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Presented by

The Columbia Coaching Learning Association (CCLA)

Columbia Coaching Learning Association

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2nd Bi-annual Columbia International Coaching Conference

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Columbia University
2016 Coaching Conference

THE FUTURE OF COACHING:
BUILDING BRIDGES AND EXPANDING BOUNDARIES

From the Conference Institutional Director

Dear Conference Attendees:

Welcome to Teachers College, Columbia University in the City of New York, NY, U.S.A. and the 2nd International Columbia Coaching Conference—*The Future of Coaching: Building Bridges and Expanding Boundaries.*

This event is presented by Columbia University's Coaching Center of Excellence - CCE (including Columbia Coaching Certification Program, Columbia Coaching Learning Association, and Columbia Talent Alliance). Our conference aims to bring together scholars, professional coach practitioners, educators, and members of the broader talent management community to discuss theories, research, and practice to improve the disciplinary field of executive and organizational coaching.

In addition, the conference is designed to foster fellowship, collaborative relationships, and networking opportunities that are beneficial to professional and personal development. Since 1754, Columbia University has provided an ideal environment for learning and co-creation. We welcome you to explore the grounds of the oldest institution of higher learning in the state of New York and the fifth oldest in the United States—take time to experience the expansive plaza and promenade located at the center of campus, a popular place to gather.

On behalf of the faculty, students, and administration, we host the 2016 conference and invite you to be a part of Columbia University's long and proud history. Since 1901, 82 Columbians—including alumni, faculty, adjunct faculty, researchers and administrators—have won a Nobel Prize for their work in physics, chemistry, medicine, literature, peace, and economics. Today, Columbia University ranks 5th in the 2017 edition of Best Colleges in National Universities.

Again, welcome to Teachers College, Columbia University and have a Great Conference!

Regards,

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Columbia University
2016 Coaching Conference

THE FUTURE OF COACHING:
BUILDING BRIDGES AND EXPANDING BOUNDARIES

From the 2016 Conference Leadership Team

Dear Conference Attendees:

We wish you a warm welcome to the **2nd International Columbia Coaching Conference, 2016, *The Future of Coaching: Building Bridges and Expanding Boundaries,*** hosted at Teachers College at Columbia University, New York, New York, USA. We wanted to introduce you to the e-proceeding (new for the 2016 conference) in terms of its (a) scope and purpose; (b) content, and (c) submission categories and criteria for inclusion. We also wanted to introduce you to this year's conference leadership team and acknowledge the many volunteers who have made this conference possible.

SCOPE

This e-proceeding is a compilation of program materials supporting Columbia Coaching Conference presentations from Wednesday, October 19th to Friday, October 21st, 2016. This body of work is a reflection of the expertise and dedication of many scholars and practitioners focused on executive and organizational coaching and adjacent fields. It represents a total of 20 concurrent sessions containing 18 papers (three sessions), four coaching demonstrations (two sessions), eight experiential learning sessions, and four panel discussions, as well as alternates. The authors retain copyright in their works and have warranted that this is original work presented for the first time at Columbia University.

CONTENT

These proceedings are organized chronologically in the order in which they were presented. You will find the following sections within the e-proceeding:

1. Table of Contents
2. Conference papers and presentation outlines
3. Comprehensive author and key word indices

CRITERIA

There were four submission categories for the 20 concurrent sessions that make of the 2016 conference: (1) Paper Presentations (i.e., on the more academic end of scholar-practitioner continuum; (2) Experiential Learning Sessions (i.e., practice oriented); (3) Coach Demonstrations (i.e., practice oriented); and (4) Panel Discussions (i.e., notable practices and emerging topics). Below are summaries of each category and related criteria of inclusion—the 20 concurrent sessions presented in our first published proceedings were selected from over 100 submissions, based on a blind, peer-review process.

PAPER PRESENTATIONS

All papers focus on some aspect of executive and organizational coaching—with specific connection to the conference theme. Papers should be based on one of the following:

- Research (quantitative or qualitative, action research, case study, meta-analysis, etc.)
- Theory (conceptual study, model or theory development, including integrative literature reviews)

Accepted papers adhered to a maximum of 5000 words—including key abstract, key words; references, and supporting materials. Three paper presentations shared a 90-minute block.

This year we accepted 19 paper submissions.

EXPERIENTIAL LEARNING SESSIONS

Experiential sessions provide participants with an opportunity to experience directly an area of coaching practice through creative, interactive formats—during a single 90-minute block.

These sessions demonstrate integration of theory and practice, based on the author's experience with a particular practice format, theoretical frame, and innovative solution and/or exploration of emerging technologies and their use in coaching—intended to be highly interactive, while at the same time sharing an explicit theoretical perspective that frames the session.

The content of submissions in this category were expected to adhere to a maximum of 3500 words (including references and supporting materials).

This year we accepted 10 experiential learning submissions.

COACH DEMONSTRATIONS

Coach demonstrations focus on modeling with a "client," either: (1) selected coaching competencies (i.e., specific capabilities that reside within the coach – specify the source of the competency framework, e.g., EMCC, GSAEC, IAC, ICF, etc.); (2) coaching process elements (e.g., entry and contracting; aligning expectations; etc.); and (3) tools (e.g., use of a specific assessment, values clarification sorts, visual explorer, etc.) and/or protocols (e.g., applying a cultural dimensions framework).

