new notion of transparency. For them, transparent governance is an important element in

performance contracts as it is a tool for public accountability with regard to citizens' socio-economic development planning

Predominantly, in Sub-Saharan Africa, results-based management approaches are demanded by ordinary people so that they can enjoy sustainable development and its practical benefits. The Providing an allowing environment for maintainable development for citizens being the responsibility of the state, there is loss of credibility and legitimacy vis-à-vis the state when the later fails to perform this role (Mulikita, 2014).

For the case of Rwanda specifically, there have been several attempts, theories and concepts were developed to address the issue of results-based management or performance and performance contracts-*Imihigo* being among them as a home-grown initiative. In the ancient tradition of Rwanda *Imihigo* referred to a cultural practice whereby an individual would set his/her own goals to be reached within a determined timeframe by ensuing some principles with purpose to overcome gaps that might occur. Failure to achieve the individual set targets would lead to an individual's dishonour and to his or her community in general (MINALOC, 2010).

Later on, it has been observed that, district *Imihigo* performance need to be accompanied by coaching interventions in order to build the capacities of the staff towards organizational performance. It is in this framework that, the idea of providing technical assistance to districts was adopted in 2010 where they decided that the coaching approach must be tested in districts, starting with priority performance areas in LG, including planning and M&E, Public Finance Management, infrastructure development and management, enterprise and business development and Human Resource Management.

In the context of decentralization in Rwanda, the overall objectives of the new LG Coaching program are to strength LGs in raising their performance with regard to provision of services to citizens and driving local economic development. The proposed support consists of: analyzing performance gaps to be addressed, putting in place strategies to bridge the identified gaps, implementing the proposed plans and strategies and monitoring the implementation of the plans and strategies. Thus, the coaching approach, as on the job training, has been identified among other approaches and came as one of the solutions proposed in the existing local government capacity building frameworks aiming at ensuring

appropriate competencies, skills and expertise required for local government officials to perform their responsibilities.

In fact, for MINALOC (2010), Coaching is identified as most appropriate approach to local government capacity building. Coaching came to address the challenges faced by classical training approach, which often takes place out of the working place making it very difficult to follow-up and evaluate the impact. As far as this approach is concerned, it offers learning by doing opportunity enabling employees to continue performing their daily responsibilities, this facilitates the transfer of knowledge and skills better to the persons being coached.

## **1.2. Statement of the problem**

In Rwanda, since 2006 after the administrative restructuring leading to the second generation of local government (LG), different capacity development initiatives have been carried out with the purpose to improve the performance of their organization in service provision. Classic trainings were mainly targeted, but were not proven efficient enough to achieve the intended objective. It has been recommended to explore a variety of capacity building approaches with the aim of getting more effective ones. Among other capacity building approaches explored, coaching was proposed, experimented and rolled out in LGs but in intermittent phases. According to RGB (2019), coaching program is appreciated by the beneficiaries in all Provinces and the City of Kigali especially its role in organizational performance. With the coaching program, frequency and quality of *Imihigo* monitoring were strengthened. This in turn improved the way *Imihigo* are implemented to achieve better results.

However, as a new approach, coaching was not exploited to the maximum due to different factors. These include among others, its coordination which is not sufficiently effective, planning, implementation, monitoring and evaluation of its interventions which need to be strengthened, ownership by local authorities which is still low as well as the mindset of beneficiaries. In addition, there is limited literature that covers the coaching approach in Rwanda and this study comes as a contribution in addressing this gap and is expected to find a response to a question to know the influence of the coaching program interventions on the district *Imihigo* performance.

### **1.3. Research Objectives**

#### **1.3.1. Overall objective**

The main purpose of this study is to analyze the influence of coaching program to the Rwandan local governments organizational performance.

#### **1.3.2. Specific objectives**

This research aims at the following specific objectives:

1. Analyze the coaching approach in the context of LG entities in Rwanda;
2. Assess the relationship between the coaching interventions and district *Imihigo* performance;
3. Analyze the changes occurred in district performance during fiscal years 2016-2019 as a result of coaching interventions.

### **1.4. Research Questions**

The following questions guided this work:

1. How does coaching approach work in the context of LG entities in Rwanda?
2. Is there a relationship between coaching interventions and district *Imihigo* performance?
3. What are the benefits registered during *Imihigo* for 2016-2019 as a result of coaching interventions?

### **1.5. Significance of the study**

Local government authorities and managers are expected to be informed in properly managing coaching interventions towards organizational performance. It is also hoped that this research will enable both central and local government to reshape coaching program for more effectiveness in addressing capacity development and organizational performance gaps in local governments.

Academically, this study is expected to be useful to scholars and academicians in providing a basis for further understanding of the coaching approach and its effects on organizational performance in local governments.

## **1.6. Scope of the research**

This work explored Partnership of Local Government Entities and the Coaching Program for District Performance with case study of Rwamagana District.

Geographically, the research was conducted in Rwamagana District located in Eastern Province. The District was ranked best performer among other Districts based on annual performance contract evaluation report done by NISR.

With regard to time frame, the study focused on the period from 2016-2019 during with coaching program was implemented in all Provinces and City of Kigali.

## **1.7. Limitation of the study**

Timely provision of requested information was expected to be the main constraint with an impact on research. Given the situation of the COVID-19 pandemic, it was not easy to physically meet the respondents. However, this challenge was addressed by the use of the online questionnaires whereby the respondents received a link allowing them to access the questionnaire using google form. Follow up was made through telephone calls, text messages and emails.

In addition, the researcher had to translate the questionnaires from English into Kinyarwanda to ensure all respondents understand correctly the content and give increase chance to everyone, to express him/herself in the language he/she feels more comfortable with.

## **1.8. Organisation of the study**

This research report is organized in five chapters. The first chapter deals with the general introduction to the study. The second chapter reviews literature related to the key concepts and theories. The third chapter presents the methodological approaches that are used to collect and analyze the data and the fourth chapter presents and discusses the findings. Finally, the fifth and last chapter gives the conclusion and key recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0. Introduction**

This section reviews selected literature related to the key concepts presented in this study. The focus is put on the concept of coaching, performance and performance contract-*Imihigo*.

### **2.1. Definition of key concepts**

#### **2.1.1. Coaching**

Coaching has got numerous meanings suggested by the literature. As per Kampa-Kolesch and Anderson (2001) coaching refers to a systematic feedback involvement aiming at improving personal effectiveness, interpersonal and professional skills. For (Gil and Carrillo, 2013) coaching is a means that endows people with knowledge, tools and opportunities needed for professional development.

According to Hannafey and Vitulano (2013) coaching is described as a partnership between an employee and an expert assigned to upgrade the employee's effectiveness. Saks and Gruman (2011) also highlighted the partnership character of coaching by stating that it is a process which involves two parties - a coach and a coachee – with the aim of fixing problems related to performance work towards increasing the skills and competencies of the coachee. Other authors such as Grant (2001) and Robinson (2006) emphasized learning character of coaching towards improvement of performance and personnel growth. However, though coaching is recognized as an important tool for performance improvement, it is hampered by lack of standards, qualification frameworks as well as professional bodies for its management.

#### **2.1.2. Employee Performance**

Employee performance refers to how workers how perform their job duties and how they behave in the workplace. An individual employee, performance signify to work efficiency, quality and competence at the task level. According to Kenny (2019), performance of an employee depends on various factors with training as the most important one. In addition, work experience positively affects the employee performance since it brings growth in competencies and skills.

### **2.1.3. Organizational performance**

Performance of an organization is the result gained when measured against its projected outputs (goals and objectives). According to Richard et al., (2009) as cited in Kenny, (2019) organizational performance embraces three specific areas of organizations' outcomes including product market, financial and shareholder return performance.

As described by Armstrong and Baron (1998), performance management system refers to the procedure that provides efficient individuals and teams management for high levels accomplishment. Efficient performance management systems ensure employees higher accomplishment of their tasks and constitute a constructive influence on satisfaction and outcomes of other colleagues (Obwaya, 2010).

According to RGB (2019), coaching program focuses on supporting districts in improving their performance through the support in improving strategic planning and service delivery monitoring and evaluation. To enable a better coordination of the program at local level, the coaching program is managed at provincial and the City of Kigali levels and coordinated by RGB. In the other words, coaching as per Rodriguez & Walters (2017), considered as "Upward a person's skills and knowledge (on-the-job) so that their job performance increases, which in turn is expected towards to the accomplishment of organizational intentions. It aims extreme performance and enhancement at work and it habitually lasts for a planned period (based on needs) and emphasizes on precise skills and goals with clear targets. Coaching provides "added value".

Coaching is normally demand driven based on the employees' weaknesses determined by skill gaps analysis, which call for appropriate and suitable intervention to address them. It requires that skills and knowledge are transferred to the staff being coached. In coaching relationship, the employee works proactively with others to look at behaviors and abilities and to discover ways to boost performance development (Dyfrig, 2018). Coaching can be therefore seen as something that happens to people when behaviors or performance levels fall below expectation and it therefore becomes a reactive performance management tool. As stated by Whitmore (2010), Coaching taps on the potential of beneficiary people which ends in increased own performance. This statement seems simple yet influential. It stresses that coaching focuses more on the coachee and less on the coach. It shapes the coach as a tool to unlock the potential of the coachee leading to the coachee's improvement.

#### **2.1.4. Performance Contract-*Imihigo***

Performance contracts-*Imihigo* are a home-grown solution reintroduced in the year 2006 as to reinforce government capacity in development planning, implementation, performance evaluation, speeding up national development and accountability as well as an avenue for citizen's participation (MINALOC, 2010).

