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Development needs and perceptions of senior managers in Namibian state owned enterprises

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree Masters in Management: Business and Executive Coaching

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ABSTRACT

According to the Namibian Minister of Finance, Namibian state owned enterprises (SOEs) generally underperform: the majority are unable to pay dividends to their shareholders. In the local press-reported public perception, this is due to an apparent lack of competency at, mainly, senior management level.

In the organisational development world, it is assumed that senior manager coaching, as one of several potential organisational development process initiatives, would lead to greater senior manager competence, and thus improved organisational efficiency.

However, in Namibia, no known research exists on whether this is indeed the case, or on what senior manager development needs actually are. From this research gap derives the research question: What are the development needs and perceptions of senior managers in Namibian state owned enterprises? Situated within an ecosystemic paradigm and Maslow's humanist hierarchy of needs psychological theory, this study adopts a holistic, interpretive, and empirical approach in one purposively selected SOE to explore this question.

Findings suggest that senior managers' development needs are clustered mainly in Maslow's "deficiency" category of needs. In particular, managers experience anxiety around competency issues, and a general lack of recognition and appreciation. In contrast, however, the study found a strong sense of affiliation, even loyalty, towards the SOE studied. The frequency with which organisational deficiencies were also mentioned nevertheless suggests that it would be insufficient to address senior manager development needs in isolation from broader organisational development process interventions.

The report concludes with recommendations inter alia, for further research particularly around the issues of individual competence, recognition, and affiliation within an organisational context.

DECLARATION

I, Ursula E.L. von Holtz, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master in Management: Business Executive Coaching at the University of the Witwatersrand, Johannesburg. No part of this research report has been previously submitted to this or any other institution for this or any other degree or examination. Where the work of others has been referred to, this has been referenced in accordance with University requirements.

……..

Ursula. E.L. (Ulla) von Holtz

Signed at…….., on the ……day of ……. 2013.

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CHAPTER ONE: INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to form a preliminary understanding of perceptions of development needs of senior managers in state-owned enterprises (SOEs) in Namibia.

1.2 Context of the study

1.2.1 *Namibia's colonial era, and transition to Independence*

Present day Namibia was placed under German colonial rule in the 1880s. During World War I, the German territorial force surrendered to the invading South African army. A mandate of the League of Nations, and after World War II, of the United Nations (UN), required South Africa to progress the territory towards political independence. Instead, South Africa installed various versions of a local Administration, all of which effectively remained politically subject to South Africa.

There was however increasing tension between the UN and South Africa over the latter's application its apartheid policies in the territory, resulting in the UN General Assembly terminating South Africa's mandate in October 1966. The UN established a Council for Namibia to administer the territory until its independence, and in March 1969, in terms of Security Council Resolution 435, called on South Africa to withdraw from the territory. This South Africa refused to do. Instead it continued to administer the territory on a quasi-provincial basis. There followed a prolonged war of liberation between South African military forces and SWAPO (South West Africa People's Organisation) until Namibia became independent on 21 March 1990 (UNIN 1987).

1.2.2 *The Namibian managerial labour market pre- and post independence*

In pre-independent Namibia, decision-making posts in central, regional and local government, as well as in state-owned enterprises (SOEs), were generally filled by white

males, who held South African passports. This situation permitted a free-flow of employment from South Africa into Namibia. A senior post in the SWA Government or in a semi-government institution, such as the then Namib Air, would be regarded as a stepping-stone by a South African high-flyer in his general career.

Since the country's independence, the Namibian Government has legislated the commercialisation of the major infra-structural activities of the country (Government Gazette no. 149 of 2006) Air, road and rail transport for example, are all managed by the state-owned enterprises of Air Namibia, Namibia Roads Authority, and TransNamib. Likewise, Namibia's extensive national parks and protected areas are managed by another SOE, Namibia Wildlife Resorts. There are a total of 52 SOEs governed by the Act.

Today, foreigners (i.e. non-residents) – this in essence now includes South African passport holders whether "white" or not – can only work in Namibia by obtaining a work permit from the Ministry of Home Affairs. The Government's stance on foreign workers has propelled a vast number of Namibians into decision-making positions in Namibian companies generally, and specifically in Government, SOEs and Local Authorities.

Two further factors influence the senior managerial labour market. First, there is ongoing government pressure to ensure that the ruling party SWAPO's affirmative action policy is implemented. This means that "blacks" not only replace former "white" bosses, but also frequently become their bosses. Being able to manage in such a multi-cultural (or multi-colour) milieu is an essential personal, inter-personal and organisational skill.

Secondly, there is pressure from the ruling party SWAPO to ensure that top management posts in SOEs are occupied by loyal cadres committed to carrying out the party's political programme (Sasman 2011). Such loyal cadres are not necessarily also effective SOE senior managers.

1.2.3 *Measuring state-owned enterprise (SOE) performance*

SOEs operate on commercial, profit and market-orientated principles. The Namibian Government is the sole shareholder in most SOEs and the major shareholder in some, and dividends may be paid out of earnings from time to time.

This study assumes that the payment of such dividends, an absence or low level of critical media coverage, or critical comment by the Auditor General, or non-bailout of failing SOEs by taxpayer money, are all indicators of *successful* financial and managerial performance by SOE decision-makers.

However, according to the Namibian 2011/12 national budget tabled by the Minister of Finance in early March 2011, only five of the 52 SOEs were expected to pay any dividends at all during the 2011/2012 fiscal year (Duddy 2011). Particularly three of the more prominent SOEs are under frequent public scrutiny, and all three regularly receive negative media coverage. Examples are: "Air Namibia defaults on loans (Duddy 2011), and "TransNamib, Natau (The Namibia Transport and Allied Workers Union) bury hatchet" (Kisting 2010), where the TransNamib CEO, Titus Haimbili, is quoted as blaming the non-performance of the company on a continued culture of poor public service.

1.2.4 *Measuring SOE senior managers' performance*

The study assumes that one critical factor in an SOE's successful performance is the competence of its senior managers (Drucker 1993). One generally accepted organisational performance evaluation tool is the Balanced Scorecard (BSC). The BSC is defined in paragraph 1.6, and discussed in more detail in paragraph 2.7.

1.3 Problem statement

If senior managers' performance in an SOE were found to be incommensurate with what theorists (Senge 1990; Kotter 1995; Drucker 2006) agree is required for successful senior managerial and organisational performance, a number of possible development interventions at both an individual and organisational level are available - leadership development, management training, coaching, and organisational development are some. But devising such an intervention for and with these managers would require an understanding of their organisational challenges and difficulties, as well as of their perceived specific development needs in a multi-cultural organisational environment. There is however no such documented research in a Namibian context.

1.4 Significance of the study

This study therefore seeks to make a contribution towards filling this research gap, by exploring senior managers' perceptions of their development needs. This research report could then hopefully provide start-up guidance to SOEs Boards of Directors, CEOs and human resources practitioners on possible development interventions for senior managers in an SOE.

1.5 Delimitation of the study

The study is limited to purposively selected decision makers in Namibian SOEs, and in particular, senior managers. The rationale for this particular focus has been explained in paragraph 1.2.4. This does not mean that other persons in these SOEs, or companies in other sectors of the market, would not benefit from a development intervention.

1.6 Definition of terms

Balanced Scorecard (BSC): A performance management system, which complements financial measures of past performance with measures of the drivers of future performance. Performance is viewed from four organisational perspectives/quadrants: Financial, customer, internal-business-processes, and learning and growth (Kaplan and Norton 1996; Otley 1999).

Key Result Area (KRA): A specific, measurable job-related performance measure.

State-owned Enterprise (SOE): The State-owned Enterprises Governance Act, Act nr. 149/2006, defines a state-owned enterprise as a "state-owned company incorporated under the Companies Act 1973 (Act no 61 of 1973), in which the State is the sole or majority shareholder. State-owned enterprise means an entity that is named under schedule 1 to this Act" (Government Gazette no. 149 of 2006). Schedule 1 lists 52 SOEs in Namibia.

1.7 Assumptions

Some of the study's assumptions have already been stated within their relevant context. For example, in paragraph 1.2.3, it was assumed that the payment or non-payment of

dividends could be taken as an indicator of successful financial and managerial performance by SOE decision-makers. Likewise, in paragraph 1.2.4, it was assumed that one critical factor in a successful SOE performance is the competence of its senior managers.

The fundamental assumption underlying this study is that any intervention based on perceived development needs is a process, which falls within the human sciences discipline of psychology. Cultural diversity, group dynamics, interpersonal relationships, self-image, motivation, managing change, and empathetic listening as key to successful helping interventions, are all well-researched topics within psychology. Psychology also includes theories of adult development (Hudson 1999:65 - 93). Specific ontological and research paradigms within psychology were therefore considered relevant for this study's methodology and method (Chapter 3).

The study does *not* however assume that only a psychologist can understand managers' perceived development needs so as to be able to design, and implement a development intervention, and assess its success. I assume that my senior manager business background and experience, while not adequate to assess an interviewee's therapeutic needs, *is* adequate to understand SOE line managers perceived development (and more specifically, coaching) needs. My background has provided me with a general understanding of leadership, business disciplines, management principles, and organisational politics. These experiences are one of the critical core competencies of senior manager coaches (Feldman and Lankau 2005).

In paragraph 1.6, the Balanced Scorecard was defined as a performance management system which complements measures of past financial performance with measures of successful future performance in the areas of customer service, internal business processes, and learning and growth. Drawing on Kaplan and Norton's (Kaplan 2005) work, this study assumes that the BSC is a valuable way of measuring managerial performance. In addition, the Air Namibia senior managerial staff - the focus of this study (Chapter 3) - is familiar with the BSC as a measure of employee competence.

1.8 Outline of this research report

The research report comprises:

Chapter 1 Introduction

This chapter covers the study's context and purpose.

Chapter 2 Literature study

This chapter first introduces the role of a senior manager, and then discusses some development interventions such as leadership development, therapy, mentoring, coaching, and skills development and training for managers. The guiding metatheory within which the study is situated is then introduced, followed by a discussion of theories of adult development, the concept of being-black-in-the-world, and the Balanced Scorecard as a way of understanding senior managers' development needs.

Chapter 3 Research methodology, research design, research instruments, data collection

Apart from a discussion of methodology, research design and research instruments generally, this chapter specifically explains how Air Namibia was selected as the sample SOE, and how the study participants were identified. The concepts generalisability, reliability, and validity are briefly discussed, and an explanation of data collection is provided. Coding of interviews as a means of identifying themes is discussed, and the technical preparation of interview data before coding is explained.

Chapter 4 Data coding and results (findings)

This chapter first describes the thematic content analysis procedure, based on Maslow's hierarchy of needs theory, and then presents the results obtained (findings) by interviewee. Some reflections on the coding process conclude the chapter.

Chapter 5 Analysis and interpretation of findings

Chapter Five outlines how coding results were aggregated across all interviewees to assist in the analysis of findings. This is followed by an interpretation of the development need patterns, which emerged. The chapter concludes with possible development interventions.

Chapter 6 Lessons learnt, recommendations, and conclusions

This chapter discusses the successes and shortcomings of the project, as well as recommendations for future research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter the role of a senior manager in an organisation is first introduced (2.2), followed by a discussion of some possible development issues (2.3). The study's guiding metatheory is introduced (2.4), as well as theories of adult development (2.5), the concept of being-black-in-the-world (2.6), and the Balanced Scorecard as a tool to understand senior line managers' functional development needs (2.7).

2.2 The role of a senior manager in an organisation

The role of a senior manager differs from that of a manager. To distinguish the one from the other, it is helpful to understand that every managerial unit, other than senior management, is designed for one specific major functional task. The more senior the post, the less functional its job content, and the more strategic (i.e. incumbents' decisions and actions affect a wide area, if not all, of the business) (Drucker 1993).

The traditional activities of management, are "planning, organising, staffing and controlling" (Kotter 2001). Defining, and implementing structures, systems, policies, and procedures, and controlling related activities all fall within the ambit of management. Management also involves the execution of strategy (Drucker 1993). Management thus involves itself with the complexities of running the organisational activities.

Peter Drucker maintains that one of the key functions of a senior manager is to scan multiple environments simultaneously (1993). Multiple environments would include both the internal environment of the organisation itself (its operating, and its support functions), as well as the external environment, which includes the political, economical, social, technological, environmental, legal, and target market. The understanding of these multiple environments then enables senior managers to execute their assigned roles in an organisation.

A senior manager must be able to lead. Leadership, to my understanding, involves focusing on human possibilities. One of the core requirements for leadership is the capacity to inspire people towards peak capacity (Jaworski and Senge 2011). Leadership involves the vision for the organisation, the formulation of the resulting mission chosen for the company, the resulting strategy, and goals (Kotter 1995). Formulating strategy, as opposed to executing it, requires to my mind, an understanding of where the company wants to go (steps towards achieving the vision), and this direction-giving in turn is part of leadership Leaders must be able to manage their vision into activities (Kotter 2001) which others can execute.

Senior managers in organisations must be able to perform both roles – to manage in the traditional sense, and to display leadership. Should senior managers' leadership acumen be less than their jobs require, some development interventions are possible. These are discussed next.

2.3 Some possible development interventions

This study is about managers' perceptions of their development needs. This section begins with leadership development (2.3.1), before discussing interventions such as therapy (2.3.2), mentoring (2.3.3), and coaching (2.3.4). Since the study focuses primarily on black Namibian decision makers, section 2.3.4 includes a discussion on coaching in a diverse environment. The section ends with a discussion of skills development and training for managers (2.3.5).

2.3.1 Leadership development

Leadership, in addition to creating a vision and strategic direction for the organisation, and communicating that vision both internally and externally, also involves inspiring, motivating, and aligning people with the organisational structures, to achieve this vision (Kotter and Rathgeber 2005). Dave Ulrich and his colleagues make the point that leadership initiates change, and ensures results are achieved (Ulrich, Zenger and Smallwood 1999).

While management development typically includes programmes with focus on the acquisition of skills, and abilities to improve performance, leadership development is concerned with capacity building in anticipation of unforeseen circumstances (Day 2000).

Having established that leadership is then about mobilizing self and others – followers – into change, leadership development, in essence thus, is about the development of intrapersonal competencies, such as self-awareness, self-management, social awareness, and relationship management (Goleman, Boyatzis and McKee 2001). These attributes are closely related to the competencies related to emotional intelligence (Goleman 1996). Development of these competencies is achieved by the individual him- or herself taking control of their own learning, with practices such as coaching, and mentoring to facilitate the learning (Groves 2007).

2.3.2 Therapy

Therapy is conducted by licensed psychologists who clinically treat regressions and dysfunctions in individuals (Kilburg 2006). Therapy is focused on helping such individuals develop more effective ways of dealing with resulting distress (Feldman *et al* 2005). Such therapy would not fall within the common understanding, in a business context, of a development intervention (Stout Rostron and van Rensburg 2009).

2.3.3 Mentoring

The word *mentor* refers to someone who passes his/her own experience, knowledge and skill to, usually in the workplace, a younger colleague (Hudson 1999). A mentoring relationship is typically a long-term process and can last up to five years. Effective mentoring relationships are characterised by career development, social support and effective role modelling. This type of relationship is usually the most intense in the earlier stages of one's career (Feldman *et al* 2005).

2.3.4 Coaching

Senior manager coaching relationships are usually shorter in duration than mentoring relationships for example (Kutilek and Earnest 2001; Goleman 2003), and are formally contracted. Coaches for senior managers are frequently contracted from outside the

organisation. The interaction between coaches and senior managers tend to be more formal and structured in nature. Importantly, senior manager coaching tends to occur in mid-career rather than in early employment. It is a systematic and goal-directed process to facilitate sustained change (Bluckert 2006). Bluckert also makes the strong point that coaching moves beyond general learning and development towards enhanced effective goal achievement and personal satisfaction. "The aim is to change behavior in the short run, not emotions in the long run" (Feldman *et al* 2005:832).

2.3.4.1 Coaching in a diverse environment

The comment made by Dr Sunny Stout Rostron, which says, " In a business or institutional environment, the coach needs to become aware of and manage their own responses to questions of diversity, before they can begin to coach a client on similar issues" puts the issue of diversity into the right context for me (2009:1). As a prospective coach, I am the starting point of diversity. I need to be aware of and observe gender, cultural and other differences between myself, the black senior manager to be interviewed and potentially other interested parties in the course of both, the initial interview, as well as, ultimately, the coaching intervention itself.

As a white coach, I need, when discussing diversity, to take care not to subtly suggest we must be nice to people who are different to us, graciously allowing them to sit at our table (Stout Rostron 2009). We need to aspire to openness and honesty when tackling certain issues, even if they may be politically sensitive (McGregor 2008).

One such issue is affirmative action (McGregor 2003). McGregor's openness appears almost harsh: "I suggest that the main problems of Black Economic Empowerment (BEE) arise out of inexperience and incompetence overlaid with lack of understanding about the true responsibilities of leadership. The problems include behavioural abuse of power and deliberate misunderstanding and or misuse of BEE appointment policies" (McGregor 2008:6).

Having said that, if one of the key objectives of the coaching dialogue could be to strengthen the coachee's ability to reflect, to learn to accept and appreciate multi-diversity (Stelter 2009), that would create specific meaning in our African environment, as it would

enhance a regard for different worldviews in others, all the while mutually working towards commonly agreed – mostly organisational – goals.

2.3.5 Skills development and training for managers

A number of authors assert that that complex managerial activities usually happen in the sphere of functional areas, such as marketing, finance, human resources, and also profit requirements, innovation, and physical resources, and are thus rather technical in nature (Drucker 1993; Peterson and van Fleet 2004). Mindful of the differentiation between leadership and management made in paragraph 2.2 above, where I made the point that management is action focused, and leadership entices following by others, management development focuses on the acquisition of new skills. Richard Whitley makes an interesting point by urging that training (classroom, one-on-one, on the job) and application of the theory practicing the new skill should not be mere imparting of textbook knowledge, but should be concerned with developing organisation-specific skills (Whitley 1989).

My understanding is that the three functional quadrants of the BSC, viz. customer, financial, and internal business processes (see paragraph 2.7) are helpful methods to measure effective managerial skills application (Kaplan *et al* 1996).

2.4 Metatheory: General systems theory/ecosystemic theory

As its metatheory within which to understand senior managers' perceptions of their development needs, this study draws on ecological, or general systems theory/ecosystemic paradigm, which comprises a mutually-influencing set of tenets (Hanson 1995), (Harper 1998). For this study, I will only highlight three of these.

