

# Coaching of Leaders as a Strategy for Succession in the Evangelical Movement. A case of Nairobi Chapel.

Sammy Kent Mang'eli-PhD Candidate, Dr Anzuruni Barnabe Msabah, PhD, Dr Isaac Kibuthu, PhD

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**Abstract-** Succession planning within the church movements has been an issue of interest to Christians, because of the weight with which spiritual leadership is viewed. The pattern of leadership development and succession observed globally in most contemporary Pentecostal movements and churches has been characterized as dynastic succession. The study sought to assess coaching as a leadership development strategy and its effect on succession in Evangelical churches. The case study was Nairobi Chapel (NC) church that had embarked on a strategy of planting 300 churches by the year 2020. The research applied mixed methods approach to collect both quantitative and qualitative data. The study was descriptive in design with a target population of 108 Nairobi Chapel churches from which the study sample was drawn using a non-probability sampling technique. The data was analyzed using STATA and Microsoft Excel packages and the findings presented in table and narrative forms. Consequently, the effectiveness of the coaching programme was rated as not effective in succession planning at NC. Therefore, coaching and succession planning was identified as critical to the overall NC strategic plans. There was also little evidence of the existence of a clearly laid down succession strategy for positions within NC.

**Index Terms-** Coaching, Succession planning, Leadership development.

## I. INTRODUCTION

Succession coaching entails working with a succession coach who helps assess potential candidates for lead management positions and prepares them for promotion to more senior roles (Zentis, 2016). This type of coaching may be used in any organization that is experiencing growth or turnover in its leadership ranks. Within the church setting, this kind of coaching could be for the purpose of church planting or posting to a new church role. Zentis (2016) finds that because of the vast number of leadership theories to choose from, it is easy to appreciate why many organizations rely almost exclusively upon experience as a proxy for leadership development. The dilemma for many organizations could be on how to harness the experience of its long-term employees and use it for training and knowledge transfer for those being coached. It is indeed the case that in the workplace, when longer-serving employees are intentionally guided on what and how to train new colleagues, the results are phenomenal. There is, therefore, a need to harness the experience of older employees by developing modules that include experiential learning in order to facilitate more effective and efficient coaching within organizations.

Hagen (2012), defines coaching as a process of equipping people with the tools, knowledge and opportunities they need to develop themselves and become more effective. This definition emphasizes the coachee as having the solutions and the coach to act as a facilitator. Hagen (2012) indicates that coaching generally uses a non-directive approach and is based on questioning. He further points out that some solution-focused approaches recognize the need for the coach to suggest a solution occasionally but generally, the coachee identifies the solutions. The author also alludes to the fact that the role of the coach is, therefore, to conduct the process and not to direct the outcome.

According to Hagen, (2012), coaching utilizes a series of questions that assist the coachee to explore, learn more about themselves and become more self-aware. Here, the emphasis is on the coachee finding solutions themselves - a process that is facilitated by the coach in a supportive environment, the author notes. It was then imperative that this study accesses coaching as a leadership development strategy for succession at Nairobi Chapel.

Coaching, as a short-term relationship, is carried out in eight to ten sessions and can often be a more holistic approach, discussing areas such as life skills and areas outside work. Coaching generally uses a nondirective approach and is based on questioning. Some solution-focused approaches recognize the need for the coach to suggest a solution occasionally but generally the coachee identifies the solutions. The role of the coach is therefore to conduct the process and not to direct the outcome. Whilst there has been some consensus about mentoring as being instructional and coaching as non-directive, these boundaries are not always maintained and are still debated. Coaching therefore utilizes a series of questions which assist the coachee to grow their competence with the help of the coach. The coach is not usually an expert in the coachee's field or area. Coaching is an organizational development strategy that can improve the manager-subordinate relationship (Hagen, 2012). The authors indicate that there are different types of coaching practices, including coaching leadership (Beattie *et.al*, 2014), executive coaching (Grant, 2014) and peer coaching (Parker, Kram & Hall, 2014). Although each coaching type has a specific purpose and different coach-coachee relationship, they hold a common goal to help individuals, groups, or organizations improve competence and performance.

Coaching, like mentoring and LD, has been utilized for employee development over many years. As such, coaching within the church setting has not been heard of as much as mentoring. Zentis (2016) views coaching as process where both the coachee and coach engage in a professional self-discovery, carrying the assumption the person being coached is of high capacity. In view

of this, the coachee could be selected in order to ensure only those who have capacity to lead an organization are selected and paired with the organization's top leadership, in cases where the coaching has an intent of succession.