The content of submissions in this category were expected to adhere to a maximum of 3500 words (including references and supporting materials). Two demonstrations shared a 90-minute block.

This year we accepted 4 coach demonstration submissions.

PANEL DISCUSSIONS

Panel Discussions provide opportunities to discuss new research, work in progress, and/or emerging practices, in an informal group context. They represent at least 3 panelists discussing contradictory, antagonistic, or complementary points of view related to a shared topic.

The content of submissions in this category were expected to adhere to a maximum of 7000 words (including references and supporting materials) and content for a Specialized Practice Area (e.g. leadership team coaching, group coaching, multi-rater feedback coaching, behavioral coaching, solution-focused, board of directions, etc.).

NOTE: Given the nature of these submissions, this was the only category that did not require blind review. A group of peers did review each proposal and selected the 4 panels on this year's conference program.

OUR TEAM

We would like to acknowledge our leadership team and other volunteers who contributed countless hours ensuring that this is a productive learning and community-building event!

Institutional Sponsor: Dr. Terrence E. Maltbia

Conference Co-Chairs: Dana Kirchman, J.D. Fernando Yepez, Ph.D.

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Panels
Jacqueline Farrington
Dana Kirchman, J.D.
Robert E. Levey, Ph.D.
Terrence E. Maltbia, Ed.D.
Fernando Yepez, Ph.D.

Thank you to all our esteemed team members!

2ND BI-ANNUAL COLUMBIA INTERNATIONAL COACHING CONFERENCE

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CONCURRENT SESSIONS ROUND #3

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ALTERNATES

Section I: Conference Papers

The Global CEO: Developing Intercultural Competencies Needed at the Top

Dr. Barbara A. Gibson, Birkbeck, University of London

Abstract: Although there is growing recognition that Chief Executive Officers need international experience, little is known about which intercultural competencies are needed at the top. Most of the research in the field has focused on either mid-level managers or international students. This research aimed to fill that gap by exploring the strategic-level intercultural challenges faced by companies doing business internationally and by identifying the intercultural competencies needed by CEOs, as well as ways to develop them.

Key Words: Executive coaching, Intercultural competency, Global business

Introduction

In the increasingly global world of business, more and more companies of every size are doing business beyond their domestic borders. Unlike in the 20th Century, when international business was the realm of the mega-corporation and companies tended to progress slowly through identifiable stages of domestic to international to multinational to transnational (Adler & Bartholomew, 1992), today many companies are global from start-up (Gabrielsson & Manek Kirpalani, 2004; Kudina, Yip & Barkema, 2008), and a large percentage of companies operating outside their domestic markets are small and medium enterprises (Kalinic & Forza, 2012).

For smaller companies, the percentage of company resources focused on international markets means the stakes are higher. Even for the large, well-established multinationals, increased globalization and worldwide competition have added pressure to be as successful outside their domestic markets as they are at home. But companies both large and small still often encounter cultural barriers that result in lost contracts, failed joint ventures, disappointing performance, regulatory and legal difficulties, and other challenges.

Although there is a great deal of discussion in the literature regarding intercultural competence and its importance in business, most of the research focus has been at the tactical level, related to mid-level management, and particularly to expatriate adjustment.

Definitions of intercultural competence, and the available tools to measure intercultural competencies, have not focused specifically on the kind of competencies needed at the highest level in the company, which may be different to those needed lower in the organization.

Potentially applicable theoretical frameworks and research span multiple disciplines, including intercultural communication, international business leadership, management, psychology, organizational development and cross-cultural management. However, few studies in any of these fields actually examine the top level of management, leaving a gap in understanding which intercultural competencies are needed at the strategic level, where decision- making that determines the company's success or failure in non-domestic markets takes place. Little is known about CEOs' own perceptions regarding cultural challenges in their day-to-day jobs or about their own capabilities in dealing with them.

This research study's aim was to gain insights into the strategic-level intercultural challenges faced by companies doing business internationally, identify the competencies needed by Chief Executive Officers, and determine how to develop those competencies to allow companies to overcome cultural barriers to achieve their strategic objectives. Research questions included:

- Does intercultural competence of the CEO have an impact on the business success of global companies?
- Which intercultural competencies are most important for CEOs of global companies? Which are most likely to contribute to success or failure?
- Where intercultural competencies are lacking, can they be developed through experience, training, coaching or other means?

This paper provides a brief summary of the research, including an overview of the methodology, the conceptual frameworks, a summary of key findings and conclusions and recommendations, particularly with regard to implications to the field of executive coaching and the important role coaches may play in helping global executives expand their boundaries.

Methodology

Research Philosophy and Approach

The research philosophy underpinning this study includes an ontological position of subjectivism, "the view that social phenomena are created from the perceptions and consequent actions of social actors" and an epistemological position of interpretivism, based on a belief that human interaction is complex and understanding it includes the interpretation of both the actors and the researcher (Saunders, Lewis & Thornhill, 2009, p.109). As Charmaz (2006) puts it, this approach "explicitly assumes that any theoretical rendering offers an interpretive portrayal of the studied world, not an exact picture of it" (p.11).