(a) In the ecosystemic perspective, the human being is understood as a whole system comprising subsystems, and simultaneously, as a part of a greater social, economic and cultural system. This is illustrated in the Figure 1 next:

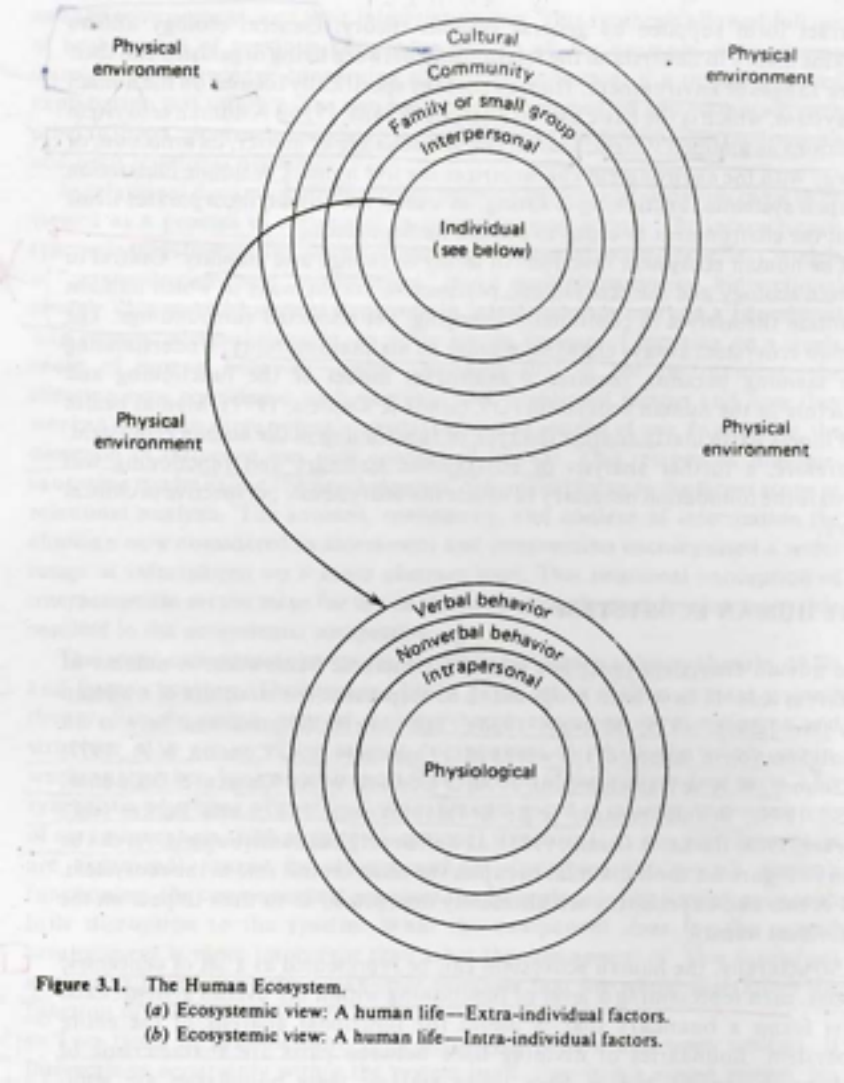


Figure 3.1. The Human Ecosystem.
(*a*) Ecosystemic view: A human life—Extra-individual factors.
(*b*) Ecosystemic view: A human life—Intra-individual factors.

Figure 1: The human ecosystem: intra- and extra-individual systemic levels (Jasnoski 1990:44)

This perspective of the human being as an influencing, and being-influenced system suggests that senior managers cannot be viewed as work-persons only, but always within the context of the other sub-systems which impinge on their lives.

(b) Another important aspect of the ecosystemic perspective is its recognition of constructivism. That is, while an objective reality might exist, each person's *perception* of it differs (Johnson 1996 quoted in Harper 1998). That is, senior managers within the *same* SOE can be expected to project multiple realities. I have therefore followed a phenomenological approach in this study.

Reber (1985:541) defines this perspective as "… a philosophical doctrine that advocates … the scientific study of immediate experience … the focus is on events, occurrences, happenings, etc. as one experiences them, with a minimum of regard for the external, physical reality … Note that there is no attempt here to deny the objective reality of events; rather, the basic issue for a phenomenological analysis is to avoid focussing upon the physical events themselves and instead to deal with how they are perceived and experienced. …". Hjelle and Ziegler (1992:399), in discussing Carl Rogers' phenomenological theory of personality, describe phenomenology as "… the study of the individual's subjective experience, feelings and private concepts as well as his or her personal views of world and self. … For Rogers, behavior is utterly dependent upon how one perceives the world – that is, behavior is the result of immediate events as they are perceived and interpreted by the individual." I will thus seek to understand how each senior manager perceives his/her particular place in the work organisation, rather than only being guided by their formal job description or performance contract.

(c) In the ecosystemic perspective, there is no such thing as observer-independence. The observer is part of the observed. This has for me two study-related implications. The first is that I bring with me a unique set of behaviours, attitudes, skills and experiences, which will influence my understanding of the senior managers' perception of their development needs. I shall therefore seek to be as clear as possible when undertaking the research, of my own assumptions, and to record these in the study report, so as to achieve an acceptable level of transparency and researcher accountability (Kvale 1996).

The second is that in the ecosystemic perspective, I, as researcher, am an integral part of this exploratory study. This places on me a responsibility to ensure that I am adequately prepared. The research design implications of the ecosystemic and phenomenological paradigm this study follows are discussed in Chapter 3.

2.5 Adult development theories

Several authors who discuss the theoretical roots of coaching provide brief introductions to theories on adult development (Hudson 1999; Rock and Page 2009), particularly those within the humanistic view of the human being.

According to Rock et al (2009:284) " The humanistic approach focuses on:

- Individuals and their needs, including personal choice, free will, and creativity
- Conscious experience, drawn out of the concept of phenomenology (the study of immediate experience)
- Human nature in its entirety".

In the next paragraphs, I discuss two of these humanistic development theories, because they provide the psychological context within which to understand the human being at work. This approach fits the ecosystemic paradigm explained in paragraph 2.4, which encourages a holistic view of the human being. That is, the human being at work is the *whole* human being, not just an employee. So, the research question "What are the **Development needs and perceptions of senior managers in Namibian state owned enterprises?"** cannot be narrowly understood as their work development needs in isolation from their holistic human development needs.

Carl Rogers' phenomenological theory of personality is discussed in paragraph 2.5.1, and Abraham Maslow's self-actualisation theory in paragraph 2.5.2.

2.5.1 Carl Rogers' phenomenological theory of personality

Rogers' theory of personality is an appropriate one to help understand senior managers development needs and perceptions for at least two reasons. The first is his nondirective, person-centered approach in therapy, which is widely applied in the field of organisational development (Rock *et al* 2009). Non-directiveness (or limited directiveness!) is also a useful skill for an interviewer to master. The second is his description of the characteristics of a fully functioning person. He wants a person to be guided by what he or she can potentially be. He sees the individual as the central figure in the actualisation of his/her own potential (Meyer, Moore and Viljoen 1989; Hjelle *et al* 1992).

Hjelle and Ziegler (1992) elaborate on five major personality characteristics common to fully functioning people. They are:

- Openness to experience

The fully functioning person recognises feelings and experiences without necessarily acting on all stimuli. The person will not be threatened by the experience, or be defensive about it.

- Existential living

This implies a person experiencing every moment fully and as being different from all other moments in one's life.

- Organismic trusting

Fully functioning people would listen to their 'inner voice' in their decision-making.

- Experiential freedom

This characteristic involves the element of choice ascribed to the fully functioning person by Rogers. It is a subjective freedom, a *feeling* of choice.

- Creativity

New ideas, different concepts would be initiated and led by fully functioning people on the one hand; they also have the ability to creatively and comfortably adjust to changing environments without necessarily being conformist.

2.5.2 Abraham Maslow's hierarchy of needs theory

Abraham Maslow is regarded as one of the most important psychologists of the 20th century (Koltko-Rivera 2006). He was instrumental in shaping new ideas in psychology that eventually became known as the human potential, or third force, movement in the 1960s (Hjelle *et al* 1992; Hall 2007). The movement is referred to as the third force, so as to distinguish it from the practices and views of psychoanalysis, and behaviourism. The humanistic approach introduces a radically different image of human nature, viz. that human beings will move towards the realization of their potential, if the environmental conditions are right.

Authors within the leadership development field draw regularly on Maslow's theory (Senge 1990; Ventegodt, Merrick and Andersen 2003; Koltko-Rivera 2006). If we are to understand senior managers' development needs holistically, as this study aims to do, then we need to place their perceptions of these needs within a framework for understanding overall human

development. Maslow's hierarchy of needs theory appears to provide a suitable context of holistic human development.

2.5.2.1 The original hierarchy of needs idea described

Maslow's most enduring contribution to psychology is the idea that human needs can be conceptualised as forming a hierarchy from physiological needs at the base, to self-actualising needs at the top (Figure 2).

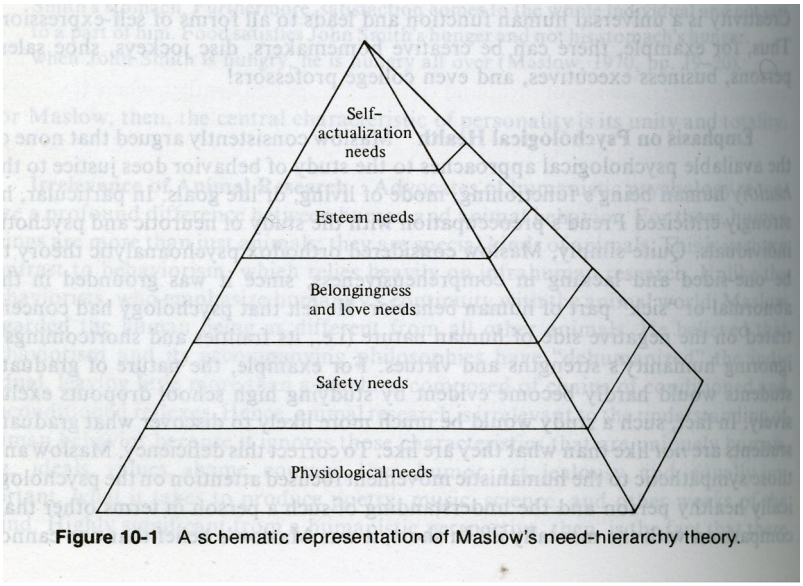


Figure 10-1 A schematic representation of Maslow's need-hierarchy theory.

Figure 2: A schematic representation of Maslow's original need-hierarchy theory

(Hjelle *et al* 1992:368)

According to Koltko-Rivera (2006), Maslow, in his writings in 1943 and 1954 (Koltko-Rivera 2006), proposed that human motives (or desires) are innate and they generally are arranged in an ascending hierarchy of priority. A human being "grows" upwards through the levels of the pyramid to reach self-actualisation. I imagine this process to be something like a plant in the forest striving to reach the sunlight. He describes that much of human behaviour could be explained by an individual's striving for self-actualisation. Later, Maslow added an even higher motivational level, which he termed self-transcendence (Huitt 2007; Koltko-Rivera 2006; O'Connor and Yballe 2007). This is discussed in paragraph 2.5.2.2.

At the bottom of the pyramid are the most basic, powerful and obvious of all human needs, the need for physical survival. These needs include breathing, food, water, sex, sleep, food and shelter. Although it can be assumed that the respondents, as major salary earners in their company, will have these needs generally satisfied, non-satisfaction of any one of the survival needs might mean that the actualisation of higher level needs is impeded.

Once the most basic survival needs have been satisfied, an individual becomes increasingly aware of the next level of needs, collectively referred to as safety needs. In an organisational context, a person's perception of a safe and secure environment can include certainty of salary and position. Certainty of provision for the future, for example in the form of property ownership, or savings, or a secure pension, may be classified as part of this level.

When individuals have taken care of their physiological and security needs, they are ready to share themselves with others (Meyer *et al* 1989). They have more time to move into the next level, which involves trying to satisfy belongingness and love needs. Motivations on this level include affectionate relationships with others, and a sense of belonging. Hjelle et al (1992) confirm an interesting aspect, which I kept in mind during the study: Maslow theorised that the social mobility engendered by rapid Western industrialization brought with it, an "…unsatisfied hunger for contact, for intimacy, for belongingness and by the need to overcome the widespread feelings of alienation, aloneness, strangeness and loneliness, which have been worsened by our mobility, by the breakdown of traditional groupings, the scatterings of families…'" (Maslow quoted in Hjelle *et al* 1992)

It could be said that the Namibian liberation struggle, the laws of apartheid, and the accompanying exile experience brought with it similar feelings. It is my informal observation that since this country's independence, the majority of SOE black line managers have bonded together, possibly to assuage their feelings of uprootedness, but also with an attitude of "this post is my reward for my suffering…." (personal communications with various formerly exiled CEOs during my career as Personal Banker, 2003). Such personal communications lead me to expect hearing such feelings expressed.

Maslow divided the self-esteem needs into two subsidiary sets: self-respect and esteem from others. The former includes such things as sense of competence, adequacy and achievement, while the latter includes prestige, status and recognition. In the Namibian

context, the appointment to the post of senior manager in a SOE, which brings with it considerable power as a recognised decision maker, status and recognition may possibly emerge as themes.

Maslow conceptualised self-actualising, as the desire to become all one is capable of becoming. More specifically he described the self-actualising person according to fifteen characteristics (Meyer *et al* 1989:364-368). I list these individually, as they serve as a basis for the emerging themes in the interviews held with the selected managers:

- Accurate observation of reality
- Self-acceptance, accepting others and human nature
- Spontaneity, simplicity, and naturalness
- Task involvement
- Exclusiveness: the need for privacy
- Autonomy: being independent of culture and environment
- Consistent renewal of appreciation
- Peak experience
- Social feeling
- Interpersonal relationships
- The democratic character structure
- Discrimination between means and goals, and between good and evil
- A philosophical, benevolent sense of humour
- Creativity
- Resistance against enculturation.

2.5.2.2. Maslow's hierarchy of needs extended

Recent literature describes Maslow developing a motivational step *beyond* self-actualisation, which he termed self-transcendence (Koltko-Rivera 2006;Huitt 2007; OConnor *et al* 2007). His increasing unease with self-actualisation being the highest motivational level is described in depth in these publications. He described this higher state as "Being cognition", which is a higher need, a need to know both oneself and the world. It should be placed somewhere above self-actualisation in the hierarchy of needs. Koltko-Rivera (2006:304) quotes from Maslow's private journal in an entry of May, 28, 1967 in this

connection. Maslow is quoted as saying, " The ones who are struggling & reaching upward really have a better prognosis than the ones who rest perfectly content at the self-actualisation level". The important distinction now made by Maslow is that one can be self-actualising and "healthy", yet still not experiencing "Being-cognition", which is characterized by certain peak/mystical/transcendent experiences. Self-actualisation is thus not enough to define a truly optimally functioning human being. The ultimate motive, he argues, should be one of self-transcendence. At this level, the individual puts aside his or her own needs in favour of service to others or some higher cause.

Koltko-Rivera (2006:303) presents this added level in tabular format:

A Rectified Version of Maslow's Hierarchy of Needs

Motivational level	Description of person at this level
Self-transcendence	Seeks to further a cause beyond the self[n] and to experience a communion beyond the boundaries of the self through peak experience.[o]
Self-actualization	Seeks fulfillment of personal potential.
Esteem needs	Seeks esteem through recognition or achievement.
Belongingness and love needs	Seeks affiliation with a group.
Safety needs	Seeks security through order and law.
Physiological (survival) needs	Seeks to obtain the basic necessities of life.

Figure 3: A text version of Maslow's extended hierarchy of needs theory (Koltko-Rivera 2006)

The traditional pyramid describing the hierarchy will then be depicted with the motivational need of transcendence above that of self-actualisation:

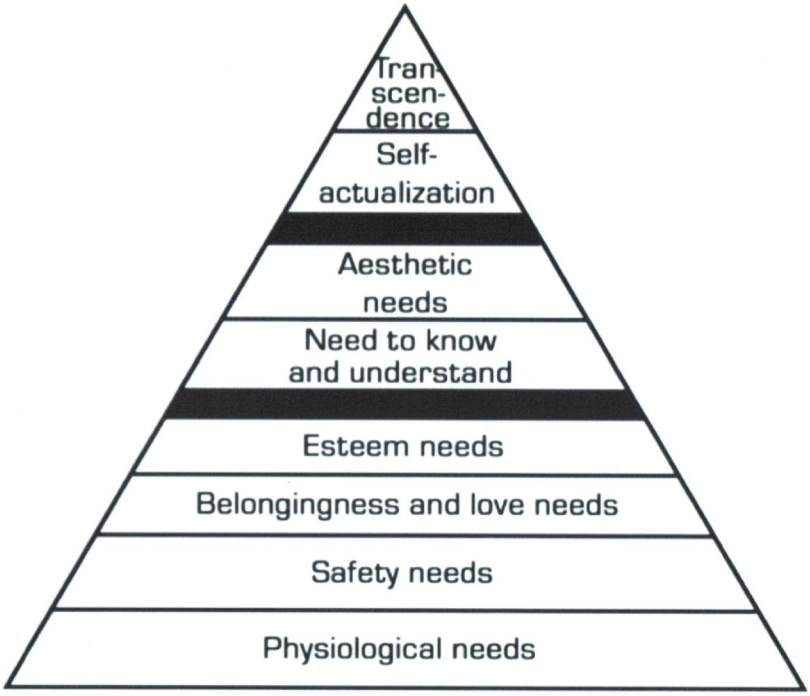


Figure 4: A schematic representation of Maslow's extended hierarchy of needs (Ventegodt *et al* 2003)

2.5.2.3 Criticism of the hierarchy idea

L. Michael Hall, in his article "Actualizing Maslow" (Hall 2007:4), addresses the frequent criticism of Maslow's pyramid of needs. Hall says: "To picture our needs and wants as a pyramid suggests that they are strictly hierarchical, which they are not. It also implies that there is no overlap between the drivers, which is also not true. And worst, it portrays our dynamic nature of thinking, emotions, framing, speaking, acting, relating, etc. as static, which it is not."

While keeping this critique in mind, I still regard the various issues addressed by Maslow's Hierarchy of Needs generally, and the fifteen characteristics of a self-actualising person specifically, as a useful basis for identifying growth needs as themes in the semi-structured interviews conducted in this study with the SOE senior managers. Useful, because of Maslow's contention, that the human being (in this case, any given senior SOE manager),

can only progress upwards in the hierarchy towards growth, if lower development needs have been met (paragraph 2.5.2.1). A practitioner working within the organisational development field cannot therefore assume that senior managers will be automatically receptive to development interventions without first having attempted to understand where they find themselves in the Maslow hierarchy of needs.