From 2006, *Imihigo* were adopted by the Government of Rwanda as a performance management tool for results-based planning and accountability. As signed at the beginning of every fiscal year between H.E the President of the Republic and Ministers and all District Mayors and the Mayor of the City of Kigali, *Imihigo* aim at to guaranteeing dimension of performance and accountability of government layers (NAR, 2018).

Performance contracts refer to a scripted agreement amongst government and a state organization offering services to the public, where measureable goals are obviously quantified for a period of one financial year (Mulei & Orodho, 2014). Through *Imihigo*, public institutions including local governments are held accountable for the implementation of development programs. *Imihigo* have confirmed to be a useful planning, monitoring and evaluation instrument to provide on worldwide, nationwide, and locally agreed development goals (IPAR, 2015).

#### **2.1.5. Coaching and performance of employees**

Performance coaching aims at closely working with employees to ensure their gaps and challenges are solved. The assessment of coaching, suggests the probable for accepting more about the coaching procedure, knowing the kind and type of interventions that are effective and that fit with organizational culture and context, and the possible role for coaching within the broader setting of management development. In fact, an efficient coach has to recognize and deal with a varied range of variables elsewhere the coaching sessions.

According to Roberts (2012), the stages of the coaching process are: planning, delivery and evaluation. To be successful coach, these above-mentioned stages has to be followed to ensure improved planning and delivery of coaching sessions. For instance, on stage one which is plan coaching, a coach should plan for any session which has to be carried out in advance so that the coach is well prepared for every eventuality, unfortunately, few take time for plan which can lead to failure of the coaching due to the fact that there were no aims and

objectives of the coaching. The second phase of coaching is delivering; however, this can be the smallest part of the whole coaching process but it is the point that all the coaching work comes to fruition. The gaps here are that the content might be poor which will lead at the end to failure of the coaching. The last phase of coaching is evaluation of coaching; this is an integral part of the coaching process that allow the evaluator to assess effectively the coaching as well as to plan for future session. If the evaluation is not properly conducted, the end results will not respond to the future needs.

According to Richard (1995), coaching is concerned with designing conditions that enable people to exploit their potential to the maximum. In coaching process, the learner is provided with immediate feedback with regard to their performance. In this way, coaching fast-tracks the processes for performance enhancement. For the leaders coaching is helpful in a sense it creates out the best in employees through critical thinking, ownership and accountability for their work product and relationships. The supervisor and the subordinate are engaged in less daily and direct supervision as skills improved and employees endeavor to extend their complete potential.

#### **2.1.6. Coaching and Performance Management**

Coaching was previously described as “an unlocking persons’ hypothetical to expand their own performance” (Whitmore, 2010) while performance management, as per Armstrong (2014), is the constant process of successful performance by setting individual and team goals which are associated to the strategic goals of the organization.

### **2.2. The concept of performance contracts – *Imihigo* in Rwandan context**

#### **2.2.1. Contextual background**

For numerous centuries, *Imihigo* structure was the cornerstone of performance management in Rwanda. *Imihigo* were used in defining strategic goals, commitment to achieving them and reporting to the supervisors and the community. (IPAR, 2015). As per other home-grown initiatives, the Government of Rwanda has built on this cultural practice as part of result-based management to reconstruct the country and foster a common national identity (ADB, 2012).

Since 2006, *Imihigo* were announced as a performance management instrument to fast-track the accomplishments of the national development programs. *Imihigo* became therefore part of other Results Based Approaches (RBApps) used in transforming the Rwanda in a middle-income country (IPAR, 2016). *Imihigo* were proven to be important instrument of performance management and an efficient approach towards socio-economic revolution (ADB, 2012).

To a wider extent, *Imihigo* aimed to rapidity up execution of local and national development agenda, ensuring stakeholders' proprietorship and promoting accountability and transparency. They also aimed promoting result-oriented performance, encouraging competitiveness among local government entities, as well as ensuring citizens, civil society, donors and private sector's participation in policy formulation, implementation and evaluation. *Imihigo* approach has dissimilar phases which comprise planning, implementation, monitoring and evaluation (MINECOFIN, 2010).

### **2.2.2. *Imihigo* planning process**

The process of *Imihigo* planning concerns both central and local government institutions (ministries and agencies, districts and their sub-entities). This process consists in setting performance targets and assigning responsibilities for their execution. Planning of *Imihigo* bases on the national objectives of growth and poverty reduction as stated in sector strategic plans and macro-development frameworks (MINALOC, 2010). Districts' performance contracts are powerfully linked to Rwanda's planning system which is knowledgeable by the national long-term vision 2020 and reproduced in the National Strategy for Transformation (NST1), and in the annual action plans and performance contracts-*Imihigo*.

In selecting annual performance targets to be included in *Imihigo* there are key guiding factors or principles and these include:

- Results-oriented - focus is not on procedures and habits but on what is to be provided like creation of employment opportunities to the local population;
- Coordination - upholding joint planning throughout Ministries, Districts and the Private Sector therefore taking collective obligation to provide, holding each other accountable and inspiring each other to deliver;
- Transformational - innovative, puzzling and impacts positively on the welfare of the people, area and country;

- Sustainable - the activities or results are developmental and sustainable and certifying the key foundational things are given consideration and results accomplished in the past are not negotiated;
- Voluntary - it is an optimal of the populations, creates sense of ownership by citizens and supervision is offered to certify that national priorities are coordinative with local priorities;
- Ambitious - you guarantee and vow to accomplish only what you do not already have. It has to be precedence for the residents in the area;
- Excellence - performance contracts-*Imihigo* is about the spirit of competition to achieve outstanding performance: something worth of praise to residents and the improvement of the area and the country in universal;
- Accountability - the resources for implementation are determined and available hence value for money and effectiveness is given high significance;
- Clear - easy for everyone to recognize what needs to be done and by whom;
- Timely- completed in a timely manner to admit correct share of resources and adequate time to begin accomplishment (MINALOC, 2010).

In taking into consideration of the above principles of setting annual performance contracts – *Imihigo*, they are the ones that differentiate them from action plans but they are closely related.

### **2.2.3. Implementation of performance contracts**

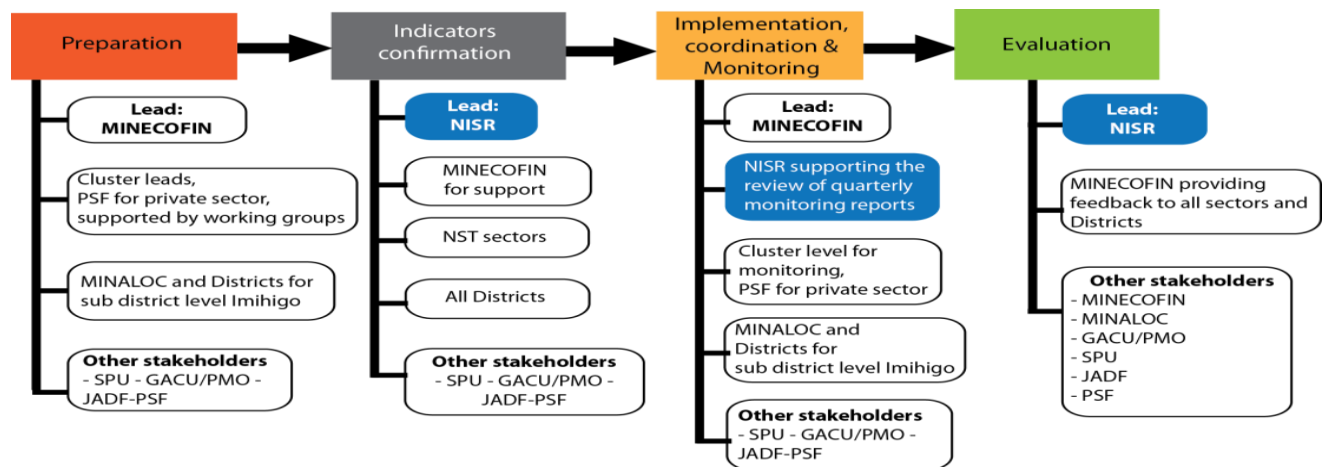
Districts are responsible for implementing the committed performance contracts targets while central government institutions with sectoral targets to deliver on, provide technical guidance during planning and implementation and earmark the required budget to finance and realize sectoral targets by the district mostly in case of joint *Imihigo*. Implementation of performance contracts is also done by district stakeholders under the umbrella of Joint Action Development Forum for their activities in district's *Imihigo* they pledged to finance and implement as their contribution towards district development and performance in general (MINALOC, 2010)

During the implementation process, citizens' participation and partners' involvement play a significant role. Normally, people are encouraged to take part into the execution of *Imihigo*

activities without any big issue given the fact that they direct benefit from pledged activity targets. In order to maintain the contributions of the population, district have to aim high in terms of citizens' mobilization. Local government need therefore to stimulate populations and discuss about the best and the progress made towards achieving *Imihigo* targets (Gonsior et al., 2015).

According to Bizoza (2011), involvement and contribution of populations and of other sponsors are crucial and constitute a gauge for the quality of the affiliation amongst leaders and populations. Belief, trustworthiness and the shared notion of mutual support are the guarantees of the liaison between leaders and populations.

**Figure 1. Current *Imihigo* coordination framework**



*Source: NISR, 2018*

The current *Imihigo* preparation, implementation, coordination and monitoring is led through the Ministry of Finance and Economic Planning (MINECOFIN) supported by cluster leads, Strategy Policy Unity (OTP), Government Action Coordination Unit (GACU/PMO) then MINALOC and districts for sub district level *Imihigo*. Private Sector Federation and Joint Action Development Forum members also plays a crucial role in *Imihigo* process complementing Government efforts. National Institute of Statistics leads in the confirmation of indicators, support in the review of quarterly monitoring reports and finally does independent evaluation.