Elaborating coaching further, Zentis (2016, p. 88) had this to say:

“Coaching is around specific performance issues or goals. Coaches are subject matter experts, such as learning a new computer program. Most coaching is short term; it typically doesn't last over a year. In mentoring relationships, you're usually talking about soft issues, people issue, and cultural issues; how to be a more effective communicator or motivating a high-performing team.”

Coaching as short term and goal-oriented Leadership Development process is not acclaimed by everyone. Grant (2012), for example, observes that use of goals in coaching features the propositions that goal-setting is an overly-linear process that limits the coaching conversation and can hinder one from addressing emergent issues within such a complex dynamic system. Grant also notes that when coaches work with goals, it seems like the coaching process is wheedled towards a particular way, restricting the independence of thought and practice. It is the contention of this researcher that a process of coaching that does not allow the coachee free space in thinking and growth in ideas is nothing but a cloning process that the coach is undertaking. Grant (2012) however finds that some coaches never use goals in coaching, but see their role as coach as one that should enable their clients to explore their values, clarify their intentions and help them achieve their personal aspirations. It is worth noting the sad reality and comments by Grant (2012) that goal setting has even gained a bad reputation in some sections of the academic psychology press because goal setting has become overly-prescriptive. With this in mind, coaching should entail an atmosphere of free-thinking to explore ideas that the coachee needs to develop and concretize in their leadership journey. Setting goals that curtail this or any goals that do not encourage free independent thinking is setting the coachee up for failure because they never will practice the independence of their minds.

Succession through coaching and Leadership Development According to Peters-Hawkins, Reed and Kingsberry (2018) and Badara, Johari and Yean (2015), LD through succession planning refers to taking thoughtful decisions to embark on a process to identify and prepare for peaceful transitions as leaders exit and enter the organization. As it were, the work environment has been alive to the need for LD hence the literature on the subject, but mainly for the corporate world. Sufficient understanding on these subject lacks, especially within the churches, which could be a reason for inadequate preparation for succession. Bozer *et. al* (2015) observes that LD through succession planning is also enshrined in an institution's overall strategic plan and endorsed as an institutional strategic outcome.

There is need for further study on the church's outlook on leadership, strategy and succession using coaching as a strategy within faith-based organization. The flip side of this and what seems like the ideal situation, is what LD is described by Ahsan (2018). Ali and Babu (2015) find LD to consist of deliberate efforts by institutions to broaden the successors' capacity, competence and skills in preparing them for future leadership positions. Here, there has to be deliberate effort on the part of

church leaders in developing successors while being very clear about their position on LD and succession.

In view of this reality, Aginah, Ahiuzu and Bipelese (2017) indicate that LD has a threefold dynamic influence during individual and institutional interaction. They state that while being nurtured as a successor is part of LD, the process of identifying and developing a successor is part of a manager's own development, and that top management's involvement and support allows for a sustainable supply of skilled leaders to meet present and future leadership challenges.

Yuki (2013) points out that LD is unlikely to happen in situations where the supervisor is dealing with his own career development crisis. Yuki notes that LD would not be effective where managers treat mistakes by their juniors as personal failures rather than learning experiences. As such, managers who are overprotective of their teams can also be a bottle neck to LD of staff because they fail to provide enough challenge and honest feedback (Yuki, 2013). Additionally, the evaluation of key knowledge, skills and behaviors is necessary in ensuring that one has good succession plans (Hughes, Ginnet & Curphy, 2015).

Vanderbloemen and Bird (2014) note that despite the much talk in churches about vision, there exists a big blind spot about the issue of succession that is not discussed enough. When the discussion is carried out, Vanderbloemen and Bird (2014) observe that the right questions are not asked, either for lack of wisdom on the church leaders, or just plain inability to deal with the subject. That notwithstanding, change is inevitable in whichever sphere of life. Church leaders age, burnout, grow weary or sick; which makes it difficult for them to continue leading. This is to say that church leaders are not indispensable, a fact that oversight bodies such as Evangelical Association of Kenya need to pay attention to, so as to guide the presiding leaders of the denominations they represent. As such, it is incumbent on leaders to prepare the next generation to take over their roles and responsibilities, whether in business, corporate companies, or churches.