2.6 Theories on "being-black-in-the-world"

What struck me in the literature on adult development is its assumed acontextual nature. That is, western views of self and civilisation are assumed to be universal, and not culture-specific, as they actually are. Rogers and Maslow are whites writing about whites. Is there a different psychology of "being black in the world" (Manganyi 1973)?

I found no discussion of coaching needs of participants who have been appointed in high-ranking senior manager jobs from a recent colonial-oppressive and liberation struggle background. It is not my intention to embark on a philosophical excursion into this subject. However, this issue requires to be acknowledged.

Frantz Fanon in his paper "`Black skin, white masks" (Fanon 1967:2), addresses my dilemma in embarking as a white person on this study with its primary focus on black Namibian senior managers. He was well aware that Freud and Adler and even the "cosmic Jung" (Fanon 1967:2) did not think of the "Negro" at all in their investigations. More than that, he proposed that a series of propositions slowly and subtly – with the help of books, newspapers, schools and their texts, advertisements, film, radio – work their way into one's mind and shape one's view of the world.

Namibia attained independence only recently (1990), and six of the nine interviewees are persons of colour. Fanon may again be of assistance to me here. My lesson learnt from his conception of race requires to be acknowledged: Those who suffer from discrimination and insult must find their voice and articulate their message in their struggle against all forms of exploitation (Bell 2002).

Augustine Shutte (1995:22) agrees with this argument by quoting Leopold Senghor, who "argued first for political independence", followed by a cultural rebellion and then to finally

define and foster the idea of “negritude”, as he called it; a striving for an independent identity as a black person.

These sentiments could emerge during the interviews.

2.7 Balanced Scorecard

The Balanced Scorecard (BSC) was popularised by Kaplan and Norton in the 1990’s. A carefully, and participatively compiled BSC represents an organisation’s shared vision (Johanson, Skoog, Backlund and Almquist 2006). Subsequent to compilation, it serves as the organisation’s performance management system. While not without its own “dilemmas”, difficulties, and shortcomings, investigations into the implementation of the BSC in various organisations and countries indicate “an apparent pre-dominance of success stories” (Johanson *et al* 2006). The BSC helps to focus on the job’s most important output requirements through a limited set of performance measures (Bassen, Blasel, Faisst and Hagenmuller 2006).

The basic design comprises four simple tables, or perspectives, which are labelled “financial”, “customer”, “internal-business-processes” and “learning and growth” (Kaplan and Norton 1996). Using the BSC as a basis of understanding the quality of organisational performance would require selecting three or four good performance measures, which are part of the required outputs of the post, under each of the quadrants.

But I believe, the BSC lends itself equally well to understanding a senior manager’s development needs, under the four perspectives mentioned: finance, customer-relations, internal- business-processes, and learning and growth. Within the first three perspectives, measurable KRAs can be set.

The last perspective however, largely entails what Kaplan and Norton categorise as the warm and fuzzy aspects of the job (1996:255,256), which are not as easy to understand empirically. Examples of this type of job aspect are employee satisfaction, employee retention and employee productivity. Some suggested indicators of employee satisfaction, for example, are involvement with decisions, recognition for doing a good job, and overall satisfaction with the company; for employee retention, the extent of the manager’s alignment with the values of the organisation; or the extent to which the manager is able to

satisfy personal objectives within the company's vision and strategy (1996: 130-132). While not measurable, such perceptions can be deduced from what they call "anecdotal reporting", which they describe as… "substitute text when measurements are undeveloped or unavailable" (Kaplan *et al* 1996:145). Thus I expect to be able to trace such perceptions while analysing interview content.

According to Kaplan and Norton (1996), all activities in an organisation hold a measure of all of the quadrants of the scorecard; be it customer service provided by the finance department, or the operational efficiency of the sales process, since all actions are performed by human beings. The quadrant of learning and growth – that of human performance and development per se – spans across the other three quadrants. The overlay of the BSC lens across all areas of an organisation can therefore be helpful in facilitating a common understanding of development needs of persons in vastly different jobs.

2.7 Conclusion of Literature Review

In this section, I present a summary of the literature read (2.7.1), and present the research question, which the literature has prompted (2.7.2).

2.7.1 Summary

Here I would like to focus on just three issues: (a) Humanism as a view of the human being (b) the phenomenon of being-black-in-the-world and (c) the BSC as a way of understanding interviewees' perceptions of their development needs.

(a) **Humanism**: The humanistic approach appears to be a satisfying context in which to understand both people's organisational growth motives, and subsequently co-devise a development intervention with them. Rogers' non-directive, person-centred approach will be a useful skill for me, as the interviewer, to master, since it is based on a holistic view of the coached person. Maslow's concept of a fully functioning person as one who is both self-actualised and able to transcend self can and did serve as a useful basis for identifying growth themes in interviews with the sample respondents.

(b) **Being-black-in-the-world**: Frantz Fanon and Leopold Senghor's work will and did assist me – as a white person - to be sensitive to black identity issues. Not only will any interactions and interviews require an understanding of the diverse nature of the participants, but my own personal values, prejudices and attitudes need to be acknowledged as well.

(c) **BSC.** The interviews were conducted with senior managers in a SOE. The BSC suggests useful benchmarks for measurement of organisational performance of an individual, and so lends itself well to understanding a senior manager's development needs. Particularly Kaplan and Norton's suggested indicators of learning and growth sound quite familiar from Maslow's and Rogers' descriptions of the self-actualising person.

2.7.2 The research question

Following on then from the literature review, the research question is: **What are the development needs and perceptions of senior managers in Namibian state owned enterprises?**

The study attempts to differentiate between these two thoughts: for example, a BSC performance appraisal might suggest that a senior manager is experiencing difficulty in his/her customer relationships, and so requires skills training in this area, but the individual concerned perceives him/herself competent and so not in need of this particular intervention. However, if one accepts the ecosystemic premise of constructivism – the map is not the territory (Bateson 1980:37-38) - this particular perception would need to be addressed.

CHAPTER THREE: RESEARCH METHODOLOGY, DESIGN, THE INTERVIEW AS DATA COLLECTION INSTRUMENT, AND HOW IT WAS USED

As explained in Chapter 2, paragraph 2.4, the ecosystemic perspective and phenomenology form the philosophical context for this study. They have guided the study's choice of research methodology (3.1), research design (3.2), and the choice of the interview as research instrument (3.3). The chapter then discusses the study's population and sample (3.4), the concepts of generalisability, reliability, and validity (3.5), coding interview transcripts as a way of understanding senior managers' development needs (3.6), the technical preparation of the transcripts for coding (3.7), and the limitations of the study (3.8).

3.1 Research methodology

Within ecosystemic thinking as guiding metatheory, humanism as my guiding view of the human being, and Kaplan and Norton's Balanced Scorecard as a view of a successfully functioning organisation, the study adopts a qualitative approach in seeking to answer the research question: "What are the development needs and perceptions of senior managers in SOE's in Namibia?"

3.2 Research Design

Following Remenyi's (2011) discussion of research theory and design specifically in a business and executive coaching context, an interpretivist, and empirical approach seemed appropriate in both the context of the metatheory guiding the study, and the research problem. For example, some of the assumptions of interpretivism are that holism is better than reductionism, and that the researcher cannot be entirely objective – both these assumptions are part of the ecosystemic paradigm as well. Because a research design is interpretivist though, does not mean it cannot be empirical: Remenyi lists interpretivism as one approach within empirical or problem oriented research. This type of research, he notes, "dominates business and management studies" (Remenyi 2011:7).

According to Bailey (1987:10-11) and Huysamen (1987:1-2), the research design entails specifying how to, for how long, and where, to collect data from a representative sample of the study population concerned, in order to answer the research question arising from the research problem. This problem was discussed in paragraph 1.3: no known research has been conducted on the perceived development needs of senior managers in SOEs in Namibia. This justified the choice of an interpretivist approach.

Data on SOE senior managers' perceptions of their development needs has been gathered from a non-randomly selected SOE. Within that SOE, data has been gathered from a small sample of senior managers via a once-off face-to-face interview comprising a series of open-ended questions, semi-structured according to Kaplan and Norton's (1996) Balanced Scorecard approach to understanding successful senior managerial functioning. Data thus gathered has been subjected to a thematic content analysis, drawing on Maslow's hierarchy of needs theory. As far as possible within a qualitative research context, the concepts of reliability and validity have been applied during data gathering, coding and interpretation. Results are not generalisable. However, it should be possible to draw inferences from the analysed data, and to make suggestions for future research. This entire process is discussed in detail in paragraphs 3.3 to 3.5.

3.3 The research instruments

In this section I discuss the semi-structured interview as research method. Because in the ecosystemic perspective (Chapter 2, paragraph 2.4) the observer is an inescapable part of the observed. I recognise that I too am a research instrument.

Kaplan et al (1996:303) suggest that the "…interviews can be free flowing and unstructured, but the interview process, as well as the aggregation of the information supplied… will be facilitated if the…(interviewer) uses a common set of questions…".

Following this advice, I used the four quadrants of the BSC performance management system quadrants to semi-structure the mid-section of the interview schedule. (Annexure B). These were preceded, and followed by introductory and closing themes, thus

- Introduction and briefing
- Personal context

- Finance (BSC quadrant 1)
- Customers (BSC quadrant 2)
- Internal business processes (BSC quadrant 3)
- Learning and growth (BSC quadrant 4)
- Overall development
- Concluding comments.

Within each of these interview sections, I drew up a set of possible introductory open-ended questions (Kvale 1996), as well as further probing questions in case the interviewee had not spontaneously brought up issues which I wished to explore. Under "Personal context", for example, introductory questions encouraged each interviewee to tell me the "story" of their employment with the SOE. Questions in the Balanced Scorecard sections sought to elicit information on each quadrant's key result areas. An example of an opening question under BSC 2 – Customers is "How do you feel about your performance as far as customer satisfaction is concerned?". Questions in each BSC quadrant allowed the respondent to comment on his/her role in the activities relating to one of these functional areas. In addition, each of the interview sections ended with the specific question on what his/her perceived own development needs were in this particular operational area. The interview schedule also included reminder notes to myself.

3.4 Population and sample

3.4.1 Population

The study population is all 52 SOEs in Namibia.

3.4.2 Sampling method for SOEs

Purposive, not random sampling has been used. Teddlie and Yu (2007:77) describe random sampling as one in which, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" (Maxwell, J. cited in Teddlie *et al* 2007:77).

The research question "**What are the development needs and perceptions of senior managers in Namibian state owned enterprises?"** implies an exploratory study

encompassing all 52 SOEs. But because of time constraints, and the study's interest in interventions designed to enhance senior management performance, I decided to first make a short list of some of the loss-making SOEs in Namibia based on media reporting over the last three years: Road Fund Administration, The Namibia Fish Consumption Promotion Trust, Namibia Wildlife Resorts, Transnamib, The Social Security Commission, and Air Namibia. A number of these organisations appeared keen to participate. In consultation with, inter alia, the Head of the National Planning Commission (which co-ordinates the budgeting process of all SOEs), I then formally approached Air Namibia's CEO, who requested a written outline of the project (Annexure A). She accepted the project proposal verbally, and together with the CEO, and the manager responsible for strategy in Air Namibia, we selected a possible range of senior management candidates. Eventually, only nine of these were available, and prepared to take part in the study.

Nine participants in one of Namibia's 52 SOEs is not a statistically valid sample number, and so there cannot be any generalisability of study results (see paragraph 3.5). However, because this is an exploratory study aimed at understanding the development needs and perceptions of senior managers in SOEs in Namibia, as a potential basis for an executive development intervention, the small sample number is justifiable.

3.4.3 Sample characteristics

Despite its small size, the sample shows a substantial diversity of culture, as evidenced by home language. Three of the nine respondents are female. Two of the respondents are white, and neither of these – as the only ones in the sample – have a post matriculation qualification. Five of the nine respondents have been working at the company for less than one year.

Table 1 below, shows, in no particular order, the final study participants.

Table 1: Overview of study participants

Position	Gender	Home language*	Length of employment in Air Namibia	Type of Qualification
Senior Manager	female	Afrikaans (Rehoboth)	20 years	B. Tech
Senior Manager	female	Caprivian	4 months	B.Com
Acting Head of a department	female	Oshiwambo	4 years	B.Com
Senior Manager	male	Afrikaans	18 years	Matriculation
Joint acting Head of a department	male	Afrikaans	8 years	Matriculation
Head of a department	male	Caprivian	13 years	B.Com.
Senior Manager	male	Herero	6 months	Law degree
Head of a department	male	Kavango	6 years	National Diploma
Head of a department	male	Oshiwambo	3 months	National Diploma

* Classifications based on race are no longer officially applied in Namibia. It is the practice to cluster groups of people by home language. However I wish to retain the pre-Independence, still widely used colloquial terms “black” and “white”, because one of my primary interests in this study has been to understand whether blacks perceive their development needs differently to whites.

3.5 Generalisabilty, validity and reliability

Leading authors on qualitative research agree that the concepts of generalisabilty, reliability and validity as used in empirical research cannot necessarily be applied in a qualitative research context. They should be retained, but applied in a different sense (Miles and Huberman 1994; Kvale 1996 and 2008).

In empirical research, *generalisability* is the possibility, as the name suggests, to generalise research results across groups which did not form part of the study (Kvale 2008). Key to generalisability is random sampling, which as explained and justified in paragraph 3.4.2, was not used in this study.

Reliability is the accuracy or precision of a measuring instrument (Harper 1998). It should be possible for someone else to replicate the study and obtain similar results. Kvale suggests that the equivalent of reliability in qualitative research is verification. The interviewer should attempt own verifications of his or her interpretations of the subject's answers in the course of the interview (2008:145). Further, my interpretations should preferably be checked or verified by another suitably qualified person (or rater) for their plausibility (Miles *et al* 1994). This however was not a requirement of this study as the rigour of coding, and analysis method followed, attempted to mitigate subjectivity (personal communication, Cunningham, study supervisor, 2012 October).

Validity generally means: Are the instruments of the study measuring what they were intended to measure and are the variables being measured accurately? The BSC is well established as a measure of what competencies a manager should have (Johanson *et al* 2006), also in Namibia, for example at Standard Bank Namibia, and Namibia Post and Telecommunications Holdings. Using its four perspectives as broad themes for the interview schedule should contribute to ensuring internal validity.

3.6 Coding of interviews as a means of identifying senior managers' development needs

Coding is the process of identifying one or more key concepts relevant to a text in order to permit later identification and grouping of statements (Kvale 2008). Myers (2012) suggests that one should first obtain a sense of all material by reading through all transcripts carefully. One should then make a list of all topics, and be careful about how one labels the topics, or codes. One should group the codes, which relate to each other, and look for relationships. Once this work is completed, one should assemble statements belonging to each category and one can now proceed with the preliminary analysis (Myers 2012).

This made sense to me, as I had pre-structured my interviews according to the four quadrants of the BSC, and had already decided that I would use Maslow's hierarchy of needs to identify and understand participants development needs (Chapter 4, paragraph 4.2).

3.7 Technical preparation of transcripts before coding

The nine recorded interviews were professionally transcribed. The nine transcripts were identified from A to I. Each transcript was numbered by page, and on each page, by line. This enabled me to record exactly where an interviewee made the particular statement from which I derived a coding. Thus a reference A 7 4-5 means, interview A, page 7, lines 4-5. This approach is intended to offset the inescapable subjectivity of coding, and to contribute to transparency in the research process, as the reader may read any particular interviewee statement, and agree or disagree with my interpretation and coding. The transcribed interviews are attached as Annexure D, and also digitally available on the CD inside the back cover sleeve of this report.

3.8 Limitations of the study

The study was limited by, inter alia, two major constraints, viz. the allocated time for the interviews, and the limitedness of the sample: one SOE only, and one location only: Windhoek. Further, the sample was deliberately biased in terms of skin colour.

CHAPTER FOUR: DATA CODING, AND RESULTS (FINDINGS)

4.1 How codes were derived from Maslow's hierarchy of needs

The codes are based on the schematic representation of Maslow's original self-actualising theory (Chapter 2, paragraph 2.5.2.1, Figure 2), combined with Meyer et al's discussion of Maslow's theory (1989), and Koltko-Rivera's (2006) discussion of Maslow's "Transcendence of self" level (Chapter 2, paragraph 2.5.2.2).

Maslow's hierarchy of needs is broadly divided into two levels, viz., "lower" and "higher" needs. The lower needs, which are listed as physiological needs, needs for security and safety, needs for affiliation and love, and the need for self-esteem and needs based on self-respect, are also called deficiency motives. The higher order of needs, which are self-actualisation needs, and the need for self-transcendence, are called growth motives. According to Meyer et al (Robbins, 2008: Cummings & Worley, 2009 quoted in 1989), Maslow then refined each of these needs further by sub-categorising each.

Table 2: Coding key based on Maslow's hierarchy of needs

Level of need	Sub-need	Description
		(a) Deficiency motives
M.1		*Physiological needs*
	M.1.1	Need for hunger, thirst, sleep activity, sensory stimulation, sexual gratification
M.2		*Needs for security/safety*
	M.2.1	Needs for security, stability, certainty, protection, predictability
	M.2.2	Need for structure, law, order, and limits, and freedom of fear
M.3		*Needs for affiliation and love*
	M.3.1	Need for affiliation with a group
	M.3.2	Need for giving and receiving love
M.4		*The need for self-esteem*
	M.4.1	*Needs based on self-respect*
	M.4.1.1	Desire for competence, confidence and achievement
	M.4.1.2	Desire for independence and freedom
	M.4.2	*The need related to the esteem from others*
	M4.2.1	The desire for recognition, social acceptance, appreciation, and status

		(b) Growth motives
M.5		*Self-actualisation needs*
	M.5.1	Desire for self-improvement, to know and understand (truth, justice, meaningfulness)
	M.5.2	Desire for aesthetics (beauty, order, simplicity, perfection)
	M.5.3	The desire for self-acceptance, accepting others and human nature
	M.5.4	The desire for autonomy, being independent of culture and environment
M.6		*The need for self-transcendence*
	M.6.1	The need to seek to further a cause beyond the self
	M.6.2	The need to experience a communion beyond the boundaries of self through peak experiences

These codes were then applied to each interview transcript (Annexure D). The complete coding results are presented in Annexure C. This annexure sets out the identification number of the interviewee, the section of the interview during which any particular comment was made, the page and line number of the comment for quick reference, my understanding of the interviewee's comment, and the Maslow code number, with description, applied to the comment.