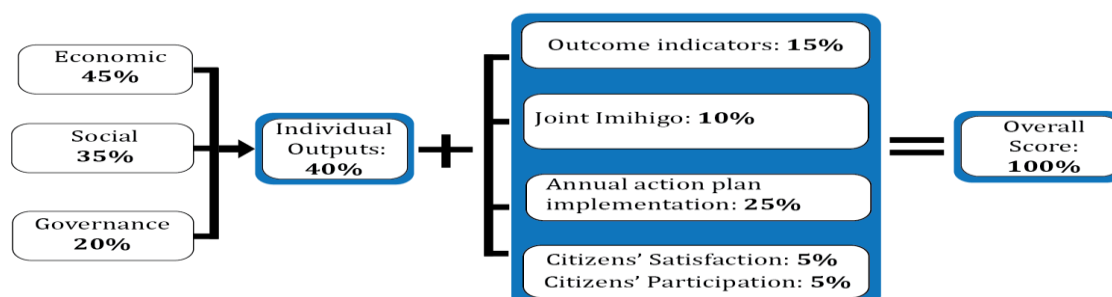
#### 2.2.4. Monitoring and evaluation of performance contracts

*Imihigo* are regularly monitored and evaluated on an annual basis. A praise ceremony closing *Imihigo* evaluation whereby results are published is called “*Kwesa Imihigo*” During this ceremony, successful contenders are publically recognized and appreciated for their bravery, (RGB, 2014). Failing to honor own commitment towards *Imihigo* performance is considered as a gigantic humiliation that creates dishonor on the individual on the entire community. In the view of Gonsior et al. (2015), community commitment to fulfil *Imihigo* target is seen as a “pact” among themselves and their community with a competitive spirit.

Since 2014 *Imihigo* are assessed by an independent institution hired for this purpose and, in this viewpoint, the Institute of Policy Analysis and Research (IPAR-Rwanda) was assigned by the Prime Minister’s Office to conduct an impartial assessment from FY2013/2014 to FY 2016/2017 before the Institute of Statistics of Rwanda (NISR) took over since the fiscal year 2017/2018.

*Imihigo* assessment purposes to enlighten the Government of Rwanda these areas: significance of *Imihigo* targets, the extent to which the outcomes have been completed, the impact made on people’s lives, how resource allocation in achieving *Imihigo*, whether *Imihigo* products and services tackle citizen’s social and economic expectancies, level of beneficiaries or local populations’ attachment in the planning process and accomplishment of *Imihigo* and guarantee of sustaining the positive changes witnessed beyond *Imihigo* (IPAR, 2015). The figure bellow displays how the evaluation is done in terms of scoring.

**Figure 2. Revised scoring of performance contracts - *Imihigo* for districts**



*Source: NISR 2018*

For any district to be evaluated and emerge as among the best performers, the above scoring criteria and score guide an independent evaluator. In order to get to the above result as indicated in figure 3, the following steps are followed:

- Step 1: Assess the implementation of *Imihigo* for Ministries, joint *Imihigo* and Districts (desk review of different reports, field physical check and feedback).
- Step 2: Mid-term assessment of planned *Imihigo* to track progress
- Step 3: End evaluation of *Imihigo* with scoring.

### **2.2.5. Performance contracts as drivers of performance management**

Every country, institution, organization and individual has got a vision, goals, and strategies to attain the set goals. It also sets short, medium and long-term goals to accomplish its vision. To achieve its vision, there are several players and stakeholders that contribute to the set targets. Numerous partners involving local leaders and civil society organizations have a completion role and thus have common accountability for the delivery of goods and services to the national authorities and the local communities (UNDG, 2011).

In the late 1960s, different countries adopted performance contract methods first introduced in France as a way of increasing public performance (Simpson and Buaberg 2013). According to Armstrong and Baron (2004), ‘performance contracts are a division of management science acquired as management control methods and is freely discussed performance agreement among the organizations and the individuals on one side and the agency itself in order to certify delivery of quality service to the public in a fair and equity manner for the sustainability of the institutions’. Performance contracts noticeably spell out the needed end results predictable of the officials who have authorized them and are a measure of their supposed capacity to realize a combination of local plans and central decisions (Rotish et al., 2014).

Performance contracting is a methodology implemented in many countries to foster result-oriented planning, accountability and achievement of results (IDEA, 2013). It is built on Result Based Management (RBM) as a development tool in management, with its births rooted in the management sciences and watchfully interconnected to previous strengths to apply the management by objectives approach (Meier, 2003). As discussed by Rotish et al.

(2014) performance contract is guided by contractual promises that tie an individual or organization to undertaking quantified tasks within a given period of time’.

## **2.2.6. Coaching program in Rwanda**

### **2.2.6.1. Preparation of coaching process**

For Hannafey and Vitulano (2013) argue that, in the formulation stage, a series of procedures to confirm the efficiency of the process have to be followed by a coach. When the organizational adopts to apply a coaching process, it must first institute clear objects for doing so. These intentions comprise assisting the coachee to emphasis his or her career and life (Jones & Spooner, 2006). For this purposefulness, the organizational will explain goals and will control and authenticate how they are gathered to certify that the coachee’s action and decision-making benefit a proactive orientation. Thus, through the coaching process, organizational pursue to improve professional abilities to complete objectives that they have formerly founded and to increase coachees to warrant that they make the right changes during the process to guarantee its achievement.

### **2.2.6.2. Coaching Process implementation**

The next stage encompasses conducting the process where two participants take part in the process: the coach, who educates, trains or monitors the coachee in his/her current job (Evered and Selman, 1989), and the coachee, the target of the connection, who improves the knowledge and capabilities to expand professionally. The core of this coaching affiliation is the on-the-job learning process, in addition to other possible issues, such as discretion questions, conflicts of interest, questions considering professional standards, success measurement issues and financial matters (Hannafey and Vitulano, 2013).

As Hutchinson and Purcell (2010) debate that various coaches are displeased with the method since they need active support from firms in terms of specifying appreciation, timing and role clarity. Backes-Glelner and Tuor (2010) focus the prominence of a quality work climate for the attainment of human resource practices. Thus, to appreciate the execution stage, it is indispensable to reflect a numeral of imperative points for the success of the coaching process.

Moreover, the coach pledges to the coachee in a cooperative alliance to determine and purify the purposes, to improve a plan of action to support the coachee complete these objectives

(Zeus and Skiffington, 2002), and to criticism the coachee if he/she fails to achieve beforehand acknowledged commitment. The coachee, in turn, must find the coach to be a respected partner with whom he/she can share ideas, plans and tactics. The coachee can then grow and gain a longer-term vision of questions that occur.

To confirm the usefulness of the coaching process, the coach must have a deep knowledge of the coachee's job and of how the job conveys to the intentions of the organization. The coach must be agreeable and competent to share information with the coachee and must be ready to consecrate the time that the process demands. For the process to continue appropriately, the relationship between the coach and coachee must be founded on trust, dependable with the organizational climate, as emphasized by Shih et al. (2012). Success can also be predisposed by other factors, such as the type of personal relationship that the coach and coachee determine and the harmony, link and resemblance between them (Hodgetts, 2002).

As aforementioned, to confirm that the coaching process is efficient, the coach and coachee must make efforts to accomplish an amount of purposes. The coach must be adequately competent and skilled; must know the organization well; and must be prepared to transfer knowledge, consecrate time to the process and reprimand the coachee when he/she does not accomplish as agreed. The coachee, in turn, must be faithful to the process and must seek a good partner in the coach by distributing ideas and approaches and unquestioning the coach.

Many experimental studies approve on this point and deliberate coaching to be efficient since it compromises employees a concentrated way of learning that is well-matched to their individual wishes and thus leads to larger career fulfillment as cited in Núñez-Cacho et al., (2015) by Colomo and Casado (2006), Rowold and Schilling, (2006), Sherman and Freas, (2004) and Zaleska and De Menezes, (2007). The upkeep of other organizational members, such as line managers, is also indispensable (Leisink and Knies, 2011). Similarly, Moen and Allgood (2009) note that this practice makes contributing managers more proficiently and effectually in their leadership roles, as employee performance will increase if the coaching development is organized and executed appropriately. Nonetheless, an appraisal of the literature also displays that scholars have not yet reached a consent about the usefulness of this practice (De la Rosa, 2007).

### **2.2.6.3. Coaching Process Outcomes**

It is worth it to accompany the Joo's background, with a theoretical method that supports the individual results and that relates these outcomes with organizational benefits (Joo, 2005). Social exchange concept is one of the most dominant conceptual paradigms for considerate employee conduct in the workplace (Cropanzano and Mitchell, 2005). Conclusively, a number of other aspects affect coaching outcomes, including rationality, altruism, group gain, status consistency among participants and competition (Cropanzano and Mitchell, 2005).

Applying the theoretical approach discussed above, we observe that during the coaching relationship, a mutual exchange arises between the coach and coachee following a set of pre-established norms and within which the coach and coachee will distinguish a series of remunerations that overshadow the costs of the process. Because social exchange concept explains the elements that develop within the coaching relationship (Hammervoll, 2011; Tepper and Taylor, 2003), this concept demonstrates to be a valuable framework not only to study the coaching process but also to evaluate the outcomes or results of the process.