## II. RESEARCH DESIGN

Research design is an important element of research as it brings together the different components being studied. Research design is that connector that brings all aspects of research project in harmony of each other (Kombo & Tromp, 2014). The connection of a research problem to an empirical research can also be understood in terms of research design (Muna, 2012). Research design can be appreciated as an arrangement that enables collection and analyzing of data in order to realise relevance with the research purpose (Kothari & Garg, 2015).

Descriptive research is a statement of affairs as they are at the time of the study with the researcher having no control over the variables. Descriptive studies are defined by their attempt to determine, describe or identify what is; while analytical research attempts to establish why it is that way or how it came to be (Mitchell, 2013). A descriptive design provides a description of the state of affairs, as it exists, as well as reporting of the finding by the researcher (Kombo & Tromp, 2014). It is imperative to note that this type of information concerning the succession planning and its impact ties the study along the descriptive research design. As a means to attain the particular dynamics on who, what, when, how and where leadership development impacts succession

planning, the researcher adopted descriptive research design as a means of obtaining the right answers to this particular model. The researcher settled for purposeful sampling for the two roles of the lead pastors and ministry directors. Their status in the process of church planting is crucial, and their participation in the study was key because they play a major role in shaping the church leadership, hence the adoption of purposive sampling. Random sampling facilitated a fair representation of the pastoral trainees and pastoral interns. As junior staff they had limited influence on church leadership.

### III. TYPES OF DATA

When using a special technique for collecting data, the data collected can be secondary or primary. Bryman and Bell (2007) stated that primary data is collected by the researcher on his own by using interviews, questions and tests. Secondary data is gathered from articles and literature found by other researchers, articles, books and journals. This study used primary data in addressing the research problem under study. The data was collected primary from Nairobi Chapel leaders, being guided by a list of Nairobi Chapel churches. A sampling method is a technique for picking sample members from a population (McCombes 2021). With regards to sampling, the researcher opted for stratified sampling which involved dividing the NC leader’s population into subpopulations that may differ in important ways, given that hierarchy or strata are meaningful in the church leadership. This allowed the researcher to draw more precise conclusions by ensuring that every subgroup is properly represented in the sample.

**Table 1.1 Accessible population and corresponding sample size**

Category	No of per category	Sampling technique
Lead pastor	33	Purposive sampling
Ministry Director	32	Random sampling
Pastoral trainee	24	Random sampling
Pastoral intern	21	Random sampling
Total	110	

In view of this sampling method, the NC leadership was divided into subgroups referred to as strata based on the relevant role played at the church, which automatically gave an insight on their leadership roles.

### IV. DATA COLLECTION TOOLS

The researcher used two questionnaires as the primary data collection instrument. The first questionnaire targeted the Lead pastors only, in order to get their views of the succession process of the position they hold. The second questionnaire captured data from the other three levels of leadership under the *Kinara* program namely; ministry director, pastoral trainee and intern. According

to Punch (2014), a self-administered questionnaire is the only way to elicit self-report on people’s opinions, attitudes, beliefs and values. Both were divided into sections each representing the variables for the study. The questionnaires had closed-ended questions (which primarily captured quantitative data) and open-ended questions that sought the qualitative data featuring the attitude, opinions and views from the respondents. The open-ended questions in the questionnaires gave unrestricted freedom to the respondents in their responses to the questions. Open-ended questions are structured to encourage a full, meaningful answer using the subject’s own knowledge and or feelings (Jatnika, 2020).  
 Data Collection Procedure

“Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses and evaluate outcomes” (Dam Data Collection & Monitoring System, 2016, p.79). The data collection component of research is common to all fields of study including physical and social sciences, humanities or business.

The researcher provided a preamble to the questionnaires that clarified to the respondents the overall purpose of the study. This also acted as a consent-seeking document through which the respondents were given an overview of what the research was hoping to achieve (Humphreys, 2016). This is ethical given that respondents get to participate willingly without any form of manipulation. Informed consent is an inevitable requirement prior to every research involving human being as subjects for study (Hughes, 2012).

### V. LIMITATIONS OF THE STUDY

This study was prone to several limitations, which the researcher had to mitigate in different ways. Firstly, openness by the respondents under study could have been influenced by possible exposure to victimization from the church leadership. To mitigate this, the researcher ensured strict anonymity and gave respondents assurance that confidentiality would not be compromised. Secondly, there was a likelihood that the respondents would present biased feedback to the questions to suit their interests. To mitigate this, the researcher chose a sampling technique that ensured the population was inclusive of respondents from across socio-cultural and economic strata. Third, there was a possibility of the respondents influencing each other on the responses, due to group setting for data collection.