Some examples of how the codes were applied are given in Table 3 next. In the first column is an actual comment made by an interviewee, followed by my understanding of that comment in terms of Maslow's need theory. The next two columns show the umbrella code (which was never used) followed by the actual sub-need code allocated. Note that as it is impractical to present the full description of each need each time it is referred to in the findings (paragraph 4.3), an abbreviated description has been used. This abbreviated description is given in the second column of Table 3. Thus the description of an interviewee comment coded as M 2.1: Need for security, stability, certainty, protection, predictability, is abbreviated to Need for security, stability.

Table 3 Illustrative examples of how the Maslow needs codes and descriptions were applied to interviewee comments

Example of actual comment by interviewee, followed by page and line of relevant interview	**My interpretation of interviewee comment, described in Maslow hierarchy of needs terminology**	**Umbrella code allocated to Maslow need [Note: this code is a heading only, and was never allocated to a comment]**	**Actual code allocated to assist in analysis and interpretation of interviewee comment**
	(a) Deficiency motives		
	Physiological needs	M.1	
No comment found	Hunger, thirst, sleep activity, sensory stimulation, sexual gratification (***Abbreviated***		M.1.1

Example of actual comment by interviewee, followed by page and line of relevant interview	My interpretation of interviewee comment, described in Maslow hierarchy of needs terminology	Umbrella code allocated to Maslow need [Note: this code is a heading only, and was never allocated to a comment]	Actual code allocated to assist in analysis and interpretation of interviewee comment
	description: Hunger)		
	Needs for security/safety	M.2	
"I come from a different background, where the methodology is different ". (A 7.4-5)	Needs for security, stability, certainty, protection, predictability (*Abbreviated* description: Need for security, stability)		M.2.1
"We have done the BSC, we have cascaded to the unit results. That was in November. We have not yet even started with the evaluation". (D 13.8-10	Need for structure, law, order, and limits, and freedom of fear *(Abbreviated description: Need for structure, law, order, limits)*		M.2.2
	Needs for affiliation and love	M.3	
"So I am really comfortable. People do not upset me". (F 27. 22)	Need for affiliation with a group *(Abbreviated description: Affiliation need)*		M.3.1
"I believe everyone…when I look at people, I look at people as human beings. I do not do titles". (D15.20-23)	Need for giving and receiving love (Abbreviated description: Need for love)		M.3.2
	The need for self-esteem	M.4	
	Needs based on self-respect		M.4.1
"I will do it myself, because I can". (B 7.6)	Desire for competence, confidence and achievement *(Abbreviated description: Desire for competence)*		M.4.1.1
"A lot of what I do is, I read a lot. I also google on the internet, and I try to talk to my peers in the industry". (D 6.7-8)	Desire for independence and freedom *(Abbreviated description: Desire for independence)*		M.4.1.2
	The need related to the esteem from others		M.4.2
"And unfortunately I am also the person at this	The desire for recognition, social		M.4.2.1

Example of actual comment by interviewee, followed by page and line of relevant interview	My interpretation of interviewee comment, described in Maslow hierarchy of needs terminology	Umbrella code allocated to Maslow need [Note: this code is a heading only, and was never allocated to a comment]	Actual code allocated to assist in analysis and interpretation of interviewee comment
stage in the company that plays devil's advocate". (G 15.15-16)	acceptance, appreciation, and status *(Abbreviated description: Desire for recognition)*		
	(b) Growth motives		
	Self-actualisation needs	M.5	
"So these are the type of internal processes which I think we need a lot of assistance on, to make sure we move forward". (I 26.24-26)	Desire for self-improvement, to know and understand (truth, justice, meaningfulness) (*Abbreviated description: Desire for self-improvement, to know and understand*)		M.5.1
No comment found	Desire for aesthetics (beauty, order, simplicity, perfection) *(Abbreviated description: Desire for aesthetics)*		M.5.2
"I mean you have got different nationalities, you have got people from different tribes, you deal with so many people on a daily basis". (B 3.17 -19)	The desire for self-acceptance, accepting others and human nature *(Abbreviated description: Desire for self-acceptance, accepting others)*		M.5.3
No comments found	The desire for autonomy, being independent of culture and environment *(Abbreviated description: Desire for autonomy)*		M.5.4
	The need for self-transcendence	M.6	
No comments found	The need to seek to further a cause beyond the self (Need for a cause beyond the self)		M.6.1
"You know what they call the adrenaline rush… I was telling him look at the	The need to experience a communion beyond the		M.6.2

Example of actual comment by interviewee, followed by page and line of relevant interview	My interpretation of interviewee comment, described in Maslow hierarchy of needs terminology	Umbrella code allocated to Maslow need [Note: this code is a heading only, and was never allocated to a comment]	Actual code allocated to assist in analysis and interpretation of interviewee comment
day at Air Namibia is so interesting".(B 18.2-6)	boundaries of self through peak experiences (Need for peak experiences)		

4.2 Presentation of findings

Keeping in mind the study question: "What are the development needs and perceptions of senior managers in Namibian state owned enterprises?", every statement a manager made during the interview was coded. That is, each comment was coded, regardless of whether it referred to his/her work or personal context; thus personal context development needs have not been eliminated, but are included in the findings. This approach accords with the systemic approach, which advocates a holistic view of persons in the workplace.

I wish again to highlight the inescapable element of subjectivity, which accompanied the coding exercise. Interviewees did not of course use Maslow's precise terminology to express their needs. Thus the allocation of a code to each of their statements is based on my interpretation of their comments, relative to my understanding of Maslow's terminology.

In paragraph 4.3, I present, in an order unrelated to that of Table 1 in Chapter 3 - Overview of study participants - the coding results for each interviewee separately, by section of the interview. In other words, the reader can see here which development needs each senior manager expressed relative to, for example, a particular BSC quadrant. Each table of results is preceded by my brief interpretation of the particular interviewee's comments.

In Chapter 5, in order to facilitate analysis and interpretation, the findings have been aggregated across all interviewees by Maslow need (Table 4 in Chapter 5). Annexure C contains a comprehensive list of all coding results.

4.3 Findings by interviewee

Interviewee A

This participant is acutely aware of the uniqueness of the nature of the business of Air Namibia, as only airline in this country. The interviewee experiences a measure of isolation (page 4, line 19 to 21, and page 5, line 16, M3.1: affiliation need) as the result thereof, although he/she seems to be actively networking with persons in similar functional jobs outside the company (page 17, line 23 to 26, M3.1: affiliation need). He/she observes that the company does not reward for performance (M4.2.1: desire for recognition). He/she expresses a need to understand her personal level of service rendered (M5.1: Desire for self-improvement, to know and understand). The interviewee obtains reading material outside the company to further her functional knowledge. He/she sees room for improvement in embracing diversity in Air Namibia (page 16, line 5 to 9, M5.3: Desire for self-acceptance, accepting others). He/she recognises her own functional training needs (M5.1: Desire for self-improvement, to know and understand).

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M2.2	Implementation of BSC long overdue	18.3-9	Need for structure, law, order, limits
Personal context	M3.1	Isolation	4.19-21, 5.16	Affiliation need
Personal context	M4.1.1	Training – internal audit	5.8	Desire for competence
Finance	M2.1	Different procedure from previous job	7.3	Need for security, stability
Finance	M2.2	Experiences the environment as volatile	7.6	Need for structure, law, order, limits
Finance	M4.1.1	We give advice on best practices	6.7	Desire for competence
Finance	M4.2.1	Giving advice	6.7	Desire for recognition
Customers	M5.1	Wants to do survey to establish level of her service	8.5-9	Desire for self-improvement, to know and understand
Customers	M5.1	Wants to be more pro-active	8.14	Desire for self-improvement, to know and understand
Internal processes	M2.2	Expresses requirement to comply with procedures	9.1-2	Need for structure, law, order, limits
Internal processes	M2.2	Processes require to be documented	9.27-30, 10.6-7	Need for structure, law, order, limits
Learning &	M3.1	Lack of collective	11.20-24	Affiliation need

growth		responsibility		
Learning & growth	M4.1.1	Lack of training, workshops	11.13-17	Desire for competence
Learning & growth	M4.1.1	Short staffed and resulting inefficiency	14.11, 14.14 -15.3, 15.5 -15.7	Desire for competence
Learning & growth	M4.2.1	Lack of pay for performance	12.8-11, 12.20-23	Desire for recognition
Learning & growth	M5.1	Expresses a need to understand the whole	13.14-27	Desire for self-improvement, to know and understand
Learning & growth	M5.3	Views diversity as requiring attention	16.5-9	Desire for self-acceptance, accepting others
Overall development	M3.1	Desire to network with people in the same field outside the company	17.23-26	Affiliation need
Overall development	M4.1.1	Lack of overall information	17.18-19	Desire for competence
Overall development	M5.1	Requires training in budgeting processes	16.22-24	Desire for self-improvement, to know and understand
Overall development	M5.1	Wants to be more pro-active	17.6, 17.8-14	Desire for self-improvement, to know and understand

Interviewee B

This participant strikes me as strong-willed. For example, the interviewee mentions simply cancelling existing contracts to bring across his/her point of view (page 5, lines 25-31). He/she refers to his/her own appointment as 'controversial' (page 4, line 6 to 9, M4.2.1: Desire for recognition, and M3.1: affiliation need), is confident in his/her own abilities (M4.1.1: Desire for competence.), but does not always feel admitted to the inner circle, which he/she perceives to be in existence (M3.1: Affiliation need)). He/she seems to tend towards brash decisions (page 12, line 31 to 32, M4.2.1: Desire for recognition.), and appears to take matters rather personally (M4.2.1: Desire for recognition). He/she is resentful of an apparent resistance to change in the company (M4.1.1: Desire for competence). He/she does enjoy his/her job, and regards the days at Air Namibia as interesting, with time flying by (M6.2: Need for peak experiences).

Interview section	**Maslow's needs**	**Interpretation of theme brought up by interviewee**	**Transcript page; start & end line numbers**	**Need explanation**
Personal context	M4.1.1	Competent negotiation with the Union	5.4-8, 8.22-23	Desire for competence
Personal	M4.1.1	'I will do it myself, because I	7.6, 7.10-13,	Desire for competence

context		can'	8.10-12	
Personal context	M4.2.1	Controversial appointment	4.6-9	Desire for recognition
Personal context	M5.3	Embracing diversity	3.15-24	Desire for self-acceptance, accepting others
Finance	M3.1	Feels excluded	9.17-30	Affiliation need
Finance	M4.1.1	Doing it myself	9.34-10.1	Desire for competence
Finance	M4.2.1	Y is 'technically speaking my PA'	10.14-15	Desire for recognition
Customers	M2.1	Not clear on who the customers are, has not considered this	11.1 - 14	Need for security, stability
Customers	M4.2.1	Open door policy – overtly stated	11.20-28	Desire for recognition
Customers	M4.2.1	Does not recognise a development need in this quadrant	12.8 -11	Desire for recognition
Customers	M4.2.1	Way of talking about the unions	12.15-24	Desire for recognition
Customers	M4.2.1	Brash decisions	12.31 - 32	Desire for recognition
Customers	M4.2.1	Gets emotional, takes things personally	13.8-15	Desire for recognition
Customers	M4.2.1	Open door policy – overtly stated	11.20-28	Desire for recognition
Internal processes	M3.1	Sarcastic towards company regarding how his services are perceived	14.24-25	Affiliation need
Internal processes	M4.2.1	Celebrates that his decisions sometimes have 'funny' ramifications	13.24-25	Desire for recognition
Internal processes	M4.2.1	Regards his services as expensive	14.22	Desire for recognition
Learning & growth	M4.1.1	Resentful about resistance to change in the company	16.14-18	Desire for competence.
Learning & growth	M4.1.1	Results driven/task oriented	16.30-36	Desire for competence.
Learning & growth	M4.2.1	Leadership is viewed as managing assets	15.13-16	Desire for recognition
Learning & growth	M4.2.1	Rates pay for performance practices 3/10	15.25	Desire for recognition

Concluding comments	M6.2	The day at Air Namibia is interesting, time flies	18.2-6	Need for peak experiences

Interviewee C

Interviewee C regards the diversity in the company as an asset (page 29, line 8 to 11, M3.1: Affiliation need). He/she comments three times, that he/she enjoys the team (M3.1: Affiliation need), and he/she relies on this young and spontaneous group (M4.1.1: Desire for competence). He/she seems to experience little guidance on how to do his/her job, and comments on the lack of information left by his/her predecessor (M4.1.1: Desire for competence.). He/she prides himself on playing a role in changing the present absence of effective internal communication (page 24, line 14, M4.2.1: Desire for recognition). He/she laments the absence of pay for performance, although he/she seems to confuse this practice with long service recognition (M4.2.1: Desire for recognition).

Interview section	**Maslow's needs**	**Interpretation of theme brought up by interviewee**	**Transcript page; start & end line numbers**	**Need explanation**
Personal context	M4.2.1	Family assisted high-ranking politicians into exile during the war	3.17-22	Desire for recognition
Personal context	M4.2.1	Sought-after master of ceremonies of different social events	14.21-22	Desire for recognition
Personal context	M4.2.1	Interpreter at functions of 'The Founding Father', President of Zambia, present President	15.7-11	Desire for recognition
Finance	M3.1	Feels part of it, involved	18.5-11	Affiliation need
Finance	M3.1	Supports savings programme – no promotional items for handing out	19.1-2	Affiliation need
Customers	M2.2	Problems relating to the Airports Company need to be dealt with	22.2-4	Need for structure, law, order, limits
Customers	M4.1.1	Has never heard of customer services training	22.17-18	Desire for competence.
Customers	M4.1.1	Obtains training information through own initiative	22.18-19	Desire for competence.
Internal processes	M2.2	No procedures left by predecessor	23.9-11	Need for structure, law, order, limits
Learning & growth	M3.1	'Great team'	27.14	Affiliation need
Learning & growth	M3.1	Air Namibia is dynamic	27.16	Affiliation need
Learning & growth	M3.1	Diversity is seen as a asset	29.8-11	Affiliation need
Learning & growth	M4.1.1	Young and spontaneous team	27.22-23	Desire for competence.
Learning & growth	M4.1.1	Lack of internal information to do the job, obtains it self from the outside	28.10-16	Desire for competence.
Learning & growth	M4.1.1	Lack of information left by predecessor	28.18	Desire for competence.
Learning &	M4.2.1	Regards himself as a good	24.14	Desire for

growth		communicator		recognition
Learning & growth	M4.2.1	Lack of internal communication, and his understanding of his role to bridge this	24.19-24	Desire for recognition
Learning & growth	M4.2.1	Frustration because of lack of pay for performance	26.4-11	Desire for recognition
Learning & growth	M4.2.1	He is confused between pay for performance and long-service	26.5-6	Desire for recognition
Overall development	M4.1.1	Need for crisis management communication training	29.15	Desire for competence.
Concluding comments	M4.1.1	Appointment without any guidance	30.20-21	Desire for competence.
Concluding comments	M4.1.1	Lack of succession planning	31.2-3	Desire for competence.

Interviewee D

This interviewee shows a strong desire to understand the delivery level of his/her own performance; he/she sends out questionnaires to his/her colleagues to ask for his/her services to be evaluated (M5.1: Desire for self-improvement, to know and understand). He/she experiences resistance to change in the organisation (page 12, line 13 to 16, M5.1: Desire for self-improvement, to know and understand, and M4.1.1: Desire for competence). He/she also recognises a failure in the company to implement plans (M2.2: Need for structure, law, limits). He/she is not clear about the requirements of the job, and complains of a lack of handover by the previous incumbent (page 13, line 23, M4.1.1: Desire for competence.). He/she observes that there is an absence of pay for performance (M4.2.1 Desire for recognition). He/she expresses the need for formal training (M4.1.1: Desire for self-improvement, to know and to understand). In spite of the critical comments, he/she views some aspects of the organisation in a positive light, such as the diversity of staff (M3.1: Affiliation need).

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M2.1	Subjected to Koevoet gunfire as a child. Now scared of balloons	3.7-20	Need for security, stability
Personal context	M2.2	Subjected to Koevoet gunfire as a child. Now scared of balloons	3.7-20	Need for structure, law, order, limits
Personal context	M4.1.1	Information from colleagues difficult to obtain, unreliable	5.3-6	Desire for competence
Personal	M4.1.1	Lack of training	6.1-2	Desire for competence

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
context				
Finance	M3.1	Feeling alone	6.23-24	Affiliation need
Finance	M3.1	Subscribes to cost saving initiative	9.20-21	Affiliation need
Finance	M4.1.1	Not sure of the terminology, concepts	8.11-12	Desire for competence
Finance	M5.1	Teaching yourself	11.1-5	Desire for self-improvement, to know and understand
Finance	M5.1	Teaching yourself	11.1-5	Desire for self-improvement, to know and understand
Customers	M5.1	Sends out survey to evaluate service	11.15-20	Desire for self-improvement, to know and understand
Customers	M5.1	Need for role clarification	12.2-6	Desire for self-improvement, to know and understand
Customers	M5.1	Experiences a resistance to change in the organisation	12.13-16	Desire for self-improvement, to know and understand
Internal processes	M2.2	Lack of implementation of plans	13.8-10	Need for structure, law, order, limits
Internal processes	M2.2	Informal way of communicating procedural issues	13.24	Need for structure, law, order, limits
Internal processes	M2.2	Hesitant to talk about reasons for high staff turnover	14.13-22	Need for structure, law, order, limits
Internal processes	M4.1.1	Lack of handover from previous incumbent	13.23	Desire for competence.
Internal processes	M4.1.1	Unclear of job requirements	13.24	Desire for competence.
Internal processes	M4.1.1	Need to perform well under pressure	15.5-8	Desire for competence.
Learning & growth	M3.1	Learns about colleagues by listening	16.2-9	Affiliation need
Learning & growth	M3.1	Diversity is seen as benefit	21.7-9	Affiliation need
Learning & growth	M3.1	Diversity allows us to learn from different cultures	21.10	Affiliation need
Learning & growth	M3.2	Looks as colleagues 'as human beings'	15.20-23	Need for love
Learning & growth	M4.1.1	Lack of access to information	16.21-22	Desire for competence.
Learning & growth	M4.1.1	Lack of access to systems prevents from efficiency	17.3-4	Desire for competence.
Learning & growth	M4.2.1	Lack of pay for performance	17.18-21	Desire for recognition
Learning & growth	M4.2.1	People take things personally	19.7-10	Desire for recognition
Learning & growth	M4.2.1	Educating colleagues on role a slow process	19.16-24	Desire for recognition
Learning & growth	M5.1	Sees a lack of formal training in colleagues	16.9-14	Desire for self-improvement, to know and understand

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Learning & growth	M5.1	Suggests linking BSC with pay for performance	18.15	Desire for self-improvement, to know and understand
Learning & growth	M5.1	Enjoys learning from others	18.22-24	Desire for self-improvement, to know and understand
Learning & growth	M5.1	Obtains educational information from outside	20.5-8	Desire for self-improvement, to know and understand
Overall development	M4.1.1	Formal training need expressed	21.15-16	Desire for competence.
Concluding comments	M5.1	Expresses need to understand how things hang together	21.23-25	Desire for self-improvement, to know and understand

Interviewee E

The themes emerging from this interviewee are that he/she is experiencing strong resistance to change, and feeling helpless in the face of it (page 8, line 18 to 23, page 9, line 1 to 9, M4.1.1 Desire for competence, and M4.2.1: Desire for recognition), and the perception that there seems to be a general trend of a lack of implementation in the company (M4.1.1: Desire for competence). He/she complains about a lack of time management by his/her colleagues; he/she expresses doubt about the effectiveness of outside consultants brought into the company. I found the majority of his/her comments in the area of M4.1.1: Desire for competence. In all I was able to categorise 18 of his/her comments under this heading.