Utilizing an emergent, qualitative, inductive approach, the study included in-depth interviews with a heterogeneous sample of 28 CEOs. Data analysis methodology combined a constructivist grounded theory approach (Charmaz, 2006) with computer-aided qualitative data analysis software (CAQDAS).

Data Collection

The data collection method employed was semi-structured interviews, as it is well-suited for an inductive, data-driven, emergent approach. The nature of the research subjects also drove the choice of methods. Yeung (1995) claims that interviews are one of the most preferred methods of gaining access to international business, and that the method contributes to validity (in that it deals directly with decision-makers and collects rich data) and reliability (because it is replicable in practice). Although written questionnaires may be effective in gathering data further down the organization, senior managers are more likely to agree to be interviewed than to complete a questionnaire (Saunders et al, 2003). Semi-structured and unstructured interviews are especially useful in exploring a general area in order to gain new insights and define further research questions (Saunders et al, 2003). For this reason, it is particularly appropriate for use in research utilizing an emergent design.

The format and style of the interview was shaped by the pilot study, utilizing techniques that seemed to yield the best results. Based on this, a list of previously effective questions and follow-up prompts was compiled and reviewed in preparing for the interviews. The interviews focused on collecting stories of incidents from the subjects' own experiences of interacting cross- culturally in both their personal and business experiences, including past and present.

Research Sample

Participants were all Chief Executive Officers (or equivalent title) of businesses operating in a global context, doing business in multiple foreign markets, or with employees working in markets outside the company's home country (ranging from operations in a handful of countries to more than 100). Companies represented range in size from fewer than ten employees to more than 200,000. The sample included diversity of age (ranging from 34 to 65 years old), gender (24 males, 4 females), location of headquarters (spanning 12 different countries), company age (from 1 to 140 years), national cultures of the CEOs (12 cultures of origin, several dual nationalities), native language (8 native languages, half English), and number of years in current role (from 1 to 22 years). The 28 CEO interviews generated approximately 24 total hours of digital audio recordings, which were transcribed verbatim, resulting in more than 250,000 words of textual data available for analysis.

Data Analysis

Following many of the processes of grounded theory (for coding, categorizing, analysing, memo-writing and allowing theory to emerge from the data), this project also utilized computer- aided qualitative data analysis software (CAQDAS) as a tool for supporting the process of qualitative data analysis. The software programme selected was ATLAS.ti, and the processes employed followed a model proposed by Friese (2012). Friese's processes, though adaptable to a number of different types of analysis, are based on the same principles that underpin grounded theory.

Conceptual Framework

This section reviews literature concerning several key areas of importance to this study, including the changing world of global business, theories and research in the field of intercultural competence, and research related to the intercultural competencies needed by CEOs.

Changing World of Global Business

Historically, only a small percentage of companies transacted business outside their domestic markets. Those that did tended to be very large organizations, major players already well- established and successful in their domestic markets. They progressed slowly through four identifiable phases in their international development, from domestic to international to multinational and finally transnational (Adler & Bartholomew, 1992).

In the past two decades, a new pattern has emerged, with more and more companies "Born Global," moving rapidly from start-up to fully international (Kudina et al, 2008; Gabrielsson & Manek Kirpalani, 2004). Although the definition of the Born Global company varies somewhat, for the purposes of this study the term refers to companies which began operating outside their domestic market within three years of start-up. Today, more and more companies of every size and in virtually every country are now selling their products and services in multiple foreign markets, managing remote teams, forming strategic alliances, and outsourcing key operations, such as customer service and manufacturing, to partners around the world.

The needs and challenges of Born Globals are likely very different to the traditional 20th Century MNC (multinational corporations), and they may lack the resources to be able to afford making serious mistakes in foreign markets (Gabrielsson & Manek Kirpalani, 2004), making the stakes much higher. Even when things go relatively well, moving into new markets may place more strain on smaller companies than on larger ones that expanded far more gradually. Studying SMEs (small and medium enterprises), Kalinic and Forza (2012) found that establishing a production unit abroad resulted in consequences that lasted up to three years, with a need for continuous adaptations to stabilize the new situation, causing a period of stress for the company.

Indeed, some believe that the 20th Century model of gradual internationalization is no longer viable—regardless of size or age of the company—due to shorter product life cycles and the emergence of global demand (Hashai & Almor, 2004). So as the 21st Century progresses, the needs of traditional MNCs may indeed shift to become more similar to those of Born Globals.

Already there is greater recognition that CEOs need more international experience than they have in the past. The Wall Street Journal reports that company boards are increasingly seeking CEO candidates with experience managing workforces in foreign countries (Light, 2011) in an attempt to acquire intercultural competency at the top.

A 2011 research report published by global consulting firm Booz & Company reports a steep rise in the percentage of CEOs hired from outside firms, which the authors attribute to, among other factors, the desire for global experience at the top (Favaro, Karlsso & Neilson, 2012).

A number of studies have concluded that CEO and top management team international experience has an impact on firm success in international spheres). Magnusson and Boggs (2006) concluded that international experience has become a crucial prerequisite to ascension to the CEO position, trumping education and functional expertise as the most important differentiator in CEO selection decisions.