To mitigate this, the researcher adopted a quasi-experimental design which allowed for simple random sampling in the same environment, to ensure external and internal validity of the confounding factor.

### VI. RESULTS AND DISCUSSION

The objective of the study was to evaluate coaching as a leadership development strategy for succession planning at NC. The pastors were asked whether they were aware of any coaching opportunities and programmes at NC. Slightly more than half of the respondents 39 (54.93%) indicated that they were aware of them while 32 (45.07%) were not aware as shown in Table 4.20.

This finding shows that coaching, as one of the LD strategies for succession at NC, is not widely recognized by the pastors.

**Table 1.2 Awareness of Coaching Opportunities and Programmes at NC**

Awareness	Frequency	Percentage
Yes	39	54.93
No	32	45.07
Total	71	100.00

A total of 39 respondents who indicated they were aware of the coaching programme at NC, were further asked whether they had been part of the mentorship programmes offered.

**Table 1.3: Respondent's participation in Coaching Programmes**

Response	Frequency	Percentage
Yes	14	35.90
No	25	64.10
Total	39	100.00

In their response, 25 (64.10%) had not been part of them while 14 (35.9%) of the respondents had been part of the coaching programme as shown in Table 4.21. This finding shows that few pastors at NC had been involved in the coaching programmes indicating that coaching as a LD strategy for succession at NC is poorly implemented.

With regards to the role played by pastors who had been part of any coaching programme, 6 (42.86%) indicated that they had been coached, 5 (35.71%) had been coaches, while the remaining 3 (21.43%) had been both a coach and had been coached at one point or the other. The purpose of coaching within the workplace is to improve an individual's performance on the job (White, 2015). This involves either enhancing their current skills or through acquiring new ones. The findings of this study shows that few numbers of pastors undergo the training. Of the total population 14(19.71%) have been coached.

**Table 1.4: Role played by Pastors in the Coaching Programme at NC**

Role	Frequency	Percentage
Coach	5	35.71
Coached	6	42.86
Both	3	21.43
Total	14	100.00

According to Danish (2018), coaching is key in maximizing productivity and business continuity, whereas in NCC this is not

the case. A gap between those coached and pastors not coached is really wide hence the need to put more emphasis into coaching. The study sought to understand the effectiveness of the coaching programme at NC to succession planning.

**Table 1.5: Effectiveness of coaching programme to succession planning at NC**

Effectiveness	Frequency	Percentage
Not Effective	20	28.17
Moderately Effective	41	57.75
Highly Effective	10	14.08
Extremely Effective		0.00
Total	71	100.00

More than half of the respondents, 41 (57.75%), indicated it was not effective, 20 (28.17%) indicated moderately effective, while 10 (14.08%) indicated highly effective as shown in Table 4.23. The findings indicate that a majority of the pastors at NC had no confidence in the effectiveness of the coaching programmes for succession planning.

To understand further the perception of the respondents with regard to the coaching programmes at NC, the pastors were asked to respond to some open-ended questions in the questionnaire to enable them express their knowledge, feelings and opinions. When asked to comment on the resources that NC has employed in order to ensure coaching programmes are successful in the LD process, the most common responses were: financial resources to take care of the coaching initiatives and small group systems where the pastors can have access to a variety of knowledge was inadequate. It is also worth noting that the responses were few and scattered between the respondents because a large majority of the pastors had not been part of the coaching programmes.

"NC has limited financial resource in enhancing the whole process of coaching and other personal development training" respondent 23 indicated this on open ended question. With regard to the skills passed on to the pastors in preparation for leadership positions as a result of the coaching programme at NC, the few respondents who answered this question indicated that they had gained competence on managing people effectively and conflict management.