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M4.1.1	New in the job	3.5	Desire for competence.
Personal context	M4.1.1	Lack of support from colleagues	4.1-4	Desire for competence.
Personal context	M4.1.1	Need for formal training	4.8-10	Desire for competence.
Finance	M4.1.1	Financial training required	6.3-4	Desire for competence.
Customers	M4.1.1	Team coordination	7.4-5	Desire for competence.
Customers	M4.1.1	Survey to understand level of own service given to colleagues	7.13-17	Desire for competence.
Customers	M4.1.1	Lack of implementation	7.22-24	Desire for competence.
Customers	M4.2.1	Does not need more training	8.7-8	Desire for recognition
Internal processes	M4.1.1	Comfortable to acknowledge that he needs to improve	8.14-16	Desire for competence.

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Internal processes	M4.1.1	Needs to manage people's resistance to change	8.18-23	Desire for competence.
Internal processes	M4.1.1	Lack of implementation	10.1-3	Desire for competence.
Internal processes	M4.2.1	Helpless in the face of colleagues' resistance to change	9.1-9	Desire for recognition
Learning & growth	M3.1	Wants everybody to be involved	12.1-2	Affiliation need
Learning & growth	M3.1	Good relationship with colleagues	14.5	Affiliation need
Learning & growth	M3.1	Diversity works	15.17-19	Affiliation need
Learning & growth	M3.2	Threatened colleagues	14.8	Need for love
Learning & growth	M4.1.1	Effective execution as a measure of good performance	11.4-7	Desire for competence.
Learning & growth	M4.1.1	Colleagues frequently unavailable	12.5-10	Desire for competence.
Learning & growth	M4.1.1	Needs exposure to strategy practices	12.13-14	Desire for competence.
Learning & growth	M4.1.1	Lack of implementation	13.4	Desire for competence.
Learning & growth	M4.1.1	Need to train people on strategy implementation	14.9-11	Desire for competence.
Learning & growth	M4.1.1	Ineffective outside consultants	14.18-22	Desire for competence.
Learning & growth	M4.1.1	Requirement for BSC training	15.9-14	Desire for competence.
Learning & growth	M4.2.1	Leadership by assisting others	11.17-19	Desire for recognition
Learning & growth	M4.2.1	Lack of pay for performance	13.1-4	Desire for recognition
Learning & growth	M4.2.1	Lack of commitment by colleagues	13.23-14.2	Desire for recognition
Learning & growth	M4.2.1	Lack of delegation	15.2-7	Desire for recognition
Learning & growth	M5.3	Recognises need for a sense of humour and awareness	10.17-19	Desire for self-acceptance, accepting others
Overall development	M4.1.1	BSC training required	16.4-5	Desire for competence.
Concluding comments	M5.1	Not sure what the company is working towards	16.16-19	Desire for self-improvement, to know and understand

Interviewee F

This candidate pleads for the authority to execute his/her job, as illustrated by his/her comments on page 22, line 14 to 22. He/she is frustrated by the apparent lack of trust, and follow-through in the company (M4.1.1: Desire for competence). Along with four other

interviewees he/she sees diversity in the company as positive (M3.1: Affiliation need). He/she acknowledges his/her own shortcomings, for example, that he/she finds it difficult to delegate and, he/she recognises the need for public speech training (M4.1.1: Desire for competence, on page 25, line 23, and page 21, lines 3 to 6). Although he/she laments lack of pay for performance, he/she appears to confuse this with reward for long service (M4.2.1: Desire for recognition, page 26, lines 21 to 24). He/she highlights his/her view around people in the organisation defending their own position, and not opening up to each other on pages 30, line 8 to 16, and on page 31, line 9 to 12 (M2.2: Need for structure, law, order, and limits, and M3.2: Need for love).

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M4.1.1	Scanning the external environment for trends, alliances	6.13-19	Desire for competence.
Personal context	M4.1.1	Learning through experience	14.15-16	Desire for competence.
Personal context	M4.2.1	Pride in performing well	5.2-4, 5.13-15	Desire for recognition
Personal context	M4.2.1	Proud of systems in place	8.5-6	Desire for recognition
Personal context	M4.2.1	'If you cannot measure it, you cannot manage it'	9.14-15	Desire for recognition
Personal context	M5.3	Associates strongly with the company by referring to 'I' have market share	16.11-13	Desire for self-acceptance, accepting others
Finance	M4.2.1	Accepts responsibility with pride	17.1-2	Desire for recognition
Customers	M4.1.1	Knows where to find information	19.15-20	Desire for competence.
Customers	M4.1.1	Need for public speech training	21.3-6	Desire for competence.
Customers	M4.2.1	Associates strongly with the mission	18.21-22	Desire for recognition
Internal processes	M2.1	5 year contract, no permanent appointment	23.19-21	Need for security, stability
Internal processes	M4.1.1	Frustration because of lack of availability of colleagues	21.16-24	Desire for competence.
Internal	M4.1.1	Lack of delegation, and resulting	22.6-12	Desire for

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
processes		lack of time management		competence.
Internal processes	M4.1.1	Frustrated at lack of trust	22.14	Desire for competence.
Internal processes	M4.1.1	Pleads for authority	22.18-19	Desire for competence.
Internal processes	M4.1.1	Lack of defined processes	23.8-10	Desire for competence.
Internal processes	M4.2.1	Experiences authority to be undermined	22.24-23.1	Desire for recognition
Internal processes	M4.2.1	Efficiency is undermined by lack of authority	23.14-15	Desire for recognition
Learning & growth	M2.1	Prefers to understand rationale behind instruction	25.11-12	Need for security, stability
Learning & growth	M3.1	Good relationships with colleagues	27.22	Affiliation need
Learning & growth	M3.1	Embraces diversity	28.5-13	Affiliation need
Learning & growth	M3.2	Longs for his first big assignment	27.5-6	Need for love
Learning & growth	M4.1.1	Not good at delegating	25.23	Desire for competence.
Learning & growth	M4.2.1	Lack of pay for performance	26.21-23	Desire for recognition
Learning & growth	M4.2.1	Confusing long service with good performance	26.22-24	Desire for recognition
Learning & growth	M4.2.1	Lack of recognition for a job well done	27.6-11	Desire for recognition
Overall development	M4.1.1	Explicit functional training needs expressed	29.7-11	Desire for competence.
Concluding comments	M2.2	People are not prepared to open up; they defend their own position	31.9-12	Need for structure, law, order, limits
Concluding comments	M3.2	Experiences 'a lot of cropped emotions' in the broader organisation	30.8-16	Need for love

Interviewee G

Interviewee G expresses pride in the potential of the company (page 17, line 21 to 22). He/she complains about the attitudes of some of his/her colleagues (M3.1: Affiliation need, and M4.2.1: Desire for recognition). He/she acknowledges skills shortcomings, for example in time management (page 15, line 1 to 3), project implementation (page 25, lines 17 to 20), and expresses a need for refresher courses on IT (page 27, line 8) (M4.1.1: Desire for competence). I found his/her comment on page 29, line 8 to 14, that people pretend to know their job, and that they are too proud to admit that they do not, interesting. He/she doubts that pay for performance could be applied equitably across the company (M4.2.1: Desire for recognition).

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M4.1.1	Lack of money allocated to the IT function	5.23-27	Desire for competence.
Personal context	M4.1.1	Training is 'cut to the bare bones'	6.7-8	Desire for competence.
Finance	M4.1.1	Bemoaning the lack of direct involvement in budgeting process	8.24-28	Desire for competence.
Finance	M4.1.1	Lack of involvement in planning	10.28-11.6	Desire for competence.
Finance	M4.2.1	'Unlucky' to understand numbers	10.4	Desire for recognition
Finance	M4.2.1	Lack of understanding by others of significance of the job	11.7-10	Desire for recognition
Customers	M4.1.1	Calls are logged	12.1	Desire for competence.
Customers	M4.1.1	Expresses need for time management training	15.1-3	Desire for competence.
Customers	M4.2.1	Complains about others' attitudes	12.24-29	Desire for recognition
Customers	M4.2.1	Threatens that people must not 'try to hide things' from him	13.14-15	Desire for recognition
Customers	M5.1	Holistic understanding of internal & external customers	11.14-16	Desire for self-improvement, to know and understand
Internal processes	M4.1.1	Expresses a need to be more involved in processes, and planning	15.10-11	Desire for competence.
Internal processes	M4.1.1	Lack of involvement in planning routes	16.3-16	Desire for competence.
Internal processes	M4.1.1	No communication about new projects	16.23-26	Desire for competence.
Internal processes	M4.2.1	Plays devil's advocate	15.15-16	Desire for recognition
Internal processes	M5.1	Pride in the potential of the company!	17.13-14	Desire for self-improvement, to know and understand
Learning &	M3.1	Has a good relationship with	24.3-20	Affiliation need

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
growth		superiors, 'cordial' relationship with colleagues		
Learning & growth	M4.1.1	Regards himself to have good self-discipline	20.7	Desire for competence.
Learning & growth	M4.1.1	With appointment, had to prove himself	20.22-23	Desire for competence.
Learning & growth	M4.1.1	Need for conference/course on project implementation	25.17-20	Desire for competence.
Learning & growth	M4.1.1	Employment diversity less important than the ability to do the job	26.7-17	Desire for competence.
Learning & growth	M4.1.1	Wonders if the right people are always appointed	26.19-22	Desire for competence.
Learning & growth	M4.2.1	Sees himself as a solution provider	19.20-21	Desire for recognition
Learning & growth	M4.2.1	Doubts that pay for performance can be implemented equitably	20.26-30	Desire for recognition
Learning & growth	M4.2.1	Views targets in departments across the organisation not consistent	21.3-6	Desire for recognition
Learning & growth	M4.2.1	People are scared of him	24.22-23	Desire for recognition
Learning & growth	M5.1	Acting outside functional field in support	19.25-26	Desire for self-improvement, to know and understand
Learning & growth	M5.1	Views new projects as exiting	22.10-12	Desire for self-improvement, to know and understand
Learning & growth	M5.1	Benefits of having attended a course	22.16-25	Desire for self-improvement, to know and understand
Overall development	M4.1.1	Self-reliance, and searching for information outside the company	27.3-7	Desire for competence.
Overall development	M4.1.1	Training on IT required	27.8	Desire for competence.
Concluding comments	M5.1	Outside person to interview key persons on company matters would be helpful	28.7-15	Desire for self-improvement, to know and understand
Concluding comments	M5.1	People pretend to know, they are too proud to admit they do not	29.8-14	Desire for self-improvement, to know and understand

Interviewee H

This candidate experiences the workplace as stressful (comments on page 6, line 2 to 6, and page 11, line 19 to 20; M2.1: Need for security, stability, M3.1: Affiliation need). He/she laments having to act in a higher capacity without appointment or reward (page 13, line 1 to 5, M4.2.1: Desire for recognition) on the one hand, but is proud to be acting for his/her superior in his absence, on the other (page 15, line 1 to 8). He/she appears to have a

problematic relationship with his/her colleagues (page 21, line 7, and page 22, line 4). He/she acknowledges that there exist intercultural difficulties in the company (page 23, line 1 to 17, M3.1: Affiliation need).

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M2.1	Experiences the work as stressful	6.2-6	Need for security, stability
Personal context	M4.1.1	Experiences lack of skills around her	7.8-11	Desire for competence.
Personal context	M4.2.1	Upwards movement through the ranks	4.9-12	Desire for recognition
Personal context	M4.2.1	To work at Air Namibia, you have to be first class	5.1-3	Desire for recognition
Personal context	M4.2.1	Always in the fore front of new implementations	5.17-20	Desire for recognition
Personal context	M4.2.1	Expresses the need to be connected outside the company	7.22-29	Desire for recognition
Personal context	M5.1	Expresses a fear of being left out, stagnation	9.27	Desire for self-improvement, to know and understand
Finance	M2.1	Taking it personal, and that is stressful	11.19-20	Need for security, stability
Finance	M2.2	Relying on systems to guide performance	10.16,11.15	Need for structure, law, order, limits
Finance	M4.1.1	Difficulty to control, as things are not completed in time	10.11-14	Desire for competence.
Finance	M4.1.1	Report writing skills training asked for	12.4-6	Desire for competence.
Finance	M4.2.1	Tells about 'representing Air Namibia'	12.10-11	Desire for recognition
Finance	M4.2.1	Laments needing to act in higher capacity without being appointed	13.1-5	Desire for recognition
Customers	M4.1.1	Good customer communication is important	14.6-12	Desire for competence.
Customers	M4.2.1	Liaises with the really big	13.22-24	Desire for recognition

Interview section	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
		customers		
Customers	M4.2.1	Does not require customer service training	14.18-21	Desire for recognition
Internal processes	M3.2	Critical self-assessment, 'people don't like me'	16.24-17.2	Need for love
Internal processes	M4.1.1	Processes do not finalised in timeously	15.25-27	Desire for competence.
Internal processes	M4.2.1	Proud to always be acting for superior, in his absence	15.1-8	Desire for recognition
Learning & growth	M2.1	Delicate dissatisfaction re union management	19.16-18	Need for security, stability
Learning & growth	M3.1	Problematic relationships with colleagues	21.7-22.4	Affiliation need
Learning & growth	M3.1	Acknowledges that inter-cultural difficulties exist	23.1-17	Affiliation need
Learning & growth	M4.1.1	Undue delays in implementation	18.26-27	Desire for competence.
Learning & growth	M4.1.1	Reward would improve performance	19.1-2	Desire for competence.
Learning & growth	M4.1.1	Lack of availability of decision makers	20.23-21.2	Desire for competence.
Learning & growth	M4.1.1	Acknowledged difficulty to manage people	22.6-7	Desire for competence.
Learning & growth	M4.2.1	Plays a leadership role in her department	18.6-8	Desire for recognition
Learning & growth	M4.2.1	No pay for performance, no credit for performance	18.23-25	Desire for recognition
Learning & growth	M4.2.1	Lack of salary adjustment over 6 years	19.20-21	Desire for recognition
Learning & growth	M5.3	Staying at company in spite of lack of salary increase – job satisfaction	20.2-4, 20.11-13	Desire for self-acceptance, accepting others

Interviewee I

This participant calls for more substantive leadership in the organisation (page 13, line 1 to 3). He/she recognises the need to employ outside assistance due to internal lack of competencies (page 13, line 21 to 27, page 26, line 24 to 26). He/she believes implementation in the company is lacking (page 27, line 24 to 26), and he/she recognises that formal functional training alone may not be enough to improve the workings of the company (page 31, line 8 to 9).

Research category	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
Personal context	M3.1	Overt emotional support from equals in other airlines	14.9-11	Affiliation need
Personal context	M3.1	Lack of support & cooperation from SAA	14.18-19, 15.5	Affiliation need
Personal context	M4.1.1	Is proud to have participated in various automation upgrades	4.14-24	Desire for competence.
Personal context	M4.1.1	Proud to participate in noteworthy business expansions	6.7-13	Desire for competence.
Personal context	M4.1.1	Versatility is recognised to be important	10.16-23	Desire for competence.
Personal context	M4.1.1	Talks about operating in various countries with ease	11.21-26	Desire for competence.
Personal context	M4.1.1	Obtains guidance from outside consultants, and other airlines	13.21-27	Desire for competence.
Personal context	M4.1.1	Employment of outside specialist, due to lack of internal ability	16.3-4	Desire for competence.
Personal context	M4.2.1	Experiences his unit as very busy, with a lot of decisions to be made	8.19-27	Desire for recognition
Personal context	M4.2.1	Requires 'more substantive' leadership	13.1-3	Desire for recognition
Finance	M4.1.1	Confidently conversing about the subject	17.4-6	Desire for competence.
Finance	M5.1	Lamenting the perpetual deficit	18.4-5	Desire for self-improvement, to know

Research category	Maslow's needs	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Need explanation
				and understand
Customers	M4.1.1	No formal customer service training	24.3-4	Desire for competence.
Customers	M4.1.1	Looking to understand best practices	24.6-8	Desire for competence.
Internal processes	M5.1	Business is felt not properly aligned	25.6-8	Desire for self-improvement, to know and understand
Internal processes	M5.1	Recognises that the company may require outside assistance	26.24-26	Desire for self-improvement, to know and understand
Internal processes	M5.1	Leadership can only be provided if you understand the whole picture	27.1-3	Desire for self-improvement, to know and understand
Learning & growth	M3.1	Does not enjoy conflict management	29.14-15	Affiliation need
Learning & growth	M3.1	Relationships with co-workers 'fairly positive'	29.21	Affiliation need
Learning & growth	M4.1.1	Implementation not good	27.24-26	Desire for competence.
Learning & growth	M4.2.1	Believer in 'carrots and sticks'	27.20	Desire for recognition
Overall development	M5.1	Wishes to have exposure to the whole airline & its business processes	30.10-12, 30.21	Desire for self-improvement, to know and understand
Overall development	M5.1	Understands that formal training alone may not be enough	31.8-9	Desire for self-improvement, to know and understand
Concluding comments	M5.3	Recognises need to reflect more	32.3-6	Desire for self-acceptance, accepting others

4.4 Some reflections on the data coding process

I do not wish at this point to draw any conclusions about the findings presented above – that will be done in Chapter 5, Analysis and interpretation of findings. Instead, some reflections on the data gathering and coding process are presented here.

Structuring the interviews around the four quadrants of the BSC assisted me to stay in the field of the workplace of the interviewees, rather than exploring sometimes very interesting introductory anecdotes shared by the individuals. The focus remained on the person, and the development needs and perceptions in the workplace.

The combination of using the BSC to structure the interviews together with Maslow's hierarchy of needs greatly facilitated the interviewing process and the subsequent coding of transcripts. I am aware that in thematic content analysis, one usually allows the themes to "emerge" before allocating them a code, whereas I predetermined the themes by Maslow need. Nevertheless at no stage did I feel that any interviewee's comments had to be forced into one or another Maslow code.