## **2.3. Theoretical framework**

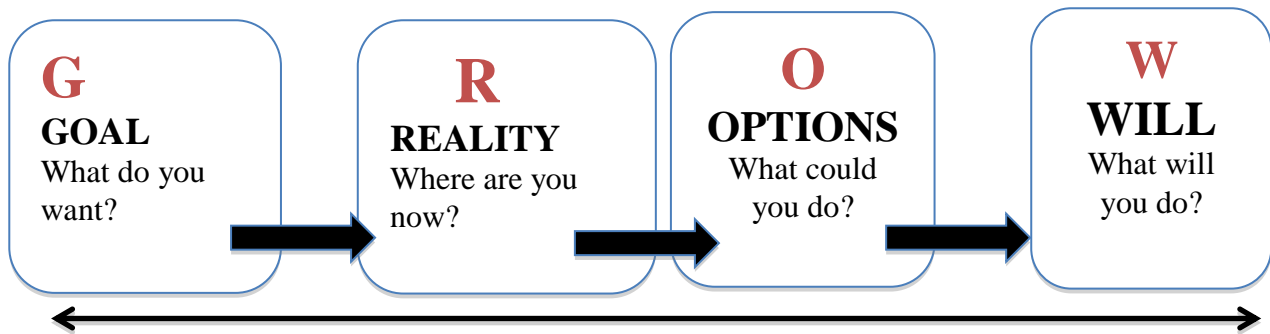
This part comprises the notions related to the independent variable which is performance contract and dependent variable which is Coaching Program. In this context, two theories were discussed and these are: (i) the GROW Model (Whitmore, 2010) and (ii) Performance Management Approach (Carroll, 2002).

### **2.3.1. The GROW MODEL**

The grow model is an abbreviation standing for Goals, Reality, Options, Will. By controlling throughout the four stages the model increases an individual mindfulness and sympathetic of their own desires their current situation and beliefs, the possibilities and resources open to them and irrevocably the actions they want to take to complete their personal and professional goals. The achievement of coaching in any organization will mainly depend on many factors that are challenging to homogenize, such as corporate culture and attitudes toward coaching. Nevertheless, the best practices of coaching programs can be discoursed under the GROW Model. The GROW model has evidenced to be fruitful in several organizations and it forms the most common basis of coaching in voluminous organizations.

Whitmore (1992) in his book *Coaching for Performance* categorizes the prerequisite to implement the GROW model in coaching.

**Figure 3. GROW Model**



**Source:** *Whitmore (2010) Coaching for performance.*

In the first stage, the skillful coach requests the employee to classify what he sees as the key goals for the planning period, for example six months. The goals should be nominated within the comprehensive context of the organization and departmental goals and should be enticed to suggest what the employee senses will be likely to produce. The goals may originally be communicated as end results. The coach solicits questions to increase mindfulness not to disapprove or challenge. If the goals first selected are equivocal, hard to measure or entirely unconnected to the job, then the coach will seek amplification (Whitmore, 1992)

Organizations that merely have a well-defined purpose are more probable to report coaching triumph than those organizations that aren't sure what their purposes in coaching are. The second stage is to increase the employee self-awareness of all the factors essential and nearby present performance against the goal (Robinson, 2006). The employee will scale themselves in relation to the goals and establish whether the set goals are accurate.

The accomplishment of the GROW Model, by means of wisely structured questions, stimulates a greater consciousness and accountability and inspires proactive behavior. The GROW Model has been seen to yield advanced productivity, enhanced communication, better interpersonal relationships and a better-quality working environment, Whitmore (1992)

### **2.3.2. Performance Management Approach**

Carroll (2002) describes four main elements that compose of performance management. These comprise: (a) deciding the preferred level of performance; (b) quantifying

performance; (c) reporting or communicating performance information; and (d) using performance information to associate actual performance to the approved performance level. Consequently, based on this conceptualization, it is essential that any performance management system should at least have some, if not all, of these modules (Ohemeng, 2009).

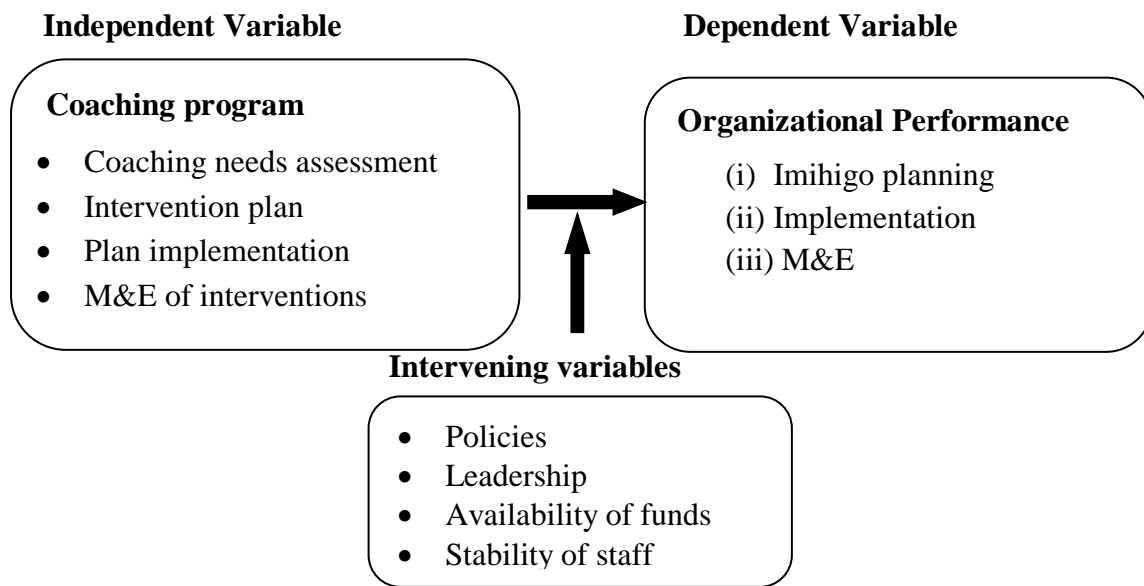
It has been reasoned that performance management hints to managerial freedom or autonomy and that such self-sufficiency can increase performance. Managerial freedom can be described as “the right to select how to follow a goal once it has been set by others, that is operational autonomy” (Ohemeng, 2009). It varies from strategic autonomy which can be well-defined as “the freedom to set one’s own agenda” (Verhoest et al. 2004). Performance management can additional disturbed by the personal and leadership factors. Flavia (2010) made a difference of these two factors as follows: The personal ones signify to individual skills, self-reliance, and pledge of officials that one has to all-inclusive his or her responsibilities in order to reach organizational and individual objectives while leadership factors are vigorous for performance plus for example the quality of reassurance, direction and support specified by the manager and team leaders’ (Armstrong and Baron, 1998; Flavia 2010).

Nonetheless, this approach can face some restrictions, connected to institutional capacity. They comprise nonexistence of systems of motivations and sanctions, absence of political pledge and weightiness, nonexistence of training (Ohemeng, 2009). Notwithstanding these challenges, some authors like Ohemeng (2009) maintained that: ‘... performance management has converted an important element in the modern public sector management and accordingly, various developing countries have presented it as a means to measure organizational and individual productivity in order to confirm that the public sector meets the prerequisites of the public’.

#### **2.4. Conceptual Framework**

A conceptual framework is an organization of concepts which are drawn together as a map for the study (Gartner, 2005). The structure of this study focusses a numeral of stimulus of performance contract on performance of public Institutions in Rwanda. The conceptual framework below shows the interrelationship between independent variables and the dependent variable and moderating variable

**Figure 4. Conceptual framework**



*Source: Adapted by the Researcher from the GROW MODEL and the Performance Management Approach (2019)*

According to the figure 5 above, the independent variable is coaching program with a specific focus on coaching needs assessment, coaching intervention plan, implementing of the plan as well as M&E of the interventions.

Dependent variable is organizational performance of the districts. This was measured by looking at their planning, implementation of planned *Imihigo* as well as M&E. Moreover, the independent and dependent deliverable, there are also interfering variables which are presented policies, stability of staff, availability of budget and the type of leadership in the districts.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0. Introduction**

This chapter presents the methodological approaches that were used in conducting this research. It describes design of the study, target population, sampling techniques, data collection and analysis methods.

### **3.1. Research Design**

This research uses qualitative and quantitative approaches. On the one hand, the researcher used questionnaires as quantitative data collection instrument and on the other hand, interviews were used to gather qualitative information to supplement quantitative information.

### **3.2. Target Population**

The population of this study consisted of 108 employees of Rwamagana District who benefited from coaching program.

### **3.3. Sample size**

The study targeted 85 employees from the sample population. This sample was selected using a stratified sampling technique by considering the positions of the employees and their place of work. Subsequently, the study covered district, sector and cell level in terms of place of work and directors, executive secretaries and professionals with regard to work positions.

### **3.4. Data collection methods**

In this study, both secondary and primary data were collected using respectively different publications and information from the respondents through administration of the research questionnaire and interview.

#### **3.4.1. Personal interviews**

During this study, physical meeting was possible with some senior people engaged in the coordination of coaching program and with coaches. These discussions aimed at getting

direct views of the interviewees with regard to the partnership between Districts and coaching programs towards Imihigo performance.

### **3.4.2. Questionnaires**

For this present study, a set of questions were formulated and presented in a questionnaire with different sections according to the structure of the research. The answers to these questions aimed at getting information from the respondents about their experience with coaching program and its partnership with District towards performance contracts-*Imihigo*. The questionnaire was elaborated in a way it facilitates access by targeted respondents through online tool called “google form”.