However, the use of time spent abroad as a proxy for competence may indeed be misleading, as numerous studies with expatriates and sojourners have found that other traits, skills and variables affect the success of cross-cultural adjustment (Church, 1982; Caligiuri, Jacobs & Farrl, 2000). Bennett (2007) contends that "cross-cultural contact alone is often useless for development of intercultural competence and it may even be destructive under certain circumstances" (p.1). It is therefore necessary to look beyond the broad concept of "international experience" and examine the more specific intercultural competencies needed at the CEO level.

Culture and Intercultural Competence

Before examining intercultural competence, is it necessary to briefly discuss the underlying concept of culture. Many scholars have attempted to define and simplify the complex concept of culture, without reaching agreement. For the purposes of this study, the author adopts Spencer-Oatey's (2008) definition:

> Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioural conventions that are shared by a group of people, and that influence (but do not determine) each member's behaviour and his/her interpretations of the 'meanings' of other people's behavior. (p.3)

Of note in the definition is the term "shared by a group of people," because although culture is often assumed to be associated with nationality, individuals are influenced by the cultures of any number of other groups to which they belong. This layering of cultures, which may include regional, religious, gender, generational, and organizational, as well as others, means that taxonomic approaches (i.e., Hofstede, Schwartz, Hall, Trompenaars and Hampden-Turner) based on national geographic boundaries are likely inadequate for understanding cultural differences at the individual level (Spencer-Oatey & Franklin, 2009, p.46).

The study of intercultural competence spans a number of disciplines, including applied linguistics, communication, psychology, organizational behaviour, language, and international business and management. It is also referred to by a variety of other terms, among them: 'intercultural communication competence', 'cross-cultural communication competence', 'multicultural competence', and 'intercultural interaction competence'. The field encompasses a wide range of theoretical approaches, many of which overlap. Terminology and definitions vary, with similar terms often having quite dissimilar meanings, making comparisons difficult. Much of the research is context-specific (for example, studies of sojourners, college students or expatriate managers). But because what is perceived as competent varies by context, it is unlikely that any particular skill or ability makes one "universally competent" (Spitzberg & Changnon, 2009).

Indeed, it would be ludicrous to assume that the competencies needed by a CEO, whose global context includes managing a culturally diverse executive team, developing global business strategies and negotiating foreign joint ventures, would be the same as those needed by a university student studying abroad or an expatriate manager overseeing a call center in Manila. Yet there seems to be an absence of research to determine applicability of the existing intercultural competency frameworks to the context of CEOs.

Nevertheless, a review of some of the leading frameworks may inform this study's exploration. Bennett's (2004) framework, known as the Developmental Model of Intercultural Sensitivity (DMIS), defines intercultural competence according to a continuum of ethnocentrism to ethnorelativism. He defines ethnocentrism as an unconscious state of viewing one's own culture as central to reality, and ethnorelativism as a conscious recognition and acceptance of cultural differences in behaviour, values and thought as equally valid. Bennett's framework breaks this continuum into six stages: Denial, Defence, Minimization, Acceptance, Adaptation and Integration, and posits that individuals progress through the stages unidirectionally and each stage represents a worldview. He contends that three conditions contribute to intercultural competence: 1) an intercultural mindset, 2) an intercultural skill set, and 3) intercultural sensitivity.

A more recent theoretical framework to emerge is that of "cultural intelligence" (or CQ) (Earley & Ang, 2003), closely related to intelligence (measured by the widely known IQ test) and emotional intelligence (EQ). Cultural intelligence is defined as "the capability to be effective across cultural settings" (Ng & Earley, 2006). Earley and Ang (2003) identified three dimensions of cultural intelligence: cognitive/metacognitive (self-awareness and knowledge, and the ability to think about the thinking process and modify thinking); motivation (willingness, perseverance, goal-setting, pushing through the confusion); and behaviour (the ability to adjust or adapt verbal and non-verbal behaviours suitable to the cultural environment).

Defining cultural intelligence as "being skilful at recognizing behaviours that are influenced by culture," Brislin (2006) points out that although CQ includes aspects of emotional and social intelligence, those abilities may not translate into another culture. Brislin argues that the two most important skills for CQ are "confusion acceptance" and "suspending judgement": "Another important consideration is that not knowing (confusion acceptance) is uncomfortable and might be particularly uncomfortable for people who are accustomed to being highly effective in their own cultural setting (i.e. people who normally have high emotional and social intelligence skills). In fact, confusion acceptance, along with Triandis's suspended judgement, might be two of the more important skills differentiating cultural intelligence from other forms of social intelligence." (Brislin, Worthley & MacNab, 2006, p.49).

Moving beyond the general concepts of intercultural competence, many studies have attempted to identify the specific competencies that are necessary. Unsurprisingly, with no single overarching theoretical framework there is little consensus among scholars at this level either. There are, however, some competencies that seem to consistently appear across most studies (i.e. awareness, openness, adaptability, flexibility), although terminology and definitions vary significantly, again depending on the context. There is, therefore, some danger in applying not only context-specific, but also context-neutral constructs more broadly without ensuring that definitions are comparable.