Some comments may have fitted into more than one coding group. In such cases I placed the comment where I interpreted it fitted best, rather than allocate it to two codes.

CHAPTER FIVE: ANALYSIS AND INTERPRETATION OF FINDINGS

As discussed in Chapter 4, under paragraph 4.1 Maslow conceptualised a lower and upper hierarchy of needs, which he also saw as two *motivational* levels: a lower deficiency motive level (physiological needs, needs for security and safety, needs for affiliation and love, the need for self-esteem, and needs based on self-respect), and a higher growth motive level (self-actualisation needs, and the need for self-transcendence).

Deficiency needs motivate a person to fill the vacuum created by the absence of the particular state, whereas growth needs are regarded as positive actions enhancing a person's individual, and uniquely personal development, to realize the individual's personal meaning of life (Ventegodt *et al* 2003). Maslow maintained that a person is only ready to act upon a growth need, if the deficiency needs are adequately met.

Using this understanding, I thought that it would be possible to derive an overall understanding of Air Namibia's senior managers' perceptions of their development needs – are they mostly at the deficiency motive level, or mostly at the growth motive level? - if I were to aggregate coding results across all interviewees and group them by Maslow needs.

Table 4 next presents the aggregated results of the coding across all interviewees. Down the left hand side of the table, are listed the interview categories, including the four BSC quadrants marked with an *. Across the table, are listed the codes used to identify the needs expressed by the senior managers. Each cell reflects the number of times each manager mentioned the particular need. For example, in the row of Learning and growth, column M5.1, the information recorded in that cell – A (1), D (4), G (3) - means that manager A once expressed a need for affiliation in the context of Learning and growth, manager D expressed it four times, and manager G three times.

Table 4: Aggregated results of the coding across all interviewees, by Maslow need																
	DEFICIENCY NEEDS/MOTIVES										GROWTH NEEDS/MOTIVES					
Interview section	**M1.1**	**M2.1**	**M2.2**	**M3.1**	**M3.2**	**M4.1**	**M4.1.1**	**M4.1.2**	**M4.2**	**M4.2.1**	**M5.1**	**M5.2**	**M5.3**	**M5.4**	**M6.1**	**M6.2**
Personal context		D(1), H(1)	A(1), D(1)	A(1), I(2)			A(1), B(2), D(2), E(3), F(2), G(2), H(1), I(6)	F(3)		B(1), C(3), H(4), I(2)	H(1)		B(1), F(1)			
Sub total		2	2	3			19	3		10	1		2			
Finance*		A(1), H(1)	A(1), H(1)	B(1), C(3), D(2)			A(1), B(1), D(1), E(1), G(2), H(2), I(1)	A(1)		B(1), F(1), G(2), H(2)	D(2), I(1)					
Sub total		2	2	6			9	1		6	3					
Customers*		B(1)	C(1)				C(2), E(3), F(2), G(2), H(1), I(2)	E(1)		B(6), F(1), G(2), H(2)	A(2), D(3), G(1)					
Sub total		1	1				12	1		11	6					
Internal processes*		F(1)	A(2), C(1), D(3)	B(1)	H(1)		D(3), E(3), F(5), G(3), H(1)	E(1)		B(2), F(2), G(1), H(1)	G(1), I(3)					
Sub total		1	6	1	1		15	1		6	4					
Learning & growth*		F(1), H(1)		A(1), C(3), D(3), E(3), F(2), G(1), H(2), I(2)	D(1), E(1), F(1)		A(2), B(2), C(3), D(2), E(7), F(1), G(5), H(4), I(1)	E(4)		A(1), B(2), C(3), D(3), F(3), G(4), H(3)	A(1), D(4), G(3)		A(1), E(1), H(1)			
Sub total		2		17	3		27	4		19	8		3			

Table 4: Aggregated results of the coding across all interviewees, by Maslow need																
	DEFICIENCY NEEDS/MOTIVES										GROWTH NEEDS/MOTIVES					
Interview section	**M1.1**	**M2.1**	**M2.2**	**M3.1**	**M3.2**	**M4.1**	**M4.1.1**	**M4.1.2**	**M4.2**	**M4.2.1**	**M5.1**	**M5.2**	**M5.3**	**M5.4**	**M6.1**	**M6.2**
Overall development				A(1)			A(1), C(1), D(1), E(1), F(1), G(2)			I(1)	A(2), I(2)					
Sub total				1			7			1	4					
Concluding comments			F(1)		F(1)		C(2)				D(1), E(1), G(2)		I(1)			B(1)
Sub total			1		1		2				4		1			1
Total frequency		**8**	**12**	**28**	**5**		**91**	**10**		**53**	**30**		**6**			**1**
Total comments: 244																

Now, based on Table 4 above, I discuss the findings first by interview section, (i.e. the personal context section, followed by the four quadrants of the BSC, and then the overall development sections), and then in paragraph 5.2 the findings are discussed by Maslow need (paragraph 5.2).

5.1 Analysis by Interview section

- ***Personal context***

I undertook the study with the awareness that the majority of respondents would be black Namibians. This turned out to be correct. Only two of the nine respondents are white. I had anticipated hearing statements around job entitlement, strong views in favour of affirmative action, and maybe even anti-white sentiments. I have not come across any of these. In fact, I have been able to record a number of positive statements on how Air Namibia's diversity of work force is experienced positively, and in particular the benefits this brings in the customer relations with the company's market (for example, B 3.15 – 24, C 29.8 – 11, D 21.7 – 9). This finding would not mean, however, that any future organisational development intervention should not be culturally sensitive.

- ***The BSC quadrants***

In this context, it is important to mention, that the BSC has already been introduced in Air Namibia prior to this study (for a related comment, see interviewee D 13.8 – 10); however the resulting pay for performance project appears to have stalled somewhat (actual comment by interviewee E 13.1 – 8). This led me to think that the managers would be able to comment on specific functional areas and that they would have an opinion on specific functional development needs. I did not find this. This might be due to the persons concerned experiencing an absence of role clarification, and their individual responsibility concerning the individual quadrants. From table 3 above, there does not appear to be a noticeable cluster of comments under any one of the interview sections, other than perhaps the 17 comments expressed by eight of the participants around the need for affiliation in the learning and growth row. This could be expected, as one of the questions in that section was "How would you describe your relationship with your subordinates, colleagues, and superiors" (refer to Annexure B).

- ***Overall development (including concluding comments)***

A number of participants expressed training needs under this heading. I interpret the references as a need for very specific functional training (for example interviewee A asks for training in budgeting processes 16. 22 – 24, interviewee F is looking for computer literacy training 29. 7 – 11). This finding, coupled with the large cluster of comments around the participants' need for competence, confidence and achievement shows an overall lack of perceived working skill to get the job done.

5.2 Analysis by sub-categories of Maslow's hierarchy of needs

From table 3 above, it appears that development needs of senior Air Namibia managers fall predominantly in the "deficiency" category (M1.1 – M4.2.1).

Even though this was not a quantitative study, counting the frequency with which senior managers mentioned themes, and then expressing these as a percentage of the total comments coded across all interviews, produces what could be considered indicative percentages. Indicative, because I remain mindful of the fact that the categorization is based first on my interpretation of the specific comment, and then on my interpretation of the Maslow sub-need to which the comment should be allocated.

Within those parameters then, 14% of comments for example were coded to refer to the "umbrella" need for affiliation and love (M.3), while 63% were coded as the "umbrella" need for self esteem (M.4). Within these two broad Maslow deficiency needs, the desire for competence, confidence and achievement (M4.1.1) has attracted 91, or 37% of total comments, followed by the desire for recognition, social acceptance, appreciation, and status with 53 comments, or 22% of the total, and the need for affiliation with a group in third place with 28 comments, or 11% of the total. These three most-often mentioned needs of the senior managers interviews, that is, a desire for competence, confidence and achievement (M4.1.1), for recognition, social acceptance, appreciation and status (M4.2.1), and a need for affiliation with the group (M3.1), are discussed next. The graph below depicts the complete distribution of expressed needs by sub category and percentage.

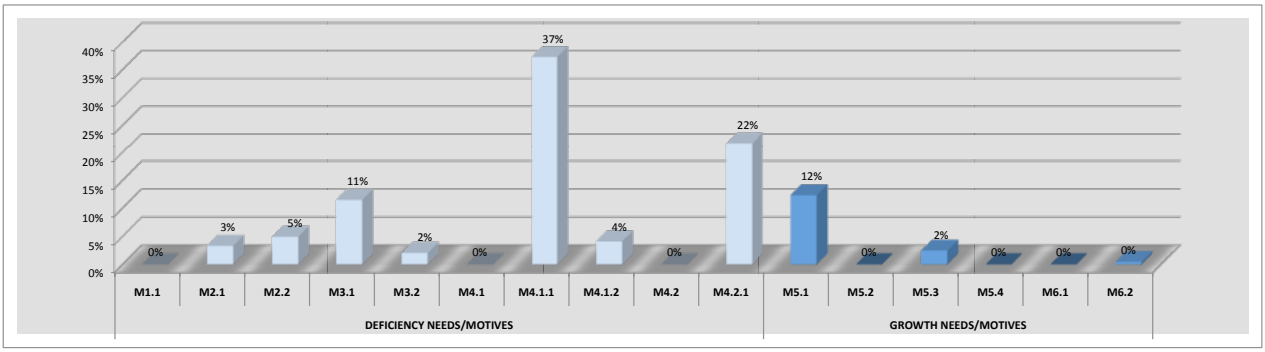


Figure 5: Distribution of frequency of comment by Maslow's need (refer Table 2 in Chapter 4)

5.2.1 Desire for competence, confidence, and achievement (M4.1.1)

Maslow's "umbrella" need of self-esteem has two sub-categories. The first sub-category, which is needs based on self-respect, includes the desire for competence, confidence, and achievement, and is discussed here. The second sub-category is discussed in paragraph 5.2.2.

Of the 91 comments by senior managers coded under this heading, only 22 statements expressed positive perceptions concerning competence, confidence and achievement. The majority of comments - 69 in all - comprised negative sentiments. There were 17 direct comments about a perceived need for training, five comments referred specifically to a lack of implementation of policies and procedures in the company (for example, lack of implementation of the BSC (Interviewee A, page 18, lines 3 to 9)), and a further 21 comments dealt with a perception of a general lack of information, be it from a lack of proper introduction to procedures for a new job, or an expression of insecurity of process, or content (Annexure C).

The literature quoted in Chapter 2 confirms that managers, and in particular senior managers, lead and manage people and processes (paragraph 2.2). Management is therefore often described as getting work done through other people (Drucker 2006). Alfred Adler maintains that a person functions from, inter alia, two perspectives; from a sense of belonging and social acceptance, as well as from behaviour stemming from goal-orientation (Meyer *et al* 1989; Rock *et al* 2009). The high degree of uncertainty expressed about how to do their jobs, how to implement plans, and the general

perceived lack of information thus contributes to the interviewees' sense of lack of competence (an example is Interviewee D pro-actively sending out surveys asking his/her colleagues to evaluate his/her service, page 11, lines 15 to 20). This may point to a wider need of a number of organisational development interventions, in addition to the development of the individual managers themselves, as without structure, policies, and accepted procedures around the people, individual development may contribute only inadequately to organisational effectiveness.

5.2.2 Desire for recognition, social acceptance, appreciation, and status (M4.2.1)

The second sub-category of Maslow's "umbrella" self-esteem need refers to the need for esteem from others. This need includes the desire for recognition, social acceptance, and status. This attracted the second most coded comments – 53, or 22% of all coded comments. Simons, J. A., Irwin, D.B. and Drinnien, B.A. (1987) suggest that unless the need for esteem from others is satisfied, the person will not be able to feel valued, and relatedly, confident. When this need is not satisfied, a person will feel inferior and helpless. This is interesting, given that the interviewees have at least one of the external trappings of status, namely, an important-sounding job title. One could speculate that the perceived unmet desire for recognition has psychological as well as material elements to it.

Eight out of the nine interviewees expressed concern about the lack of reward for performance (for example Interviewee H, page 18, line 23 to 25, Interviewee F, page 26, lines 21 to 23). I found a number of statements also expressing dismay about a lack of understanding and appreciation of interviewees' own role by colleagues or superiors (for example Interviewee G page 11, lines 7 to 10, interviewee C, page 24, lines 19 to 24). These are interesting comments seen in the light of the 69 coded comments gathered referring to participants' perceived lack of competence and confidence (see paragraph 5.2.1 above). It strikes me thus, that, even if a senior manager were to be hardworking, and even if this person were to be producing work of value, it is neither measurable, nor seen to be in line with agreed objectives, nor generally recognised by colleagues. The comments above about lack of information, lack of implementation above seem to confirm this.

These findings may point to a lack of leadership in the interviewees, and in the organisation. John Kotter, in his article “What leaders really do”, observes, “The idea of getting people moving in the same direction appears to be an organisational problem. But what executives need to do is not organise people, but align them”. But in the same article, he also states, “Motivation and inspiration energize people, not by pushing them in the right direction but by satisfying basic human needs” (Kotter 2001: 7 -9). Particularly Kotter’s reference to the unmet satisfaction of basic needs in a work context resonates with Maslow’s theory that ”lower” needs must be met before a person can strive for greater self-actualisation, greater self-transcendence.

5.2.3 Need for affiliation with a group (M3.1)

The “umbrella” need for affiliation and love, according to Maslow, emerges once “lower” needs such as physiological needs, and the need for security and safety have been met.

Maslow theorised that the social mobility engendered by rapid Western industrialization brought with it, an “…unsatisfied hunger for contact, for intimacy, for belongingness and by the need to overcome the widespread feelings of alienation, aloneness, strangeness and loneliness, which have been worsened by our mobility, by the breakdown of traditional groupings, the scatterings of families…’” (Maslow in Hjelle *et al* 1992).

Comment on the need for affiliation with the group attracted the third-highest frequency – 28 comments, or 11% of all coded comments.

At the outset of the study, I had expected to find strong views around cultural, even racial identities, and resulting affiliation. I was anticipating comments around for example, the subjects of affirmative action, and job entitlement. But while conducting the interviews, and coding interview transcripts according to the various Maslow needs, I found no such thing at all. I recorded one comment only, which acknowledges that inter-cultural differences exist at Air Namibia (Interviewee H, page 23, lines 1 to 17). The majority of comments touching on diversity of the workforce are positive. For example, Interviewee C sees diversity as an asset, page 29, lines 8 to 11, Interviewee D also sees it as a benefit, page 21, lines 7 to 9, and said in addition, that diversity allows the opportunity to learn from different cultures. Of the 28 comments allocated to this code, only seven were

negative. These comments revolve around a feeling of isolation, and exclusion (for example interviewee A page 4, lines 19 to 21, and page 5, line 16, as well as interviewee D, page 6, lines 23 to 24).

A successful organisation is grounded in the effectiveness and cohesion of teams of people in it. That in turn, is based on the well-being, and effectiveness of the individuals making up these teams. Employees' ability to have "attuned relationships" (Rock *et al* 2009), (i.e. harmonious, empathetic, even kind relationships with colleagues within the organisation) leads towards a well-developed organisational identity, which in turn paves the way towards an overall sense of purpose (Rock *et al* 2009; Siegel 2011). The company seems to have an opportunity here to align the positive sentiments which senior managers express towards their colleagues overall, with a joint sense of responsibility for the effectiveness of the organisation (Palmer, Dunford and Akin 2009).

5.3 Reflections on findings, and possible individual development interventions to address senior managers' perceived needs

In summary, the findings show that the development needs of senior managers in Air Namibia fall predominantly in the "deficiency" category (M1.1-M4.2.1). 85% of comments fall into the "deficiency" category, with only 15% referring to "growth" needs.

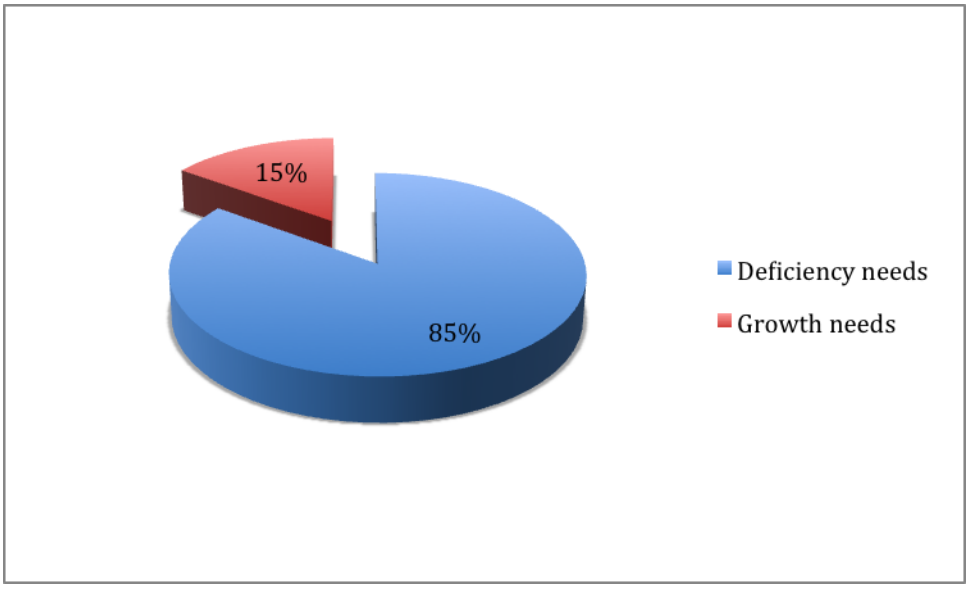


Figure 6: Distribution of frequency of comment by Maslow's "deficiency", and "growth" classification (refer Table 2 in Chapter 4)

Within those parameters, 14% of comments refer to the need for affiliation and love (M.3), and 63% fall within the "umbrella" need for self-esteem. The latter, in turn, shows 37% of total comments in the sub-category of the desire for competence, confidence and achievement, and 22% of total comments fall into the sub-category of the desire for recognition, social acceptance, appreciation, and status.

Although the subject of the study is the perceived development needs of individuals, and organisational development processes therefore strictly speaking fall outside the scope of the study, there is a need for the subject to be addressed. This because within the study's guiding ecosystemic metatheory, the human being – in effect, the senior managers of this study – are understood as a whole system comprising subsystems, and simultaneously, a subsystem within an encompassing greater social, economic, cultural and organisational system (Chapter 2). Another reason to consider possible organisational development initiatives is because in the humanist image of human nature (Chapter 2, paragraph 2.5.2), human beings will move towards the realization of their potential, if the environmental conditions are right.

As the study's findings point towards deficiencies in the senior managers' encompassing organisational system, it is reasonable to discuss possible organisational as well as individual development needs.