### **3.4.3. Administration of data collection instruments**

The questionnaires were disseminated to the target respondents using an online tool known as google form. This consists to a web-based platform whereby a series of questions are uploaded and shared to the respondents via a related link. Thereafter, the respondents can access the questions and answer them from his/her phone, computer or tablet. This tool was used as to address the challenge related to limited possibility to physically distribute the hard copy of the questionnaires due to restrictions to prevent Covid-19 pandemic. Although some received the link and did not reply back, the tool was very helpful since the responses were directly submitted to the researcher and monitoring was easy.

### **3.5. Data analysis procedures**

The information which gotten from the field were analyzed and displayed within the frame of tables and figures.

### **3.6. Reliability and validity**

Reliability and validity are significant features of eminence in any objective assessment. The information gathered from Rwamagana staff was approved by the District authority. This authorization made the respondents to confidently and comfortably provide the desired information. Subsequently, the information given was lawful and trustworthy owing to the fact that the respondents established to give information willingly after authorization of the district management. The interview was conducted with selected senior officials in a free and atmosphere and their convenient time. In addition, reliability and validity of information was

assured by using suitable sampling techniques and the questionnaires were checked to discover imaginable errors and remove unwarranted info.

### **3.7. Ethical consideration**

In this investigation study, anonymity was observed and formal consent was asked prior to request for answering. This was supportive in guaranteeing respondents that the data collected from them would be utilized exclusively for academic purposes.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

### 4.0. Introduction

This chapter presents, analyses and interprets the findings. The details of the data from 78 staff of Rwamagana District out of 85 targeted (response rate of 92%) were analyzed and translated in relation to the intentions of the study. The findings are presented using tables and percentages and the statistical data are thereafter discussed to get a meaning out of them.

### 4.1. Characteristics of the respondents

The key informants are characterized by gender, education level, residence area, occupational activity, legal marital status, age and professional experience as indicated in the tables below. On the one hand, their profile was analyzed to better understand the attitude of the diversity of categories of employees towards several instruments of coaching approach. On the other hand, it allowed to know the respondents. The result from this analysis shows that selected respondents included different categories of employees in Rwamagana District.

#### 4.1.1. Gender of respondents

The gender of respondents was taken into consideration and the researcher included men and women while selecting the respondents with the proportion of at least 30% of women.

**Table 1. Gender of respondents**

Gender	Frequency	Percent
Women	25	32.1
Men	53	67.9
Total	78	100.0

*Source: Primary data, August- September 2020*

According to the table 4.1, the study outcomes revealed that men constitute the popular of respondents with 67.9% while women represented with 32.1%. From these figures, it is concluded that the study was gender sensitive. It is also revealed that the researcher also respected the share of at least 30% of women while selecting the informants.

#### 4.1.2. Age of respondents

The age of respondents is of a dominant significance as it provides information on how young or old is the population under study. In this study, the researcher wanted to know the age of people that were involved in the coaching program as beneficiaries.

**Table 2. Age of respondents**

<b>Age range</b>	<b>Frequency</b>	<b>Percent</b>
18-24 years	8	10.3
25-34 years	32	41.0
35-44 years	24	30.8
45-54 years	12	15.4
Above 55 years	2	2.5
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

Table 4.2 signifies that the highest number of respondents were between 25-34 (41.0%) followed by those between 35- 44 expressive 30.8% of the overall number of the respondents while the lowest number was that of staff above 55 years which represent 2.5%. From this finding, it is noticed that respondents are mature enough to understand the coaching program relevance to District organizational performance. The respondents were examined jointly without making any distinction as far as their respective age was concerned in order to give all views equal chance of being presented. The researcher deliberated set the minimum age of 18 years due to the fact that this age is nationally regarded as the age from which the labour in Rwanda recognize a citizen as mature and be employed as civil servant.

#### 4.1.3. Education level of respondents

This study examined the education level of respondents as one of key factors in determining the level of appreciation of the coaching program and its partnership with the district towards Imihigo performance. The table 4.3 gives the educational level of the respondents.

**Table 3. Respondents level of education**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor's Degree	63	80.8
Master's	5	6.4
PhD	0	0.0
Others	10	12.8
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

Table 4.3 shows that the majority of respondents (80.8%) are Bachelor's degree holders while only 6.4% are Master's degree holders. However, 12.8% have another level of education which is Secondary level certificate (A2). This information allowed the researcher to confirm that respondents are aware and have capacity to measure the relevance of coaching program to their performance as individual, but also judge the contribution of coaching intervention to the organizational performance as well as its relevance.

#### 4.1.4. Positions of respondents

In relation to this study, the positions occupied by the respondents in the district constitute an significant variable as related information agrees to identify which type of positions in the district structure is likely to be most associated with coaching program. The reason behind this was to know which position is likely to benefit more from coaching interventions than others and which positions of the staff who are likely to be more engaged in coaching program than others.

**Table 4. Positions of respondents**

Description	Frequency	Percentage
Division Manager	1	1.2
Directors	12	15.4
Executive secretaries of sectors	8	10.3
Professionals/Officers	47	60.3
Executive secretaries of cells	10	12.8
Total	78	100

*Source: Primary data, August- September 2020*

Affording to the table 4.4, the majority of respondents (60.3%) are professionals/officers. This position is followed by directors (15.4%) and executive secretaries of cells representing (10.3%) while others are the executive secretaries of sectors (10.3%) and the Division Manager (1.2%). This shows that respondents are from different positions which allowed to get views from different angles.

#### 4.1.5. Place of work of respondents

The place where respondents work is a vital variable as it allows to know which administrative level benefited more from coaching program than others. Concerned levels include District, Sectors and Cells. Employees at these different levels are all considered as District staff though they operate at different administrative layers according to the local government structure.

**Table 5. Deployment areas of respondents**

<b>Administrative level</b>	<b>Distributed questionnaires</b>	<b>Responses rates</b>
District	44	56.5
Sector	24	30.7
Cell	10	12.8
<b>Total</b>	<b>78</b>	<b>100%</b>

*Source: Primary data, August- September 2020*

Table 4.5 above shows that the majority of respondents work at district level with 56.5%. This is followed by employees at sector level with 30.7% while the rest of respondents work at cell level and they represent 12.8%. The message behind these figures is that coaching is performed at different levels and by principle, staff at higher level should coach their colleagues at lower level. In other words, staff at district should coach those of sectors while these ones should coach those of cell levels.

#### **4.1.6. Professional experience of respondents**

The professional experience of employees is an important variable it helps to get more concrete information related to challenges, gaps and relevance of coaching on individual and organizational performance.

**Table 6. Professional experience of respondents**

<b>Professional experience</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	42	53.8
6-10 years	29	37.2
Above 10 years	7	9.0
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

According to table 4.6 above, the respondents with the number of professional experiences ranging from 1-5 years constitute the majority (53.8%) followed by respondents with professional experience between 6-10 years (37.2) while only 9.0% represent the number of respondents with more than 10 years of experience. From these figures and considering the period of the study, there is more chance and high probability that the respondents could have experienced coaching program in one or another.

#### **4.2. Presentation of findings**

The researcher took time to analyze the data to understand the relevance of coaching program to organizational performance. Specifically, he analyzed the extent to which coaching

program influenced and affected district performance in local governance Entities with focus on Rwamagana District.

#### 4.2.1. Relevance of coaching program

With regard to the first research specific objective, the study sought to know the views of employees with regard to the relevance of coaching program in the context of Rwandan local government. The table below presents respondents’ perception on the extent to which coaching approach is relevant to Rwamagana district.

**Table 7. Perception of respondents on the relevance of coaching program**

<b>Statement</b>	<b>Frequency</b>	<b>Percent</b>
Very relevant	35	44.9
Relevant	31	39.7
To some extent	12	15.4
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

According to table 4.7, the study displays that all the respondents admit that coaching program is relevant although their level of perception differ. For 44.9% which the majority, coachin program is very relevant while for 39.7% it is relevant and for 15.4% of the respondent, the program is to some extent relevant. These views were confirmed by the statements of senior officials interviewed as one of them said:

*“the approach is relevant to a large extent considering the context of local government”.*

The individual interviews also revealed that coaching program is in line with decentralization policy where by central government decentralized both services and capacities and here, capacities mean financial and technical skills needed to deliver better to the organizational mandate of local government which is better service delivery to its citizens. So, to achieve this, employees have to be capacitated through coaching program among other approaches to ensure that they fully understand their roles and responsibilities and have required skills.

The research went further to analyze the reasons behind the relevance of coaching and results are summarized in the table below.

**Table 8. Reasons why coaching program is relevant**

<b>Reason</b>	<b>Frequency</b>	<b>Percentage</b>
Learning new things from job	58	74.4
Learning from colleagues	43	55.1
Proper planning, monitoring and evaluation	47	60.3
Improved Human Resources Management	32	41.1

*Source: Primary data, August- September 2020*

As table 4.8 above shows, the relevance of coaching program is justified by different reasons including Learning new things from job (74.4%), Proper planning, monitoring and evaluation (60.3%), learning from colleagues (55.1%) and Improved Human Resource Management (41.1%). These benefits from coaching show an influence on the performance at individual staff but also at the level of the organization.

Furthermore, the researcher found out some tools developed under coaching program on benefit of the employees in Rwamagana district showing other role that coaching program played in performance of the district performance.

This study analyzed the tools developed under coaching program and their importance in Imihigo performance in Rwamagana District. These include among others

- icyumba cy'imihigo “Imihigo room” where anyone can visit *imihigo* in one space and have updates on the progress and performance of district while provide his/her comments and inputs. In fact, *Imihigo* room helps to monitor all integrated *imihigo* and ensure the quality filing and reporting at all levels from District, to Sectors and Cells.
- *Imihigo* table “*Ameza y'imihigo*” which is a model or approach that brings together the District council, District Executive Committee and JADF to regularly exchange on *Imihigo* in order to monitor the implementation progress and advocate for the *Imihigo* with challenges. *Imihigo* table aims to solve the problems related to the participation and ownership between the District and Stakeholders.
- *Imihigo* Task Board which is a tool helps to assign integrated *imihigo* to the staff and monitor them on daily basis. It is prepared from the beginning of year, especially one week after the *Imihigo* signing ceremony.