Although there are a number of common threads running through the intercultural competence frameworks, the key difference is the context to which they are applied. What constitutes intercultural competence depends on what is required to be "successful" in a given context, on the role-specific challenges most commonly encountered. For a university student studying in a foreign country, success may be defined as integrating into the host culture. Thus, many of the studies based on students include emotional stability as a required competency (Van Oudenhoven & Vander Zee, 2002). For an expatriate manager on a three-year assignment, success may be based on completing the full term of the assignment. Therefore, studies based on this context have defined success largely as expatriate adjustment (Puck, Kittler & Wright, 2008). The assumption that any of these frameworks may be applied to another context without additional testing or adaptation is questionable. Further, attempts to create consensus across the field to develop a universally applicable framework of intercultural competencies without regard to context are misguided.

Research Specific to Intercultural Competency at the Executive Level

A great deal of research has focused on the concept of "global leadership", though the term is broadly applied from the manager level upward (Mendenhall et al, 2012), not at the very top of the organization. Mendenhall and Osland (2002, cited in Mendenhall, 2006) reviewed the literature and compiled a list of 53 competencies associated with the construct of global leadership, which they grouped into six categories: "Relationship (competencies related to developing and maintaining interpersonal relationships in global/cross-cultural contexts), Traits (core personality or habitual behavioural tendencies), Business Expertise (expertise in global business knowledge), Organizing Expertise (skills relating to organizing and structuring human and administrative processes in global contexts), Cognitive (core internal information processing tendencies and world-view), and Vision (the ability to discern where an organization should go and the capability to rally subordinates to strive to achieve the vision)" (p.423-424).

Rosen, Digh, Singer and Phillips (2000) conducted face-to-face interviews with 75 CEOs and surveyed 1000 more in a study of leadership competencies, and identified four "global literacies" needed for success: personal literacy – understanding and valuing yourself; social literacy – engaging and challenging people; business literacy – focusing and mobilizing your business; and cultural literacy – valuing and leveraging cultural difference. Rosen's concept of cultural literacy is very similar to cultural intelligence (Earley & Ang, 2003) and Bennett's (2004) concept of ethnorelativism, involving both awareness of one's own culture and understanding and openness to other cultures.

Although Adler's (1992) focus was somewhat lower on the management ladder, many of the skills and competencies she identifies as being important for transnational managers seem likely to apply to CEOs: global perspective, local responsiveness, synergistic learning, transition and adaptation, cross-cultural interaction, collaboration and foreign experience. Adler's research also identified a number of mental gaps that could impact decision-making at the strategic level and prevent success.

A pilot study for the current research (Gibson, 2011), based on in-depth interviews with four CEOs, identified five intercultural competencies needed at the CEO level, including:

- **Cultural Self-Awareness**, defined as an awareness of one's own cultural influences, tendencies and biases, and awareness of how one's own culture may be perceived by members of a different culture. This definition includes aspects of both cognitive and metacognitive knowledge identified under a variety of terms in numerous studies across disciplines, including Early and Ang (2003), Bennett (2004), Adler & Bartholomew (1992)
- **Cultural Sensory Perception**, defined as the ability to recognize when cultural differences are in play, utilizing a range of senses to spot verbal and non-verbal cues. Although this competency is frequently referred to as "intercultural sensitivity" in the literature, that term is also frequently misinterpreted as something akin to political correctness. The new term incorporates Hammer, Bennett and Wiseman's (2003) definition of intercultural sensitivity as the ability to discriminate and experience relevant cultural differences, Brislin's (2006) definition of cultural intelligence as being skilful at recognizing behaviours that are influenced by culture, and Earley and Mosakowski's (2004) reference to a seemingly natural ability to accurately interpret culturally unfamiliar cues.
- **Open-mindedness**, defined as the ability to suspend judgement based on one's own cultural biases and accept that other ways of thinking and behaving may be just as valid. This term encompasses traits identified on the ethnorelative end of Bennett's (2004) DMIS scale, Kuhlman and Stahl's (1998, cited in Spencer-Oatey & Franklin, 2009) polycentrism, and Gudykunst's (1998) concept of being uncertainty-oriented.

- **Global Perspective**, defined as viewing the business from a transnational perspective, rather than as domestic first, rest-of-world second, identified by Adler & Bartholomew (1992) as a key competency for transnational managers.
- **Adaptability**, defined as “the ability to change one’s behaviour, communication style or business strategy as needed to fit the circumstances.” This competence, sometimes referred to as “flexibility”, is identified throughout the literature and included in almost every list of intercultural competencies. However, unlike in studies of students and expatriates, where adaptation is viewed from the perspective of fitting in to a new culture, the intercultural competency needed by CEOs does not appear to be about assimilating or integrating, but having the mental flexibility to adapt one’s approach as needed across many cultures. It therefore incorporates metacognitive skills and motivation (Earley & Ang, 2003) and psychological flexibility (Molinsky, 2007).

Findings

This section provides a brief summary of a portion of the findings, which can be accessed in full in the unpublished doctoral thesis (Gibson, 2014).