The study sought to further understand the coaching programmes as applied at NC with regard to succession planning. The respondents were required to respond using a Likert scale provided as: 1- Not at all, 2 - to a less extent, 3 - To a moderate extent, 4 - To a large extent, 5 - To a very large extent. The findings are presented in Table 4.24. The pastors were asked whether NC seeks to constantly identify coaching opportunities for their leadership so that they achieve greater self-awareness, improve self-management skills and increased self-efficacy, so that they can develop their own goals and solutions. Their response indicated 34 (47.9%) to a less extent, 22 (31%) to a moderate extent and 15 (21.1%) not at all. The average response was 2.1 (to a less extent) with a standard deviation of 0.72 and p value < 0.001. This indicated that there are no outliers in the distribution of the response and that the finding is significant. The findings also mean

that to a less extent, NC sought to constantly identify coaching opportunities for pastors to enable them achieve greater self-awareness, improve self-management skills and increased self-efficacy while developing their own goals and solutions.

With regard to whether NC encourages partnering with skilled individuals in a thought provoking and creative process that inspires them to maximize their personal and professional potential, 28 (39.4%) indicated to a less extent, 22 (31%) to a moderate extent, 17 (23.9%) not at all and 4 (5.6%) to a large extent. The average response was 2.2 (to a less extent) with a standard deviation of 0.867 and p value < 0.001. This indicated that there are no outliers in the distribution of the response and that the finding is significant.

The findings also mean that, to a less extent, NC encourages partnering with skilled individuals in a thought provoking and creative process that inspires them to maximize their personal and professional potential. When asked whether the coaching programme at NC provides a close environment needed for skills improvement and preparation for succession, 35 (49.3%) of the respondents indicated to a less extent, 14 (19.7%) to a moderate extent, 13 (18.3%) not at all, 8 (11.3%) to a great extent and 1 (1.14%) to a very large extent. The average response is 2.3 (to a

less extent) with a standard deviation of 0.944 and p value < 0.005. This indicated that there are no outliers in the distribution of the response and that the finding is significant. The findings also mean that to a less extent, the coaching programme at NC provides a conducive environment for skills improvement and preparation for succession.

**Table 1.6: Coaching Programmes at NC**

Characteristics	1	2	3	4	5	Mean	Sd
NC seeks coaching opportunities for their leaders	15 (21.1%)	34 (47.9%)	22 (31%)	0	0	2.1	0.72
NC encourages partnering with skilled coaches	17 (23.9%)	28 (39.4%)	22 (31%)	4 (5.6%)	0	2.2	0.867
NC coaching program provides a close environment	13 (18.3%)	35 (49.3%)	14 (19.7%)	8 (11.3%)	1 (1.4%)	2.3	0.944
NC coaching program adds value	11 (15.5%)	27 (38%)	23 (32.4%)	7 (9.9%)	3 (4.2%)	2.5	1.012
Coaching has enabled leaders identify talents and skills useful to NC	14 (19.7%)	31 (43.7%)	19 (26.8%)	4 (5.6%)	3 (4.2%)	2.3	0.994
NC coaching program aims at leaders' greater performance and succession planning.	12 (16.9%)	33 (46.5%)	20 (28.2%)	3 (4.2%)	3 (4.2%)	2.3	0.953

With regard to whether the coaching programme at NC added value by developing self-confidence, self-awareness and aspects of the leadership personality, 27 (38%) of the respondents indicated to a less extent, 23 (32.4%) to a moderate extent, 11

(15.5%) not at all, 7 (9.9%) to a large extent and 3 (4.2%) to a very large extent. The average response was 2.5 (to a less extent) with a standard deviation of 1.012 and p value < 0.005. This indicated that there are no outliers in the distribution of the response and that

the finding is significant. The findings also mean that to a less extent, the coaching programme at NC adds value by developing self-confidence, self-awareness and aspects of the leadership personality.

When asked whether the coaching programme at NC had enabled leaders identify unique talents and skills that can be useful to NC, 31 (43.7%) indicated to a less extent, 19 (26.8%) to a moderate extent, 14 (19.7%) not at all, 4 (5.6%) to a large extent and 3 (4.2%) to a very large extent. The average response was 2.3 (to a less extent) with a standard deviation of 0.994 and  $p$  value < 0.001. This indicated that there are no outliers in the distribution of the response and that the finding is significant. The findings also mean that, to a less extent, the coaching programme at NC has enabled leaders identify unique talents and skills that can be useful to the church.

Finally, with regard to whether the coaching programme at NC is aimed at unlocking the leadership potential and maximizing on their performance while creating succession opportunities, 33 (46.5%) indicated to a less extent, 20 (28.2%) to a moderate extent, 12 (16.9%) not at all, 3 (4.2%) to both a large and very large extent. The average response was 2.3 (to a less extent) with a standard deviation of 0.953 and  $p$  value < 0.001. This indicated that there are no outliers in the distribution of the response and that the finding is significant. The findings also mean that to a less extent the coaching programme at NC is aimed at unlocking the leadership potential and maximizing on their performance while creating succession opportunities.