- *Imihigo* Dashboard/Billboards, which is a tool used to help the public to know *Imihigo* of the District and follow its implementation progress. The dashboard and billboards are updated quarterly.
- *Imihigo* Allocation Matrix which is the tool that helps to allocate integrated *imihigo* to the different representatives of institutions partnering with the District (Stakeholders or Government institutions) for the purpose of participation and ownership
- The District *h*quality assurance team coaching guide book which is a booklet designed in the framework of coaching program to ensure all coaching program beneficiaries have that friendly book for their own coaching or as a tool to coach peers.

One interviewee at Province level said:

*We have enjoyed much coaching program in our Districts, a big percentage of our staff from district up to cell levels have gained new skills in various domains like planning, monitoring and evaluation, management, PFM, HRM, to mention but few. Moreover, the tools developed in the framework of coaching program have been used in skills transfer to all staff at all levels of administration. All these tools were in each office and accessible to all staff to ensure that they are used and productive. We appreciate coaching program and would have same coaching program across years.*

However, on the question to know whether coaching needs assessment was done, the findings showed that coaching interventions not always based on needs assessment as obtainable in the following table:

**Table 9. Views of respondents on coaching needs assessment**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	38	48.7
No	26	33.3
Don't know	14	18.0
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

The table 4.9, majority of the respondents representing 48.7% affirmed that coaching needs were assessed while 33.3% said that there was no assessment of need and 18.0% don't know. The researcher analyzed these views and concluded that, though coaching program was

implemented in Rwamagana District was appreciated as relevant, there are still gaps to be fixed in order to ensure effectiveness. As a matter of fact, it is very important to make sure that all the beneficiaries are aware of the program so that they can own the interventions and results. In addition, a proper analysis of needs must be performed before the intervention as to ensure that it addresses the real gaps.

#### 4.2.2. Relationship between the coaching interventions and District Imihigo

The researcher finally examined the relationship between coaching interventions and district Imihigo, so as to confirm whether coaching program influenced the performance of Rwamagana District as far as Imihigo are concerned. The findings related to this point are reviewed in the below table:

**Table 10. Relationship between the coaching interventions and District Imihigo**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Citizen’s participation increased in Planning and Budgeting	14	17.9
Rwamagana district consecutively performed better in performance contract “Best performer” with first ranking from 2016-2019	54	69.3
Unqualified report (“Clean”) in financial management as per Auditor’s opinion	10	12.8
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

The findings showed that 69.3% of the respondents confirmed that Rwamagana district was consecutively “Best performer” in Imihigo with first ranking from 2016 to 2019 due thanks to various factors including coaching program. 17.9% stated the performance in financial management specifically in audit whereby Rwamagana district got the unqualified report (“Clean”) in financial management as per Auditor’s opinion and 12.8% of respondents affirmed that with coaching program, there was an increase of citizen’s participation in Planning and Budgeting.

The above achievements were relatively attributed to coaching program though other factors contributed to this performance. One of the interviewees commented:

*Before coaching program, Rwamagana District had never been in the good positions especially in relation to performance contract-Imihigo, for example, in 2015-2016 the district was ranked 17<sup>th</sup> out of 30 districts. But since the fiscal year 2016/17it is always ranked 1<sup>st</sup> among all the 30 districts. I won't totally attribute this performance to the coaching approach but I want to emphasis on the key role it played to this achievement though other factors might have contributed.*

*In addition to this, in audits performed by either MINECOFIN or Office of Auditor General, the district used to have adverse opinion but now the district got a “clean audit report”, how can't one appreciate coaching program?*

#### **4.2.3. Changes occurred from the partnership of coaching program and LG entities**

The researcher examined the changes occurred in the fiscal years from 2016-2019 the period on which coaching program was implemented in the districts including Rwamagana. The findings are presented in the table below:

**Table 11. Major changes considered as outcomes of coaching program**

<b>Major Changes registered</b>	<b>Frequency</b>	<b>Percentage</b>
Strong commitment of politicians and technicians	53	67.9
Working collectively and in team towards common goal	43	55.1
Increased partnership between central, local government, citizens and JADF	38	48.8
Increased accountability and transparency	37	47.4

*Source: Primary data, August- September 2020*

According to the figures in table 4.10 above, major changes that occurred under the partnership of coaching program and District include: Strong commitment of politicians and technicians (67.9%)increased working collectively and in team towards common goal (55.1%), increased partnership between central, local government, citizen's and JADF (48.8%) increased accountability and transparency (47.4)

From the interview conducted, one respondent affirmed the following:

*With coaching program in the district, everyone came to clearly know his/her role and responsibility, how to justify and report achievements and how to work with others towards common goal. We used to be self-concentrated to our own Umuhigo but thanks to the coaching, we have realized that, own individual performance cannot contribute to organizational performance if there is no team work and from there we increased our collaboration.*

#### **4.2.4. Coaching program challenges**

After finding coaching program as key tool for organizational performance and as one of the key instruments that contributed to Rwamagana district performance in addition to other factors, it was revealed that coaching program empowered both elected leaders and technicians towards performance fostering citizens and partners working and collaborating towards common goal.

However, through different views of the respondents, the researcher examined challenges to coaching program in order to formulate suggestions and recommendations to concerned Institutions for a more effective program. The key challenges are summarized in the table below:

**Table 12. Major challenges to the coaching program**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
Limited budget for coaching to continue	38	48.7
Some of the leaders do not value the relevance of coaching program on performance	12	15.4
No existing pool of Expert coaches available	6	7.7
Heavy workload making availability of staff not controllable to secure time for coaching	22	28.2
<b>Total</b>	<b>78</b>	<b>100</b>

*Source: Primary data, August- September 2020*

The results illustrated in the table 4.12 above discovered that 48.7% of the respondents affirmed the major challenge to coaching is related to limited budget for coaching to continue

delivering the capacities to local government, while for 28.2% find the challenge to be the heavy workload making availability of staff not controllable to secure time for coaching. Another challenge was confirmed by 15.4% of the respondents and it concerns the fact that some of the local leader do not value the relevance of coaching program on performance. Finally, 7.7% of informants find that lack of pool of expert coaches is another obstacle to the program.

Nevertheless, coaching came to address the challenges faced by classical training approach, which often takes place out of the working place making it very difficult to follow-up and evaluate the impact. As far as coaching is concerned, it offers a learning by doing opportunity enabling employees to continue performing their daily responsibilities, this facilitates the transfer of knowledge and skills better to the persons being coached.

One of the interviewees stated that:

*Coaching program was much appreciated because of the fact that it contributed to our individual and organizational performance but unfortunately, the coaches had limited time of two years if not three. I understand they should not be there forever, but at least a project of five years would be much better and productive than that of two to three years.*

*I hope next time the time frame will be increased since it is not a matter of budget but that of value that institutions attributed to coaching program. The budget cannot be a problem when there is a need for coaching staff.*

## **CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS**

### **5.0. Introduction**

This chapter gives a summary of findings and some conclusions and recommendations with regard to the study. In the end, recommendations for future research are also formulated.

### **5.1. Summary of Findings**

The researcher approached this research work according to the objectives presented in chapter three which are the following:

- General objective which was to examine the effect of coaching program to the organizational performance of the Rwandan local governments
- Specific objectives that were to (i) Analyze the coaching approach in the context of LG entities in Rwanda; (ii) Assess the relationship between the coaching interventions and district *Imihigo* performance and (iii) Analyze the changes occurred in district performance during fiscal years 2016-2019 as a result of coaching interventions.

For the first specific objective, the findings confirmed that the coaching is relevant in the framework of the local government. This was confirmed by 100% of the respondents whereby 44,9% find coaching very relevant, 39,7% find it just relevant while 15,4% find it relevant to some extent.

The findings also confirmed the expectation of Government of Rwanda when the pilot phase of coaching program in Rwanda was launched with the aim to improve the process of decentralization and service delivery in districts and to enable Rwanda Governance Board and central government in general, to provide advice to districts in service delivery and decentralization towards organizational performance of decentralized entities.

For the second objective that was to analyze the changes occurred from the partnership of coaching program and LG entities in fiscal years 2016-2019, the study revealed that key changes according to their importance include respectively: Strong commitment of elected leaders and technicians (67.9%) increased working collectively and in team towards common goal (55.1%), increased partnership between central, local government, citizen's and JADF (48.8%) and increased accountability and transparency (47.4)

Concerning the third specific objective, the findings show that coaching program is among factors that contributed to the District Imihigo performance. To confirm this, 69.3% of the respondents recognized that coaching contributed to the performance of Rwamagana district which was consecutively “Best performer” in Imihigo while 17.9% stated that coaching also had a role in the good performance in financial management specifically in audit whereby Rwamagana district got clean report. Finally, 12.8% of respondents affirmed that with coaching program, there was an increase of citizen’s participation in Planning and Budgeting processes.

## **5.2. Conclusion**

The aim of this study is to investigate the relevance and association that exists between coaching program and organizational performance with specific focus on local government in Rwanda. The study was directed by the research questions set to guide collection of the right information on the topic. The following questions were therefore formulated: How does coaching approach work in the context of LG entities in Rwanda? Is there a relationship between coaching interventions and district Imihigo performance? What are the benefits registered during Imihigo for 2016-2019 as a result of coaching interventions?