5.4 Possible organisational development process initiatives

The interviewees' expressed needs for competence, recognition, and affiliation in an organisational context, the lamented lack of clarity around strategies, procedures and action plans point to both development interventions for individual senior managers' as well as a number of possible organisational development interventions.

R. Lussier's explanation of the organisational development process is referred to as being a set of interventions, activities, and tools to enhance employee well-being, thereby creating employee effectiveness, which in turn leads to organisational effectiveness (Lussier and Sonfield 2010). Unless all experience clarity, the vision, mission, resulting strategies, and actions to be taken to achieve the goals of the organisation, employee effectiveness will be less than optimal.

Organisational development interventions, then, are described as activities in any one, or a combination of, the following:

Structural intervention (company structure design, downsizing, or re-engineering)

Human resource management intervention (performance management, career planning, and development, and reward systems)

Strategic intervention (integration of two or more units, culture change, and organisational learning) (Cummings and Worley 2009), and

Human process intervention (addressing issues such as interpersonal relations, and social dynamics in work groups as well as team building).

Kaplan and Norton suggested that one of the indicators of employee satisfaction was recognition for doing a good job (1996: 130-132).

The proper implementation of the BSC, for example, based on common organisational objectives, and its transparent dissemination in the organisation would enable the setting of realistic, and quantifiable parameters according to which performance could be measured (Kaplan *et al* 2001), thus moving towards meeting managers' expressed need for recognition.

The BSC is also important in moving leaders away from the traditional measuring of organisational effectiveness by finance alone. Kaplan and Norton call the financial measurement a “lag indicator”, as it reports on the outcomes from past actions only (2001:87). This in turn, would permit goal directed activities, and – when achieved – the opportunity for recognition, appreciation, and resulting status. Unless quantifiable organisational goals are in place, senior managers will experience great difficulty to inspire people towards peak capacity through leadership (Jaworski *et al* 2011).

The BSC, which is based on common organisational objectives, if transparently disseminated in the organisation, could also possibly be part of a human resource management intervention. The already existing sense of affiliation amongst colleagues could be expanded upon by for example, team building occasions, where alignment of the team with organisational effectiveness could be explored.

CHAPTER SIX: LESSONS LEARNT, RECOMMENDATIONS AND CONCLUSION

6.1 Lessons learnt

I originally set out on this project with the intention of exploring development needs for senior managers in a selected SOE in Namibia as a basis for a possible executive coaching intervention focussed on *individuals*. This assumption proved incorrect. Study findings suggested that an entire organisational gap would need to be bridged either before, or together with, any development (i.e. not necessarily coaching, as I had originally assumed) intervention.

I had also expected that there would be a need to differentiate development initiatives specifically for black people, as I had assumed that being black in Namibia requires a specific approach. In the context of this study at least, this has been proven superfluous- one wonders if this would be so in other Namibian SOEs? Participants have taught me that their overriding need lies in a desire to be competent, and to be recognised for their individual contributions. Diversity in the workplace is generally seen as an asset.

6.2 Recommendations on future research

The study has attempted to use Maslow's hierarchy of needs as a guideline method of understanding group senior managers' development needs. All recommendations have been based on the findings obtained using Maslow's hierarchy of needs theory. Although I found it useful, it would need to be tested in more than just the one organisation, which comprised this study's sample. This is my primary recommendation on future basic research.

If further research were to show that Maslow's hierarchy of needs theory was a reliable and valid way to establish perceptions of senior managers' perceptions of their development needs, then it would be interesting to enquire for example into the perceptions of other Boards of Directors, CEOs, and Managing Directors of SOEs in

Namibia. Unless the leadership follows a co-ordinated organisational approach from the very top down, the danger remains that organisational ineffectiveness will remain despite development interventions at individual level.

The research has found that a sense of competence is a clearly expressed need by the senior managers interviewed. Further research could be conducted to look at techniques to develop self-efficacy, which describes a person's own judgement of his/her capabilities to perform a task to a given standard (Bandura 1984). A related topic would be to research whether applying other organisational development interventions, such as exposure to leadership development courses, or providing the individual with role clarity in the organisation would enhance an individual's sense of competence.

Research findings also indicate a high need for affiliation within the organisation. Earlier (paragraph 5.2.1), Adler's contention that a person functions from, inter alia, a sense of belonging - a need for affiliation! - and social acceptance, as well as from behaviour stemming from goal-orientation (Meyer *et al* 1989; Rock *et al* 2009) was mentioned. Intuitively it seems that a performance reward system could satisfy both these needs: public recognition for a job well done, and a sense of affiliation with, or loyalty to, an organisation, which rewards competent work. Further research could be conducted to test this hypothesized link between tangible rewards based on known performance parameters, such as the BSC, and individuals' affiliation needs.

At the applied research level, i.e. research directed specifically towards further understanding the findings of this study on Air Namibia, the following recommendations:

(a) The study has shown that in Air Namibia, the development needs of individual managers are intertwined with apparently required organisational development actions. Before one could thus embark on a development intervention for senior managers in Air Namibia specifically, one would need to encourage the leadership of Air Namibia to address a number of organisational shortcomings identified by the participants, including role clarifications, structure clarifications, job descriptions, performance management, and pay for performance initiatives. The implementation of these organisational initiatives would allow the alignment of individual leadership coaching with broad organisational activities.

(b) I was not able to conclude definitively to what extent individual lack of skill, lack of role clarification, and even lack of reward for performance is responsible for the prevalent loss-making situation at the majority of SOEs in Namibia. A variety of other factors may contribute to this, such as incorrect business models, competitiveness, pricing strategies. This topic could be investigated further.

6.3 Conclusion

The purpose of this study was to explore perceived development needs of senior managers in Namibian SOEs, specifically, within Air Namibia's senior managers. The major findings were that these fall predominantly in the "deficiency" motive category of the Maslow hierarchy of needs theory. Within this category, the majority of comments centred around senior managers' perceived needs for competence, confidence and achievement, as well as their desire for recognition, social acceptance, appreciation and status. In spite of this, it was surprising to find a high level of affiliation to the organisation.

It was found that the development needs expressed by individuals could only be addressed within the broader context of organisational development process initiatives, such as structure and role clarifications, and performance measurements.

This exploratory study is a useful beginning to understand perceived development needs of senior managers in Namibian SOEs, with a number of further research topics emerging.

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ANNEXURE A: LETTER TO AIR NAMIBIA

Ulla von Holtz

P.O.Box 66

Windhoek

Cell. No: +264 81 122 3040

19 September 2011

Ms. Theo Namases

Acting Managing Director

Air Namibia

P.O.Box 731

Windhoek

Dear Theo,

Executive Coaching

Thank you for the discussion during which you afforded me an opportunity to outline my project in general and in particular my intention to involve 10 senior managers in your organisation during this process.

This letter than serves to request you to grant me formal permission to proceed with the project in Air Namibia.

I am a student at the Wits Business School in Johannesburg, South Africa, and I am enrolled for a Masters in Management: Business and Executive Coaching. I have chosen to study this subject, as the acquisition of the academic qualification will assist me in achieving my aim of entering the arena of executive coaching in Namibia.

As a Namibian with many years experience in corporate senior management myself, I have been fortunate in having been mentoring younger colleagues for a long time. By mentoring I am referring to the process of guiding, knowledge sharing, and generally being an experienced soundboard to, mostly, more junior co-employees.

Coaching, on the other hand, is a relatively new field in the business environment. Very much like sport coaching, it is an activity whereby the coach facilitates growth and development in usually well functioning and aspirational senior managers. While mentoring mostly happens at the beginning stages of a person's career, coaching is most useful during a manager's mid-career stage.

As a Namibian by birth, who has spent her working life here, one may think that it is tempting to make the assumption that I would already understand what general coaching needs may be prevalent for Namibian senior managers. It is exactly so as not to fall into the trap of merely assuming knowledge, but to ensure a founded understanding of potential coaching needs, that I have embarked on the specific research theme in completing the thesis of the Masters. The title of the thesis is thus:

An exploratory study identifying the development needs and perceptions of executives in SOEs in Namibia

The fieldwork for this is envisaged to be a one-hour long face-to-face interview with 10 senior managers each in a Namibian SOE. The content of the interview will be recorded and transcribed and my intention is to glean an understanding of what incumbents in senior posts perceive their own development needs to be. Coaching, of course, could be one of the expressed needs.

My intention is to divide the interview itself into four main parts, based on the four quadrants of the performance management system, called the Balanced Scorecard. I am delighted to have been informed, that Air Namibia is in the process of introducing this system. My approach could therefore fit in with your company's intentions.

The interviews are designed to focus on the managers sharing their own involvement with the activities of each quadrant. A question on their perception of what they might require in development concludes each section.

The interviews are primarily focusing on the person in the post. The specific organisational activities of their employer, Air Namibia, fall outside of the scope of this Masters. These activities will therefore not be touched on.

Complete confidentiality of the material will be assured by my providing you with written undertakings (in need as per your specifications) in this regard.

The selection process of the interviewees, the final format of the questions asked in the interview, as well as the content and format of feedback would – in essence – be done in consultation with yourself and others you may wish to involve.

I am embarking on this Masters degree, as I believe that I could play a role in this field in the Namibian economy. I am, as it where, in the process of preparing for a new career!

I am truly exited about the possibility of working with you and your colleagues at Air Namibia. Please do not hesitate to call on me for any further information you may require. I am, of course, also prepared to speak to other decision makers, maybe members of the Air Namibia Board, about this project.

To conclude, just to convey my required time frame: To fit in with the pre-determined study schedule set by Wits, I will need to have the interviews concluded by the end of October 2011.

I look forward to working with you and your team. For that matter, I am in no doubt, that the project itself could be an immediate avenue of deepening understanding of managers' roles and development needs.

Kind regards,

Ulla von Holtz

ANNEXURE B: INTERVIEW SCHEDULE

Column A **Interview phase/Research theme**	**Column B** **Topic and initial question**	**Column C** **Examples of possible further themes to pursue**	**Column D** **Remarks**
Introduction and briefing	Factual, set the scene MMBEC, introduce me Open ended questions Main focus is the role you play in the BSC type areas. There is no right or wrong answer		Purpose of interview, procedure, consent; confidentiality Introduction of myself, my background
Personal context	Biographical detail *Tell me a bit about your background?* What do you understand by development needs?	Were you or your parents in exile? Tell me more about this? What was your career path before this post? How long have you been in this post? What assists you in making it work and what would have	The person's story will provide the context for their perceived coaching needs

		helped to make it easier? When you began in this post, did you feel you required any additional help or training on any particular aspect?	
Finance: BSC 1	What role do you play in financial planning? What development needs do you have in the financial field?	How are your department's budgets drawn up? How is actual expenditure controlled?	This can be used as a gauge for accountability, delegation
Customers: BSC 2	Who are your customers? What role do you play in delivery of customer service? What development needs could you think of around customer service?	How is customer service managed in your department?	External awareness
Internal processes: BSC 3	How do you feel about your performance and what role do you play in managing your department overall?" Please relate any coaching needs you		I want to get a sense of the person's overall control of their life

	may have around this subject?		
Learning and growth: BSC 4	How would you define good leadership? What leadership role do you play in the organisation overall? How do you feel about rewards for performance in your organisation? Which aspects of your job do you prefer most? And which ones least? How would you describe your relationships with your subordinates, colleagues and superiors? Do you have adequate information for the execution of your job? What is your view on employment diversity?	How do you good performance defined? What factors, if any, prevent you from performing a good job? Name some examples?	These questions will permit me to explore values of the interviewee
Overall	Now that we have		

development	discussed all the above, what do you feel your development needs are now?		
Concluding comments	Is there anything else you would like to add?		After this question, I will explain to the interviewee what happens next.

ANNEXURE C: COMPREHENSIVE LIST OF CODING RESULTS

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
A	Finance	Different procedure from previous job	7.4 -5	M2.1	Need for security, stability
B	Customers	Not clear on who the customers are, has not considered this	11.1 - 14	M2.1	Need for security, stability
D	Personal context	Subjected to Koevoet gunfire as a child. Now scared of balloons	3.7-20	M2.1	Need for security, stability
F	Internal processes	5 year contract, no permanent appointment	23.19-21	M2.1	Need for security, stability
F	Learning & growth	Prefers to understand rationale behind instruction	25.11-12	M2.1	Need for security, stability
H	Personal context	Experiences the work as stressful	6.2-6	M2.1	Need for security, stability
H	Finance	Taking it personal, and that is stressful	11.19-20	M2.1	Need for security, stability
H	Learning & growth	Delicate dissatisfaction re union management	19.16-18	M2.1	Need for security, stability
A	Finance	Experiences the environment as volatile	7.6	M2.2	Need for structure, law, order, limits
A	Internal processes	Expresses requirement to comply with procedures	9.1-2	M2.2	Need for structure, law, order, limits
A	Internal	Processes require to be documented	9.27-30, 10.6-7	M2.2	Need for structure, law, order,

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	processes				limits
A	General remarks	Implementation of BSC long overdue	18.3-9	M2.2	Need for structure, law, order, limits
C	Customers	Problems relating to the Airports Company need to be dealt with	22.2-4	M2.2	Need for structure, law, order, limits
C	Internal processes	No procedures left by predecessor	23.9-11	M2.2	Need for structure, law, order, limits
D	Personal context	Subjected to Koevoet gunfire as a child. Now scared of balloons	3.7-20	M2.2	Need for structure, law, order, limits
D	Internal processes	Lack of implementation of plans	13.8-10	M2.2	Need for structure, law, order, limits
D	Internal processes	Informal way of communicating procedural issues	13.24	M2.2	Need for structure, law, order, limits
D	Internal processes	Hesitant to talk about reasons for high staff turnover	14.13-22	M2.2	Need for structure, law, order, limits
F	Concluding comments	People are not prepared to open up; they defend their own position	31.9-12	M2.2	Need for structure, law, order, limits
H	Finance	Relying on systems to guide performance	10-16-11.15	M2.2	Need for structure, law, order, limits
A	Personal context	Isolation	4.19-21, 5.16	M3.1	Affiliation need
A	Learning & growth	Lack of collective responsibility	11.20-24	M3.1	Affiliation need
A	Overall development	Desire to network with people in the same field outside the company	17.23-26	M3.1	Affiliation need

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
B	Finance	Feels excluded	9.17-30	M3.1	Affiliation need
B	Internal processes	Sarcastic towards company regarding how his services are perceived	14.24-25	M3.1	Affiliation need
C	Finance	Feels part of it, involved	18.5-11	M3.1	Affiliation need
C	Finance	Supports savings programme – no promotional items for handing out	19.1-2	M3.1	Affiliation need
C	Learning & growth	'Great team'	27.14	M3.1	Affiliation need
C	Learning & growth	Air Namibia is dynamic	27.16	M3.1	Affiliation need
C	Learning & growth	Diversity is seen as a asset	29.8-11	M3.1	Affiliation need
D	Finance	Feeling alone	6.23-24	M3.1	Affiliation need
D	Finance	Subscribes to cost saving initiative	9.20-21	M3.1	Affiliation need
D	Learning & growth	Learns about colleagues by listening	16.2-9	M3.1	Affiliation need
D	Learning & growth	Diversity is seen as benefit	21.7-9	M3.1	Affiliation need
D	Learning & growth	Diversity allows us to learn from different cultures	21.10	M3.1	Affiliation need
E	Learning & growth	Wants everybody to be involved	12.1-2	M3.1	Affiliation need
E	Learning & growth	Good relationship with colleagues	14.5	M3.1	Affiliation need

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
E	Learning & growth	Diversity works	15.17-19	M3.1	Affiliation need
F	Learning & growth	Good relationships with colleagues	27.22	M3.1	Affiliation need
F	Learning & growth	Embraces diversity	28.5-13	M3.1	Affiliation need
G	Learning & growth	Has a good relationship with superiors, 'cordial' relationship with colleagues	24.3-20	M3.1	Affiliation need
H	Learning & growth	Problematic relationships with colleagues	21.7-22.4	M3.1	Affiliation need
H	Learning & growth	Acknowledges that inter-cultural difficulties exist	23.1-17	M3.1	Affiliation need
I	Personal context	Overt emotional support from equals in other airlines	14.9-11	M3.1	Affiliation need
I	Personal context	Lack of support & cooperation from SAA	14.18-19, 15.5	M3.1	Affiliation need
I	Learning & growth	Does not enjoy conflict management	29.14-15	M3.1	Affiliation need
I	Learning & growth	Relationships with co-workers 'fairly positive'	29.21	M3.1	Affiliation need
C	Learning & growth	Practices open door policy	25.13-19	M3.2	Need for love
D	Learning & growth	Looks as colleagues 'as human beings'	15.20-23	M3.2	Need for love
E	Learning &	Threatened colleagues	14.8	M3.2	Need for love