## VII. CONCLUSIONS AND RECOMMENDATIONS

The objective of the study was to evaluate coaching as a LD strategy for succession planning at NC. More than half of the respondents, 41 (57.75%) indicated that coaching was one of the LD strategies for succession at NC though not as strong as mentorship. Fewer respondents, 14 (35.90%), however, had been involved in the coaching programmes, which indicate that coaching as a LD strategy for succession at NC was poorly implemented. The effectiveness of the coaching programme was subsequently rated as not effective in succession planning at NC. This shows that the respondents had no confidence in the strategy and effectiveness of the coaching programmes for succession planning. To further express the perception of the respondents with regard to the implementation of the coaching programmes at NC, the respondents indicated that to a less extent, NC sought to identify coaching opportunities for their leadership for them to achieve greater self-awareness, improve self-management skills and increase self-efficacy so that they can develop their own goals and solutions.

It was also found that NC encourages partnering with skilled individuals in a thought-provoking and creative process that inspires leaders to maximize their personal and professional potential. Additionally, the coaching programme at NC was shown to provide a close environment needed for skills improvement and preparation for succession. NC was also shown to add value by developing self-confidence, self-awareness and aspects of the leadership personality through the coaching programme. Further, it was revealed that the coaching programme at NC had enabled leaders to identify unique talents and skills that can be useful and the programme was aimed at unlocking the leadership potential

and maximizing on performance while creating succession opportunities.

A majority of the staff members in the church who participate in this study were aware on what coaching is but only a few indicated as having interacted with coaching materials or partners at NC. Given that the study's literature had shown a strong nexus from other studies on coaching, NC displayed a disconnect between the two; that is succession planning and coaching. Coaching programme at NC appears to be handicapped by lack of engagement or ability to link the staff members and the senior leaders in preparing for succession planning. Such shortcomings and setbacks are highly ignited by lack of platforms by the church to freely engage its members of staff with an aim of enhancing their wellbeing and growth. The findings of the research showed key coaching activities such as availability of coaching opportunities, advisors, talent identification and closed coaching environment were lagging behind.

The findings in this study disagrees with those of (Oduwusi, 2018) that succession process, entails more than replacing a leader and calls for prior planning and preparedness, through LD strategies such as mentoring and coaching. Succession planning can be appreciated as a forward-thinking business strategy that seeks to identify and develop employees to assume key leadership roles in future. Similarly, Barginere, Franco and Wallace (2013) find that succession planning increases the likelihood of smooth leadership transition with minimal loss of expertise. Here, the focus is to formalize strategies that assess the resources needed for the development of internal talent to preserve institutional knowledge and memory. Indeed, succession can be utilized internally by an organization to grow its own leads for future roles. Within a church setting, internal mentoring and coaching of pastors take a long time, due to the need of learning the culture and building relations with the congregations, lack of a succession mindset would then jeopardize this process and create instability and discontinuity in the future.

The Lead pastors were of the view that NC needed to simplify the coaching program and allow for it to be actualized before a new shift in direction was introduced by the organization. In addition, it was also felt that the leadership should align its leadership structure with coaching at certain levels. This would allow for a seamless coaching relationship between the senior and junior staff. Based on this study, it is recommended that NC deliberately pairs up the lead pastor with another leader or pastor who can coach them on specific leadership issues. The area of coaching can be derived from a leadership needs' assessment, which would enable the coach and the lead pastor to specifically focus on a given area. The current recruitment process allows that persons who want to join NC as lead pastors to be recruited from any church. With a coaching process in place, the transfer of organizational identity and culture will be done in a conducive manner, and at a pace that is not hurried. In addition, NC should pair a lead pastor with a member of the congregation for a period not less than two years, a period that will be used by the lead pastor to have a sounding board on difficult leadership issues. Coaching, just as mentoring, should be incorporated in the current LD programme for all interns and church planters-in-training, so as to enable strong foundations to be set for the future church.

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## AUTHORS

**First Author** – Nairobi Chapel, Sammy Kent Mang'eli-PhD Candidate, Dr Anzuruni Barnabe Msabah, PhD, Dr Isaac Kibuthu, PhD