The literature review explored a number of literatures about key concepts of this study which are coaching, performance, performance contract – Imihigo, Performance management. After this section, two theories were discussed as guidance to the research and the conceptual framework was developed basing on these theories. This conceptual framework comprised two main variables which are coaching program as the independent variable and the organizational performance which was the dependent variable.

The methodological design embraced for this study was descriptive research technique. The population for this study was 108 employees of Rwamagana District. The sampling technique for this study was simple purposive sampling to determine the sample size. The sample size of the study was 85 respondents. The study used primary data collected through a questionnaire distributed to 85 potential respondents. However, 7 respondents were not able to reply which brings the rate of responses to 92%. The questionnaire was designed in google form and the interviews conducted through use of phone calls due to COVID 19 restrictions. The data collected were then analyzed, after coding and summarizing the research findings in chapter four, the study concluded the research according to the objectives aforementioned.

### **5.3. Recommendations**

Having explored the partnership of coaching program and the Rwamagana district for performance contract Imihigo and basing on key findings as presented in chapter four above, the following recommendations are formulated as a contribution the design and implementation of next generation of coaching program:

Firstly, the study revealed that coaching program plays a meaningful function in the performance of District with regard to Imihigo performance. However, all the actors intervening in the implementation of coaching interventions have to be on the same level of understanding of the approach. That is the reason why there is therefore need to sensitize all these actors especially beneficiaries for ownership and readiness purpose leading to sustainability of coaching achievements.

Secondary, coaching program is financially consuming. This shows the need for more funds mobilization to support coaching interventions. For this, the study suggests to provide for a coaching budget line in the budget for capacity development in general.

Thirdly, coaching interventions should reach all the three levels (District, Sector and Cell). This will allow more productivity in terms of performance since these levels contribute to the organizational performance and it was revealed that there are persisting capacity gaps to be overcome by coaching approach. This goes hand in hand in providing for executive coaching for senior officials at district level as to increase the level of productivity.

Fourthly, there is need to strengthen coordination of coaching program to ensure better results. This coordination is in charge of operational monitoring as well as the evaluation of the program interventions. It is therefore important to establish a strong coordination mechanism so that there is value for money.

Fifthly, there is need to put in place a pool of experienced coaches to ensure availability and accessibility of coaching expertise. In fact, coaching requires good expertise in terms of advisory services and technical assistance. Therefore, there should be a pool of people that can be available to provide these services. This can be achieved by investing in a specialized program that train potential experts in different domains so that they can be accessible at any time they are needed.

#### **5.4. Suggestions for further researches**

The study concentrated on one district while coaching program was implemented in 30 districts and the City of Kigali. To be more informative, there is need to conduct the same research in more than one districts. This could help get more light on the contribution of coaching program to the performance of local government.

The case study of this research was Rwamagana district, a rural district. As we have three categories of local governments specifically rural, urban and secondary cities, it could be advised to explore the relevance of partnership of coaching program and District towards Imihigo performance in these three classes and make a reasonable analysis. Considering the architecture of the three categories and the role of each in the transformational agenda, this can help efficient and effective planning and foresighting capacity development since they have different needs.

Finally, the research focused on the partnership between coaching program and the district towards Imihigo performance. However, it is suggested to conduct other research on this partnership towards other performance areas such as revenue collection, infrastructure management, social protection programs, strategic planning, etc.

## REFERENCES

- ADB, (2012). Performance contracts and social service delivery - Lessons from Rwanda. Kigali Rwanda
- Armstrong, M. & Baron, A. (1998). Performance Management: The Realities. London: Institute of Personnel and Development.
- Armstrong, M. & Baron, A. (2004), 'Get into Line', People Management, Vol. 10, issue 20 CIPD
- Armstrong, M. (2014). Armstrong's Handbook of Performance Management. 5th edition. Kogan Page.
- Backes-Gellner, U. & Tuor, S.N. (2010). Avoiding labor shortages by employer signaling: on the importance of good work climate and labor relations. Industrial and Labor Relations Review.
- Bizoza R.A (2011). Farmers, Institutions and Land Conservation – Institutional Economic Analysis of Bench Terraces in The Highlands of Rwanda. Wageningen: Wageningen University.
- Carroll, R.L. (2002). Evolution of the capacity to evolve. Montreal: McGill University.
- Colomo & Casado (2006), Mentoring & Coaching. IT Perspective. Ostfold: Journal of Technology Management and Innovation, Ostfold University College.
- Cropanzano, R. & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. Journal of Management.
- De La Rosa et al. (2007). Coaching leaders in middle and Executive Management: Goals, performance, buy-in. Leadership & Organization Development Journal.
- Dyfrig, J. (2018). Executive Coaching. Sunderland: You.Development Ltd.
- Evered, R.D. & Selman, J.C. (1989). Coaching and the art of management. Organizational Dynamics.
- Flavia, F. (2010). Analysis of the Performance Management within Industrial Systems: a case study, University of Braşov, Department of Manufacturing Engineering, Mihai Viteazu No.5, Braşov, Romania.
- Gartner, W.B. (2010) ENTER: Entrepreneurial Narrative Theory Ethnomethodology and Reflexivity. Clemson: Clemson University Digital Press
- Gil, A and Carrillo, F. (2013). La creación de conocimiento en las organizaciones a partir del Aprendizaje. Intangible Capital.

- Grant, A.M. (2001). *An Integrative Goal-Focused Approach to Executive Coaching. Evidence based coaching handbook: putting best practices to work for your clients.* Hoboken, N.J: John Wiley & Sons.
- Gonsior et al., (2015). *Result-Based Approaches: Empirical Study on Incentive Systems at the Subnational Level in Rwanda, Country Working Group 3, Kigali, Rwanda.*
- Hammervoll, T. (2011), "Honeymoons in supply chain relationships: The effects of financial capital, social capital and psychological commitment", *The International Journal of Logistics Management.* <https://doi.org/>
- Hannafey, F.T. & Vitulano, L.A. (2013). *Ethics and executive coaching: An Agency Theory Approach.* *Journal of Business Ethics.*
- Hodgetts, W.S. (2002). *Executive coaching: what can go wrong (and how to prevent it).* In C. Fitzgerald and J. G. Berger (Eds.), *Executive Coaching: Practices and Perspectives.* Palo Alto, C.A.: Davies-Black.
- Hutchinson, S. & Purcell, J. (2010). *Managing Ward Managers for Roles in HRM in the NHS: Overworked and Under-resourced.* *Human Resource Management Journal.*
- IDEA, (2013). *Study on results-based management, case studies and best practices.* Quebec, Canada.
- IPAR, (2015). *Performance Contract Evaluation "Imihigo" commissioned by the Prime Minister's Office.* Kigali: Institute of Policy Analysis and Research, IPAR-Rwanda
- IPAR, (2016). *Accelerating Economic Growth through Performance Contracts "Imihigo",* IPAR-Rwanda: Kigali.
- Jeffrey, E.A. (20018). *What is Executive Coaching?* Jewel Training Center.
- Joo, B.K. (2005). *Executive Coaching: A Conceptual Framework from an Integrative Review of Practice a Research, Vol 4, University of Minnesota, Human Resources Development Review, SAGE journals.*
- Jones, G. & Spooner, K. (2006). *Coaching high achievers.* *Consulting Psychology Journal*
- Kampa-Kolesch, S. & Anderson, M.Z. (2001). *Executive coaching: A comprehensive review of the literature.* *Consulting Psychology Journal*
- Karsten, M.A. (2010), *Coaching: An Effective Leadership Intervention.* Windsor: University of Colorado.

- Kenny, M.E. (2019). *Personality and Individual Differences*. Amsterdam: Elsevier Ltd
- Leisink, P. & Knies, E. (2011). Line Managers' Support for Older Workers. *The International Journal of Human Resource Management*. <http://dx.doi.org>
- Meier, (2003), *Results Based Management: Towards a common Understanding among development cooperation agencies*. London: ALNAP, Overseas Development Institute.
- MINALOC, (2010). *Concept note on Imihigo*. Kigali.
- MINALOC, (2015). *Performance Contract/Imihigo a panacea to national transformation*. Kigali.
- MINECOFIN, (2010). *Concept Paper on Imihigo Planning and Evaluation*, Kigali.
- Moen, F. & Allgood, E. (2009). Coaching and the Effect on Self-efficacy. *Organization Development Journal*.
- Mulei, J.M., & Orodho, J.A. (2014). *Performance Contracts and Service Delivery: What Is the Level of Preparedness of School Managers in Management of Secondary Schools in Makueni County, Kenya? Research on humanities and social sciences*.
- Mulikita, N.-M. (2008). *Applying Results Based Management (RBM) Strategies in African Public Administration: Challenges and Opportunities*. *African Journal of Public Administration and Management*.
- NAR, (2018). *Local Government Imihigo Process: Understanding the factors contributing to low Citizens Participation*. Kigali Rwanda
- Núñez-Cacho et al., (2015). *The Effects of Coaching in Employees and Organizational Performance: The Spanish Case: Intangible Capital*. Universitat Politècnica de Catalunya Terrass
- Obwaya, A.K. (2010). *Effectiveness of Employee Performance Management System at Kenya National Audit Office*. Unpublished MBA Project, School of Business, University of Nairobi.
- Ohemeng, F.L.K., (2009). *Constraints in the Implementation of Performance Management Systems in Developing Countries The Ghanaian Case*. *International Journal of Cross Cultural Management*. London. SAGE
- Richard, et al., (2009). *Measuring Organizational Performance: Towards Methodological Best Practice*: SAGE Journals