Areas of Business Impact

Research Question 1 focused on whether, in the CEOs’ own view, the intercultural competence of the CEO has an impact on their success in achieving business objectives. The interview data was analysed to examine where, if at all, culture comes into play at the CEO level. To do this, the transcripts were reviewed and coded for areas of business impact. Although the pilot study (Gibson, 2011) had previously revealed five areas of business impact, a number of new areas of impact emerged from the data, and one of the original five was determined to be redundant.

In total, the data yielded 203 coded quotations across 11 identified areas of impact. The findings clearly indicated that cultural challenges impact the CEOs in the study and that the CEOs’ intercultural competencies do have an impact on their ability to achieve their objectives in a number of areas, including: Managing, Conflict/Negotiating, Decision-making, Hiring, Ethical Issues, Internal Challenges, Government/Regulatory/Legal Issues, Change, Mergers and Acquisitions, New Markets, and Partners/Vendors.

Intercultural Competencies Needed

Research Question 2 dealt with which intercultural competencies are most important for CEOs of global companies, which are most likely to contribute to success or failure. In total, the data revealed 351 instances of competencies evident or lacking across all 28 interviews. The findings confirmed the findings of the pilot study, which identified five intercultural competencies consistently needed by the CEOs in the study, including: Adaptability, Cultural Self-Awareness, Cultural Sensory Perception, Global Perspective and Open-mindedness.

Analysis also found associations between specific competencies and the identified areas of business impact, providing possible insights into which competencies may be most critical, depending on the current strategies, challenges and stage of business of the company. This was done utilizing the capabilities of Atlas.ti to look for instances where different codes occur together or adjacently. A co-occurrence query of the data revealed 89 instances where data coded with one or more of the Business Impact areas co-occurred with one or more competencies. This indicates that in those areas which CEOs perceive that culture has an impact on accomplishing their objectives, intercultural competences are needed.

Further analysis revealed that some competencies may be more important to specific areas. For example, the code for the business impact area of Conflict/negotiation co-occurred frequently with codes for Cultural Sensory Perception and Adaptability, and to a lesser extent with Cultural Self-Awareness and Open-mindedness. This makes it possible to theorize that these competencies may be essential or useful in that business impact area. Likewise, Open-mindedness appears to be most called upon in the areas of Managing and dealing with Ethical Issues.

Developing Intercultural Competencies

The findings indicated two primary means by which the CEOs in the study developed competencies: living/working abroad and through mentoring/coaching Personal relationships with people of different cultures, international travel, and working in diverse teams were also found to be significant sources of development. Training was not shown to be a significant contributor to the development of intercultural competencies among the participants.

Response-to-Failure

The Response-to-Failure (RTF) patterns that emerged in the pilot study (Gibson, 2011) were evident in the data. In addition to the four previously identified patterns (RTF-Adapt, RTF- Continue, RTF-Abandon/Try New, and RTF-Avoid), one additional pattern emerged (RTF-Wait), which may be a subset of RTF-Adapt. A total of 98 quotations were coded as RTF patterns. Further analysis provided insights into which competencies (or the lack thereof) are associated with each pattern, which may provide a key to providing individualized assessment and development tailored to the specific needs of the company and the CEO.

Conclusions and Recommendations

By identifying areas of business where CEOs perceive that culture impacts their work and by identifying specific competencies needed at the CEO level, this study has pointed to a need to expand existing knowledge to meet the changing needs of global businesses, which ties directly to the conference theme of expanding boundaries.

The study has provided a clear indication that CEOs working in a global business environment do perceive that cultural challenges impact their success in a number of strategic areas and that specific intercultural competencies are needed. This has implications not only for current CEOs, but also for boards of directors and others involved in CEO selection and succession planning and for HR and communication professionals responsible for executive development. There are implications for the field of intercultural training and development, pointing to a need for different kinds of programs tailored to CEOs, utilizing executive coaching and ongoing individualized support.

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What Does It Take to Be a Global Coach?
Acceptance of the Equality of Cultural Differences and its Internalization

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Abstract. Conveying to people from different cultural backgrounds the sense that they are accepted as they are, requires the internalization of this belief. Based on Self-Determination Theory (SDT) this paper highlights how and under which conditions internalization may take place. It presents coaches working in the global arena a number of self-assessment questions which aim to help them assess their level of acceptance and reflect on their ability to effectively interact in culturally diverse environments.

Key Words: *Coaches, Intercultural Competence, Acceptance, SDT, Internalization*

Introduction

Globalization has suggested that the world has become flatter (Friedman, 2005) providing coaches such as other professionals with opportunities to gain clients around the world. The use of foreign languages, more travel and new communication options have facilitated coaching across borders. However, being able to create with clients from different cultures a “safe, supportive environment that produces ongoing mutual respect and trust” (ICF, 2008) requires that coaches be interculturally competent. This paper suggests to take a step back and focus on the acceptance of the equality of cultural differences; the first and most fundamental step in cultivating intercultural competence, and how this can be translated into one’s behaviors. Conveying to others the sense that they are accepted as they are, is only possible if an individual has internalized this belief. Building on the psychological insights gained from Self-Determination Theory (SDT), this paper provides a number of sample self-assessment questions which aim at helping coaches explore their capability in effectively interacting with clients from different cultural backgrounds and define where they can improve. By bringing in a psychological aspect, the paper not only expands the boundaries of the concept of intercultural competence, but also builds, by connecting it with coaching and coaching skills a bridge between theory and practice.