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	growth				
F	Learning & growth	Longs for his first big assignment	27.5-6	M3.2	Need for love
F	Concluding comments	Experiences 'a lot of cropped emotions' in the broader organisation	30.8-16	M3.2	Need for love
H	Internal processes	Critical self-assessment, 'people don't like me'	16.24-17.2	M3.2	Need for love
A	Finance	We give advice on best practices	6.7-	M4.1.1	Desire for competence
A	Personal context	Training – internal audit	5.8	M4.1.1	Desire for competence
A	Learning & growth	Lack of training, workshops	11.13-17	M4.1.1	Desire for competence
A	Learning & growth	Short staffed and resulting inefficiency	14.11, 14.14 -15.3, 15.5 -15.7	M4.1.1	Desire for competence
A	Overall development	Lack of overall information	17.18-19	M4.1.1	Desire for competence
B	Personal context	Competent negotiation with the Union	5.4-8, 8.22-23	M4.1.1	Desire for competence
B	Personal context	'I will do it myself, because I can'	7.6, 7.10-13, 8.10-12	M4.1.1	Desire for competence
B	Finance	Doing it myself	9.34-10.1	M4.1.1	Desire for competence
B	Learning & growth	Resentful about resistance to change in the company	16.14-18	M4.1.1	Desire for competence.
B	Learning & growth	Results driven/task oriented	16.30-36	M4.1.1	Desire for competence.
C	Customers	Has never heard of customer services training	22.17-18	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
C	Customers	Obtains training information through own initiative	22.18-19	M4.1.1	Desire for competence.
C	Learning & growth	Young and spontaneous team	27.22-23	M4.1.1	Desire for competence.
C	Learning & growth	Lack of internal information to do the job, obtains it self from the outside	28.10-16	M4.1.1	Desire for competence.
C	Learning & growth	Lack of information left by predecessor	28.18	M4.1.1	Desire for competence.
C	Overall development	Need for crisis management communication training	29.15	M4.1.1	Desire for competence.
C	Concluding comments	Appointment without any guidance	30.20-21	M4.1.1	Desire for competence.
C	Concluding comments	Lack of succession planning	31.2-3	M4.1.1	Desire for competence.
D	Personal context	Information from colleagues difficult to obtain, unreliable	5.3-6	M4.1.1	Desire for competence
D	Personal context	Lack of training	6.1-2	M4.1.1	Desire for competence
D	Finance	Not sure of the terminology, concepts	8.11-12	M4.1.1	Desire for competence
D	Finance	Asks for a refresher course	10.8	M4.1.1	Desire for competence
D	Internal processes	Lack of handover from previous incumbent	13.23	M4.1.1	Desire for competence.
D	Internal processes	Unclear of job requirements	13.24	M4.1.1	Desire for competence.
D	Internal	Need to perform well under pressure	15.5-8	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	processes				
D	Learning & growth	Lack of access to information	16.21-22	M4.1.1	Desire for competence.
D	Learning & growth	Lack of access to systems prevents from efficiency	17.3-4	M4.1.1	Desire for competence.
D	Overall development	Formal training need expressed	21.15-16	M4.1.1	Desire for competence.
E	Personal context	New in the job	3.5	M4.1.1	Desire for competence.
E	Personal context	Lack of support from colleagues	4.1-4	M4.1.1	Desire for competence.
E	Personal context	Need for formal training	4.8-10	M4.1.1	Desire for competence.
E	Finance	Financial training required	6.3-4	M4.1.1	Desire for competence.
E	Customers	Team coordination	7.4-5	M4.1.1	Desire for competence.
E	Customers	Survey to understand level of own service given to colleagues	7.13-17	M4.1.1	Desire for competence.
E	Customers	Lack of implementation	7.22-24	M4.1.1	Desire for competence.
E	Internal processes	Comfortable to acknowledge that he needs to improve	8.14-16	M4.1.1	Desire for competence.
E	Internal processes	Needs to manage people's resistance to change	8.18-23	M4.1.1	Desire for competence.
E	Internal processes	Lack of implementation	10.1-3	M4.1.1	Desire for competence.
E	Learning & growth	Effective execution as a measure of good performance	11.4-7	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
E	Learning & growth	Colleagues frequently unavailable	12.5-10	M4.1.1	Desire for competence.
E	Learning & growth	Needs exposure to strategy practices	12.13-14	M4.1.1	Desire for competence.
E	Learning & growth	Lack of implementation	13.4	M4.1.1	Desire for competence.
E	Learning & growth	Need to train people on strategy implementation	14.9-11	M4.1.1	Desire for competence.
E	Learning & growth	Ineffective outside consultants	14.18-22	M4.1.1	Desire for competence.
E	Learning & growth	Requirement for BSC training	15.9-14	M4.1.1	Desire for competence.
E	Overall development	BSC training required	16.4-5	M4.1.1	Desire for competence.
F	Personal context	Scanning the external environment for trends, alliances	6.13-19	M4.1.1	Desire for competence.
F	Personal context	Learning through experience	14.15-16	M4.1.1	Desire for competence.
F	Customers	Knows where to find information	19.15-20	M4.1.1	Desire for competence.
F	Customers	Need for public speech training	21.3-6	M4.1.1	Desire for competence.
F	Internal processes	Frustration because of lack of availability of colleagues	21.16-24	M4.1.1	Desire for competence.
F	Internal processes	Lack of delegation, and resulting lack of time management	22.6-12	M4.1.1	Desire for competence.
F	Internal	Frustrated at lack of trust	22.14	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	processes				
F	Internal processes	Pleads for authority	22.18-19	M4.1.1	Desire for competence.
F	Internal processes	Lack of defined processes	23.8-10	M4.1.1	Desire for competence.
F	Learning & growth	Not good at delegating	25.23	M4.1.1	Desire for competence.
F	Overall development	Explicit functional training needs expressed	29.7-11	M4.1.1	Desire for competence.
G	Personal context	Lack of money allocated to the IT function	5.23-27	M4.1.1	Desire for competence.
G	Personal context	Training is 'cut to the bare bones'	6.7-8	M4.1.1	Desire for competence.
G	Finance	Bemoaning the lack of direct involvement in budgeting process	8.24-28	M4.1.1	Desire for competence.
G	Finance	Lack of involvement in planning	10.28-11.6	M4.1.1	Desire for competence.
G	Customers	Calls are logged	12.1	M4.1.1	Desire for competence.
G	Customers	Expresses need for time management training	15.1-3	M4.1.1	Desire for competence.
G	Internal processes	Expresses a need to be more involved in processes, and planning	15.10-11	M4.1.1	Desire for competence.
G	Internal processes	Lack of involvement in planning routes	16.3-16	M4.1.1	Desire for competence.
G	Internal processes	No communication about new projects	16.23-26	M4.1.1	Desire for competence.
G	Learning & growth	Regards himself to have good self-discipline	20.7	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
G	Learning & growth	With appointment, had to prove himself	20.22-23	M4.1.1	Desire for competence.
G	Learning & growth	Need for conference/course on project implementation	25.17-20	M4.1.1	Desire for competence.
G	Learning & growth	Employment diversity less important than the ability to do the job	26.7-17	M4.1.1	Desire for competence.
G	Learning & growth	Wonders if the right people are always appointed	26.19-22	M4.1.1	Desire for competence.
G	Overall development	Self-reliance, and searching for information outside the company	27.3-7	M4.1.1	Desire for competence.
G	Overall development	Training on IT required	27.8	M4.1.1	Desire for competence.
H	Personal context	Experiences lack of skills around her	7.8-11	M4.1.1	Desire for competence.
H	Finance	Difficulty to control, as things are not completed in time	10.11-14	M4.1.1	Desire for competence.
H	Finance	Report writing skills training asked for	12.4-6	M4.1.1	Desire for competence.
H	Customers	Good customer communication is important	14.6-12	M4.1.1	Desire for competence.
H	Internal processes	Processes do not finalised in timeously	15.25-27	M4.1.1	Desire for competence.
H	Learning & growth	Undue delays in implementation	18.26-27	M4.1.1	Desire for competence.
H	Learning & growth	Reward would improve performance	19.1-2	M4.1.1	Desire for competence.
H	Learning &	Lack of availability of decision makers	20.23-21.2	M4.1.1	Desire for competence.

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	growth				
H	Learning & growth	Acknowledged difficulty to manage people	22.6-7	M4.1.1	Desire for competence.
I	Personal context	Is proud to have participated in various automation upgrades	4.14-24	M4.1.1	Desire for competence.
I	Personal context	Proud to participate in noteworthy business expansions	6.7-13	M4.1.1	Desire for competence.
I	Personal context	Versatility is recognised to be important	10.16-23	M4.1.1	Desire for competence.
I	Personal context	Talks about operating in various countries with ease	11.22-27	M4.1.1	Desire for competence.
I	Personal context	Obtains guidance from outside consultants, and other airlines	13.21-27	M4.1.1	Desire for competence.
I	Personal context	Employment of outside specialist, due to lack of internal ability	16.3-4	M4.1.1	Desire for competence.
I	Finance	Confidently conversing about the subject	17.4-6	M4.1.1	Desire for competence.
I	Customers	No formal customer service training	24.3-4	M4.1.1	Desire for competence.
I	Customers	Looking to understand best practices	24.6-8	M4.1.1	Desire for competence.
I	Learning & growth	Implementation not good	27.24-26	M4.1.1	Desire for competence.
D	Personal context	Self reliant through networking	6.7-8	M4.1.2	Desire for independence
A	Finance	Giving advice	6.7	M4.2.1	Desire for recognition
A	Learning & growth	Lack of pay for performance	12.8-11, 12.20-23	M4.2.1	Desire for recognition
B	Personal context	Controversial appointment	4.6-9	M4.2.1	Desire for recognition

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
B	Finance	Y is 'technically speaking my PA'	10.14-15	M4.2.1	Desire for recognition
B	Customers	Open door policy – overtly stated	11.20-28	M4.2.1	Desire for recognition
B	Customers	Does not recognise a development need in this quadrant	12.8 -11	M4.2.1	Desire for recognition
B	Customers	Way of talking about the unions	12.15-24	M4.2.1	Desire for recognition
B	Customers	Brash decisions	12.31 - 32	M4.2.1	Desire for recognition
B	Customers	Gets emotional, takes things personally	13.8-15	M4.2.1	Desire for recognition
B	Internal processes	Celebrates that his decisions sometimes have 'funny' ramifications	13.24-25	M4.2.1	Desire for recognition
B	Internal processes	..'now I had to start negotiating…'	14.12	M4.2.1	Desire for recognition
B	Internal processes	Regards his services as expensive	14.22	M4.2.1	Desire for recognition
B	Learning & growth	Leadership is viewed as managing assets	15.13-16	M4.2.1	Desire for recognition
B	Learning & growth	Rates pay for performance practices 3/10	15.25	M4.2.1	Desire for recognition
C	Personal context	Family assisted high-ranking politicians into exile during the war	3.17-22	M4.2.1	Desire for recognition
C	Personal context	Sought-after master of ceremonies of different social events	14.21-22	M4.2.1	Desire for recognition
C	Personal context	Interpreter at functions of 'The Founding Father', President of Zambia, present President	15.7-11	M4.2.1	Desire for recognition
C	Learning &	Regards himself as a good communicator	24.14	M4.2.1	Desire for recognition

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	growth				
C	Learning & growth	Lack of internal communication, and his understanding of his role to bridge this	24.19-24	M4.2.1	Desire for recognition
C	Learning & growth	Frustration because of lack of pay for performance	26.4-11	M4.2.1	Desire for recognition
C	Learning & growth	He is confused between pay for performance and long-service	26.5-6	M4.2.1	Desire for recognition
D	Learning & growth	Lack of pay for performance	17.18-21	M4.2.1	Desire for recognition
D	Learning & growth	People take things personally	19.7-10	M4.2.1	Desire for recognition
D	Learning & growth	Educating colleagues on role a slow process	19.16-24	M4.2.1	Desire for recognition
E	Customers	Does not need more training	8.7-8	M4.2.1	Desire for recognition
E	Internal processes	Helpless in the face of colleagues' resistance to change	9.1-9	M4.2.1	Desire for recognition
E	Learning & growth	Leadership by assisting others	11.17-19	M4.2.1	Desire for recognition
E	Learning & growth	Lack of pay for performance	13.1-4	M4.2.1	Desire for recognition
E	Learning & growth	Lack of commitment by colleagues	13.23-14.2	M4.2.1	Desire for recognition
E	Learning & growth	Lack of delegation	15.2-7	M4.2.1	Desire for recognition

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
F	Personal context	Pride in performing well	5.2-4, 5.13-15	M4.2.1	Desire for recognition
F	Personal context	Proud of systems in place	8.5-6	M4.2.1	Desire for recognition
F	Personal context	'If you cannot measure it, you cannot manage it'	9.14-15	M4.2.1	Desire for recognition
F	Finance	Accepts responsibility with pride	17.1-2	M4.2.1	Desire for recognition
F	Customers	Associates strongly with the mission	18.21-22	M4.2.1	Desire for recognition
F	Internal processes	Experiences authority to be undermined	22.24-23.1	M4.2.1	Desire for recognition
F	Internal processes	Efficiency is undermined by lack of authority	23.14-15	M4.2.1	Desire for recognition
F	Learning & growth	Lack of pay for performance	26.21-23	M4.2.1	Desire for recognition
F	Learning & growth	Confusing long service with good performance	26.22-24	M4.2.1	Desire for recognition
F	Learning & growth	Lack of recognition for a job well done	27.6-11	M4.2.1	Desire for recognition
G	Finance	'Unlucky' to understand numbers	10.4	M4.2.1	Desire for recognition
G	Finance	Lack of understanding by others of significance of the job	11.7-10	M4.2.1	Desire for recognition
G	Customers	Complains about others' attitudes	12.24-29	M4.2.1	Desire for recognition
G	Customers	Threatens that people must not 'try to hide things' from him	13.14-15	M4.2.1	Desire for recognition
G	Internal processes	Plays devil's advocate	15.15-16	M4.2.1	Desire for recognition
G	Learning &	Sees himself as a solution provider	19.20-21	M4.2.1	Desire for recognition

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	growth				
G	Learning & growth	Doubts that pay for performance can be implemented equitably	20.26-30	M4.2.1	Desire for recognition
G	Learning & growth	Views targets in departments across the organisation not consistent	21.3-6	M4.2.1	Desire for recognition
G	Learning & growth	People are scared of him	24.22-23	M4.2.1	Desire for recognition
H	Personal context	Upwards movement through the ranks	4.9-12	M4.2.1	Desire for recognition
H	Personal context	To work at Air Namibia, you have to be first class	5.1-3	M4.2.1	Desire for recognition
H	Personal context	Always in the fore front of new implementations	5.17-20	M4.2.1	Desire for recognition
H	Personal context	Expresses the need to be connected outside the company	7.22-29	M4.2.1	Desire for recognition
H	Finance	Tells about 'representing Air Namibia'	12.10-11	M4.2.1	Desire for recognition
H	Finance	Laments needing to act in higher capacity without being appointed	13.1-5	M4.2.1	Desire for recognition
H	Customers	Liaises with the really big customers	13.22-24	M4.2.1	Desire for recognition
H	Customers	Does not require customer service training	14.18-21	M4.2.1	Desire for recognition
H	Internal processes	Proud to always be acting for superior, in his absence	15.1-8	M4.2.1	Desire for recognition
H	Learning & growth	Plays a leadership role in her department	18.6-8	M4.2.1	Desire for recognition
H	Learning & growth	No pay for performance, no credit for performance	18.23-25	M4.2.1	Desire for recognition

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
H	Learning & growth	Lack of salary adjustment over 6 years	19.20-21	M4.2.1	Desire for recognition
I	Personal context	Experiences his unit as very busy, with a lot of decisions to be made	8.19-27	M4.2.1	Desire for recognition
I	Personal context	Requires 'more substantive' leadership	13.1-3	M4.2.1	Desire for recognition
I	Learning & growth	Believer in 'carrots and sticks'	27.20	M4.2.1	Desire for recognition
A	Customers	Wants to do survey to establish level of her service	8.5-9	M5.1	Desire for self-improvement, to know and understand
A	Customers	Wants to be more pro-active	8.14	M5.1	Desire for self-improvement, to know and understand
A	Learning & growth	Expresses a need to understand the whole	13.14-27	M5.1	Desire for self-improvement, to know and understand
A	Overall development	Requires training in budgeting processes	16.22-24	M5.1	Desire for self-improvement, to know and understand
A	Overall development	Wants to be more pro-active	17.6, 17.8-14	M5.1	Desire for self-improvement, to know and understand
D	Finance	Teaching yourself	11.1-5	M5.1	Desire for self-improvement, to know and understand
D	Customers	Sends out survey to evaluate service	11.15-20	M5.1	Desire for self-improvement, to know and understand
D	Customers	Need for role clarification	12.2-6	M5.1	Desire for self-improvement, to know and understand
D	Customers	Experiences a resistance to change in the	12.13-16	M5.1	Desire for self-improvement, to

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
		organisation			know and understand
D	Learning & growth	Sees a lack of formal training in colleagues	16.9-14	M5.1	Desire for self-improvement, to know and understand
D	Learning & growth	Suggests linking BSC with pay for performance	18.15	M5.1	Desire for self-improvement, to know and understand
D	Learning & growth	Enjoys learning from others	18.22-24	M5.1	Desire for self-improvement, to know and understand
D	Learning & growth	Obtains educational information from outside	20.5-8	M5.1	Desire for self-improvement, to know and understand
D	Concluding comments	Expresses need to understand how things hang together	21.23-25	M5.1	Desire for self-improvement, to know and understand
E	Concluding comments	Not sure what the company is working towards	16.16-19	M5.1	Desire for self-improvement, to know and understand
G	Customers	Holistic understanding of internal & external customers	11.14-16	M5.1	Desire for self-improvement, to know and understand
G	Internal processes	Pride in the potential of the company!	17.13-14	M5.1	Desire for self-improvement, to know and understand
G	Learning & growth	Acting outside functional field in support	19.25-26	M5.1	Desire for self-improvement, to know and understand
G	Learning & growth	Views new projects as exiting	22.10-12	M5.1	Desire for self-improvement, to know and understand
G	Learning & growth	Benefits of having attended a course	22.16-25	M5.1	Desire for self-improvement, to know and understand
G	Concluding	Outside person to interview key persons on	28.7-15	M5.1	Desire for self-improvement, to

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
	comments	company matters would be helpful			know and understand
G	Concluding comments	People pretend to know, they are too proud to admit they do not	29.8-14	M5.1	Desire for self-improvement, to know and understand
H	Personal context	Expresses a fear of being left out, stagnation	9.27	M5.1	Desire for self-improvement, to know and understand
I	Finance	Lamenting the perpetual deficit	18.4-5	M5.1	Desire for self-improvement, to know and understand
I	Internal processes	Business is felt not properly aligned	25.6-8	M5.1	Desire for self-improvement, to know and understand
I	Internal processes	Recognises that the company may require outside assistance	26.24-26	M5.1	Desire for self-improvement, to know and understand
I	Internal processes	Leadership can only be provided if you understand the whole picture	27.1-3	M5.1	Desire for self-improvement, to know and understand
I	Overall development	Wishes to have exposure to the whole airline & its business processes	30.10-12, 30.21	M5.1	Desire for self-improvement, to know and understand
I	Overall development	Understands that formal training alone may not be enough	31.8-9	M5.1	Desire for self-improvement, to know and understand
A	Learning & growth	Views diversity as requiring attention	16.5-9	M5.3	Desire for self-acceptance, accepting others
B	Personal context	Embracing diversity	3.15-24	M5.3	Desire for self-acceptance, accepting others
E	Learning & growth	Recognises need for a sense of humour and awareness	10.17-19	M5.3	Desire for self-acceptance, accepting others
F	Personal context	Associates strongly with the company by	16.11-13	M5.3	Desire for self-acceptance,

Interviewee	Interview section	Interpretation of theme brought up by interviewee	Transcript page; start & end line numbers	Maslow's needs	Need explanation
		referring to 'I' have market share			accepting others
H	Learning & growth	Staying at company in spite of lack of salary increase – job satisfaction	20.2-4, 20.11-13	M5.3	Desire for self-acceptance, accepting others
I	Concluding comments	Recognises need to reflect more	32.3-6	M5.3	Desire for self-acceptance, accepting others
B	Concluding comments	The day at Air Namibia is interesting, time flies	18.2-6	M6.2	Need for peak experiences

1ANNEXURE D: TRANSCRIPTS OF INTERVIEWS A-I