- Richard, W. (1995). A theory of team coaching, *The Academy of Management Review* · April 2005: Harvard University
- Roberts, W. (2012). *The coaching process*, London: Prentice Hall
- Robinson, I. (2006). *Human Resource Management in Organizations*. London: CIPD
- Rodriguez, J. & Walters, K. (2017). *The Importance of Training and Development in Employee Performance and Evaluation*. Statesville: World Wide Journal of Multidisciplinary Research and Development.
- Rotich, et al., (2014). *The Effect of Performance Contract Implementation on Service Delivery in Provincial Administration: European Journal of Business and Management*.
- Rowold, J. & Schilling, J. (2006). *Career-Related Continuous Learning*. *Career Development International*.
- RGB (2014), *The assessment of the impact of home-grown initiatives*. Kigali.
- RGB, (2019). *The Internal Evaluation of Coaching Program*. Kigali.
- Saks, A.M. & Gruman, J.A. (2011). *Organizational socialization and positive organizational behaviour: implications for theory, research, and practice*. *Canadian Journal of Administrative Sciences / Revue Canadienne des Sciences de l'Administration*.
- Schiavo, C.S. & Sundaram, P. (2001). *To Serve and To Preserve: Improving Public Administration in the Competitive World*. Manila: ADB
- Sherman, S. & Freas, A. (2004). *The Wild West of Executive Coaching*. *Harvard Business Review*.
- Shih, H.A., Chiang, Y.H. & Chen, T.J. (2012). *Transformational leadership, trusting climate, and knowledge-exchange behaviors in Taiwan*. *The International Journal of Human Resource Management*
- Simpson, S. N. Y. & T. Buabeng (2013) 'Performance Contract and Performance of Public Enterprises: A Study of the Implementation Processes'. Las Vegas: *Journal of Public Administration and Governance*.
- Tepper, B. J., & Taylor, E. C. (2003). *Relationships among supervisors' and subordinates' procedural justice perceptions and organizational citizenship behaviors*. *Academy of Management Journal*
- UNDG, (2011). *Results-Based Management Handbook, harmonizing RBM concepts and approaches for improved development results at country level*.

- Verhoest et al. (2004) "The Study of Organisational Autonomy: A Conceptual Review." Public Administration and Development Print.
- Whitmore, J. (1992). Coaching for Performance. London: Nicholas Brealey Publishing Ltd
- Whitmore, J. (2010). Coaching for Performance: GROWing Human Potential and Purpose: The Principles and Practice of Coaching and Leadership: Nicholas Brealey Publishing.
- Zaharov, A. (2010). Coaching: The influence of executive coaching on organizational performance. Rio de Janeiro: Brasport
- Zaleska, K. and De Menezes, L. (2007). Human Resources Development Practices and their association with Employee Attitudes: Between traditional and new careers. Human Relations. <http://dx.doi.org>
- Zeus, P. and Skiffington, S. (2002). Guía completa de coaching en el trabajo. Madrid: McGraw Hill.

## APPENDICES

### 1. Questionnaire

Dear Respondent,

My names are **MINANI Faustin**, a student from University of Rwanda (UR), College of Arts and Social Sciences, School of Social political and Administrative Sciences, Masters of Local Governance Studies. Currently, doing my final academic research (Thesis). I am collecting information in a study that aims to explore the partnership of the coaching program and the district towards Imihigo performance.

You have been selected randomly and we want to collect information from you through questionnaires. The outcome of this will never be attributed to you individually but will rather be put together with the views of other citizens in order to accomplish the study and will be treated with utmost confidentiality. Note that, your participation is voluntary and can be ended at any point during the research. In case, this consent form contains words or concepts that you do not understand. Please ask me to stop as we go through the information and I will take time to explain them as you go along and that they may ask them me or of another researcher now or later.

This therefore, serves to remove any fear that might constrain you from giving your views. This interview will not exceed fifteen minutes.

Yours sincerely,

**Faustin Minani**

#### Section I: Respondents' background information

**Location:** Village.....Cell.....Sector.....

**Age (Tick one)** 18-24 25-34 35-44 45-54 55-and above

**Gender** Male Female

**Educational qualification (Tick one)** PhD Masters  Bachelors Other, please specify.....

**Employment:** Student Farmer Self-Employed Trader Civic servant  other, Specify please.....

**Professional Experience:** 1-5 6-10 +10

**Section II: Questions related to research topic “Relevance of coaching programme /Uko gahunda ya “coaching” ijyanye n’ibikenewe mu nzego z’ibanze**

**2.1. According to you, to which extent-coaching program” is suitable to LG? Kuri wowe gahunda ya “coaching” ubona iberanye n’Inzego z’ibanze ku kihe kigereranyo**

- a.  Very relevant/Cyane
- b.  Relevant /biraberanye
- c.  To some extent relevant/bigereranyije
- d.  Not relevant /ntabwo bijyanye

**2.2. Can you explain a little bit the reasons behind your response? /Ni iki kibigaragaza?**

- a.  Learning new things from job/kwiga ibintu bishya utavuye kukazi
- b.  Learning from colleagues/Gusangira ubumenyi n’abo mukorana
- c.  No waste of time going to trainings outside/Kudatakaza umwanya umuntu ajya mu mahugurwa hanze y’akazi
- d.  Address real capacity needs/Isubiza ibibazo nyakuri by’ubushobozi

**2.3. Was the Coaching needs assessment done/haba harabanje gusuzumwa ibikenewe mbere y’iyi gahunda?:**  Yes/Yego  Non /Oya

If yes, how was is it done/Niba ari yego byaba byarakozwe gute?

- a.  Was done by the coach/Byakozwe na “coach”
- b.  Was done through meetings/Byakorewe hamwe mu nama
- c.  District authorities/Ubuyobozi
- d.  Others (specify)/ubundi buryo (buvuge)

**2.4. Did you participate in needs assessment/Waba waragize uruhure wowe ubwawe mu gusesengura ibikenewe?**  Yes/Yego  Non /Oya

**2.5. What is your appreciation with regard to implementation/Ubona ute uko gahunda yashyizwe mu bikorwa?**

- a.  Above /hejuru ya 80%
- b.  Between /hagati ya 50 and 80%
- c.  Below /munsi ya 50%

**2.6. What is your appreciation with regard to effectiveness of M&E/Ubona ute uko gahunda ikurikiranwa?**

- a.  Above /hejuru ya 80%
- b.  Between /hagati ya 50 and 80%
- c.  Below /munsi ya 50%

**Section III. Benefits from coaching program /Ibyiza bituruka kuri gahunda ya coaching**

3.1. Did your knowledge and skills with regard to Imihigo improved after the coaching program/ubumenyo n’ubushobozi bwawe ku bijyanye n’Imihigo byaba bariyongereye nyuma yo gufashwa muri gahunda ya “coaching”?  Yes  No, If yes, what are key benefits can you attribute to coaching program/Ni ibiki wishimira kuri gahunda ya coaching?

- a.  Improved understanding of Imihigo/Kumva neza Imihigo
- b.  Upgraded skills to draft concept note/Ubumenyi bwisumbuye mu gutegura inyandiko ngenderwaho
- c.  Improved target setting/ubumenyi bwisumbuye mu kugena intego
- d.  Improved M&E Imihigo/ Ubumenyi bwisumbuye mu ikurikirana bikorwa
- e.  Others/Ibindi (specify/sobanura).....

3.2. How can you rate improvement made in the following areas? Ni ikihe kigero washyiraho impinduka zabaye mu byiciro bikurikira?

- a.  Imihigo planning (1 low-5 Very high)/Itegurwa ry’Imihigo (1 hasi-5 hejuru cyane)
- b.  Imihigo implementation (1 low-5 Very high)/Ishyirwamu bikorwa ry’Imihigo (1 hasi-5 hejuru cyane)
- c.  Imihigo M&E (1 low-5 Very high)/Gukurikirana no gusuzuma Imihigo (1 hasi-5 hejuru cyane)

3.3. Rwamagana District at various occasion, has ranked nationally as best performing districts in performance contract, is there any link with coaching program?

Yes  No. Please, provide more details/Sobanura.....

.....

3.4. What are challenges to coaching program/Ni izihe mbogamizi mubona muri gahunda ya coaching?

- a.  Limited time of coaches resulting in limited assistance/ Igihe gito cya “coaches” gituma batadufasha uko bikwiye

- b.  Many tasks to do causing lack of time to work with coaches/Akazi kenshi gatuma nta mwanya wo gukorana na ba “coaches”
  - c.  District leaders who do not well understand coaching/Abayobozi b’akarere batumva neza gahunda ya “coaching”
  - d.  Others (specify)/Ibindi (bivuge)
- 3.5. What can be done to address these challenges /Kuri wowe hakorwa iki ngo ibi bibazo bibonerwe igisubizo?

.....  
 .....

Thank you very much for your collaboration.

## 2. Interview Guide

1. Have you ever heard about coaching program? Please talk a little about it Waba uzi gahunda ya Coaching? Gira icyo uyivugaho
2. In your opinion, did coaching intervention contribute to the improvement of organizational, individual and specifically, to Imihigo/Ku bwawe, hari impnuka coaching yaba yarazanye mu kigo, ku bakozi ubwabo no ku mihigo by’umwihariko?
3. What are the major challenges do you think coaching is facing/Ni ibihe bibazo mubona muri gahunda ya coaching?
4. What could be done in order to:
  - (i) Address these challenges? Ni iki mubona cyakorwa kugira ngo ibi bibazo bibonerwe umuti urambye?
  - (ii) Maintain coaching achievements? Ibyagezweho na coaching birambe?