Methodology

This study is primarily based on three concepts: Intercultural Competence, Self-Determination Theory (SDT) and Self-Assessment. Based on the assumption that intercultural competence is an ability which can be cultivated, this study focuses on the significance of the acceptance of equality of cultural differences and its transformation into behaviours. SDT provides the theoretical framework for understanding of how a belief is taken in and integrated with one’s own self; a process defined as internalization. According to SDT internalization can only be achieved when competence, autonomy and relatedness, the three basic psychological needs of human are satisfied. Based on these insights, the author develops a number of self-assessment sample questions which aim at helping coaches to reflect on the psychological foundations which shape their intercultural interactions. The questions are based on the scaling technique. Scaling is widely used in “human change methodologies” (Grant, 2012, p. 21) such as coaching. It is considered to encourage people to clearly define their feelings and help them better visualise where they stand and where they can go.

Conceptual Framework

Areas of Literature Review

The method of integrated literature review has been applied. This entails the review of relevant academic journals, edited volumes and books in the fields of intercultural competence, coaching, personal development, self-assessment, positive psychology and Self-Determination Theory (SDT). Most of the literature was found through the online platform of the University of Vienna and Google Scholar.

Some of the articles and books which have been primarily reviewed for this study can be listed as follows: In regard to the concept of intercultural competence, Milton Bennett's *Towards ethno-relativism: A Developmental Model of Intercultural Sensitivity (1993)* article; *Becoming Interculturally Competent (2004)* edited volume and Philipp Rosinski's *Coaching Across Cultures: New Tools for Leveraging National, Corporate & Professional Differences (2003)* book have been reviewed. In regard to Self-Determination Theory, Wendy S. Grolnick, Edward L. Deci and Richard M. Ryan's *Internalization within the Family: The Self-Determination Theory Perspective (1997)* edited volume and Richard M. Ryan and Edward L. Deci's *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being (2000)* article have been analysed. In regard to the concept of Self-Assessment, Jack Mezirow's *Transformative learning: Theory to practice (1997)* article and Paul Z. Jackson and Mark McKergow's *The Solutions Focus: The simple way to positive change (2002)* book have been reviewed.

Definitions

Table 1. Definitions of Intercultural Competence

Author/Source	Description
Cushner and Chang (2015)	"Intercultural competence generally refers to the knowledge and skills that enable people to make increasingly more complex perceptual distinctions about their experience with cultural differences, and thus to be successful within a wide range of culturally diverse settings." (Bennett, 1993 in Cushner and Chang, p. 167)
Jackson (2015)	"Intercultural competence is defined as the capability to shift cultural perspective and appropriately adapt behaviour to cultural difference and commonalities" (Hammer, 2013 in Jackson p. 93).
DeJaeghere and Zhang (2008)	"Intercultural competence is regarded as the ability to think and act in interculturally appropriate ways." (p. 256)
Bennett (2004)	"As people became more interculturally competent it seemed that there was a major change in the quality of their experience, which I called the move from ethnocentrism to enthnorelativisim" (p.153)

All these definitions highlight that intercultural competence describes the ability to change one's own mindset, get knowledgeable and skilled to manage and function in culturally diverse settings. One can conclude that all these definitions are referring to intercultural competence as an attained skill or capability, but they do not touch on how and under which conditions this skill can be effectively cultivated.

Table 2. Definitions of Acceptance

Author/Source	Description
Rosinski (2003)	"Acceptance needs to be instinctual and emotional as well as intellectual. A mere intellectual acknowledgment of difference is not sufficient. You need to become convinced in your heart and in your guts that a different truth or ideal is legitimate." (p. 36)
Bennett (2004)	"Acceptance of cultural differences is the state in which one's own culture is experienced as just one of a number of equally complex worldviews."(p.153)
Cushner and Chang (2015)	"Acceptance of difference, the first stage on the ethnorelative side of the continuum, is characterized by the recognition and appreciation of cultural difference in terms of both people's values and their behaviour, understanding that there are viable alternative solutions to the way people organize their life and experience their existence." (p. 169)
Jackson (2015)	"Acceptance measures a worldview that can comprehend and appreciate complex cultural differences (e.g. values)." (p. 93)

The authors emphasize that acceptance is a state, a belief or an attitude which goes much beyond being knowledgeable about cultural differences. It is the realization and integration of the understanding that humans and their beliefs are equal. There are no universally valid, nor absolute or superior cultural values.

Table 3. Definitions of Internalization

Author/Source	Description
Kochanska (1994)	"Internalization is a multifaceted phenomenon that integrates contributions from many developmental domains, including parent-child interaction, the child's information-processing skills, his or her individuality and temperament, and ecology of development." (p. 20)
Ryan and Deci (2000)	"Internalization refers to people's "taking in" a value or regulation." (p. 71)
Grolnick et al. (1997)	"Internalization concerns the processes by which individuals acquire beliefs, attitudes or behavioural regulations from external sources and progressively transforms those external regulations into personal attributes, values or regulatory styles." (Ryan, Connnel & Grolnick, 1992 in Grolnick et. al, p. 139)
Grusec and Goodnow (1994)	"Internalization that is taking over values and attitudes of society as one's own so that socially acceptable behaviour is motivated not by anticipation of external consequences but by intrinsic or internal factors." (p. 4)
Günay (2016)	"Internalization matters when values, attitudes and behavioural regulations are originally external but need to be taken on by the individual." (p. 412)

Internalization can be defined as the acquisition of external values, beliefs or attitudes, their taking in and transformation into one's own. In other words, it describes a process in which extrinsically motivated regulations and behaviours become self-regulated.

Origins/History

The term "positive psychology" was coined by Abraham Maslow in the 1950s. It builds on the ideas of humanistic psychology. Later, the approach was taken up by Martin Seligman in the 1990s. Positive psychology understands the discipline not "just as a branch of medicine concerned with illness or health" but conceives it as much larger, including "work, education, insight, love, growth and play" (Seligman & Csikszentmihalyi, 2000, p. 7). Seligman and Csikszentmihalyi (2000) state that positive psychology is less concerned with "fixing what is broken" but rather focuses on "nurturing what is best" (p. 7). Positive psychology argues that it is the positive individual traits which help people develop and achieve fulfilment in life (Seligman & Csikszentmihalyi, 2000). One of the personal traits central to positive psychology is self-determination.

Self-Determination Theory (SDT) was initially developed by Richard Ryan and Edward Deci in the 1980s. SDT is concerned with human motivation and the inner resources of humans which evoke "personality development and behavioural self-regulation" (Ryan & Deci, 2000, p. 68).

Related Concepts

Cultural Differences

Cultural characteristics usually remain unquestioned since they are regarded as a fundamental part of one's identity (Günay, 2016). They are considered universal until the individual confronts with a different culture (Günay, 2016). Conflicts among people from different cultures mainly occur at the hidden/invisible dimension of culture (values, beliefs, norms, and assumptions) (Hicks & Peterson, 1999). When challenged with the invisible features of a different culture, people tend to see the unfamiliar as odd and feel that their "own culture is central to all reality" (Bennett in Rosinski, 2003, p. 31). When confronted with divergences and differences in the area of the hidden dimension, most of the people tend to fall back on their own learned beliefs and assumptions as the yardstick for right and wrong; coaches are no exception to that. Bennett defines this approach as ethnocentrism (Bennett, 1993). Ethnocentrism may appear in different forms; such as the denial of the existence of cultural differences; defensiveness against them or the minimization of their importance (Bennett, 1993, 2004; Rosinski, 2003; Hawkins & Smith, 2006; Hammer, 2011; DeJaeghere & Zhang, 2008; Jackson, 2015; Cushner & Chang, 2015). In short, it is about avoiding cultural differences (Bennett, 2004).

Intercultural Competence

The Development Model of Intercultural Sensitivity (DMIS), developed by Milton Bennet is usually referenced as the conceptual framework of intercultural competence. It describes the different ways people can react to cultural differences. "It proposes a continuum from a highly ethnocentric or mono-cultural mindset on one end to a more ethno-relative or intercultural mindset on the other" (Cushner & Chang, 2015, p. 168). The ability to move from an ethnocentric approach to an ethno-relative approach and to effectively interact with people from different cultural backgrounds is defined as intercultural competence (Bennett, 1993, 2004; DeJaeghere & Zhang, 2008; Hammer, 2011; Cushner & Chang, 2015; Jackson, 2015). Like many other soft skills, intercultural competence can be cultivated, but it is the result of a process.

Major Components

What drives people to perform activities is human motivation. "Self-Determination Theory (SDT) is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioural self-regulation" (Ryan, Kuhl & Deci, 1997 in Ryan & Deci, 2000, p. 68). According to SDT at the adult level, motivation mostly depends on external factors. The theory provides a useful framework how extrinsically motivated behaviours can become self-regulated. Awareness and self-reflection are important for understanding what drives us.

Findings

The good command of English or of foreign languages, the readiness to travel, and the use of communication technologies such as skype are important requirements for coaches who wish to work in an international or global arena. But the acquisition of these skills is certainly not sufficient in achieving effective interaction with clients from different cultural backgrounds. Coaches working across cultures need to be interculturally competent and the acceptance of the equality of cultural differences constitutes the first stage in this process.

Milton Bennett (2004) holds that being "knowledgeable about a culture may or may not be associated with the ethno-relative experience of acceptance." He emphasizes that there are many people who are knowledgeable about specific cultural features or rituals and capable of demonstrating particular linguistic or behavioural skills of another culture, but who do not feel any affection or general feeling towards this culture. Bennett suspects that this is because they are not able or do not want to experience, understand and accept the different worldviews (Bennett, 2004).

In this context, acceptance entails the recognition of the relativity of difference, a variable which changes according to the eye of the beholder, and it involves the conviction "that there is no generally accepted hierarchy of cultural norms and beliefs […]" (Günay, 2016, p. 412). Most authors claim that acceptance is usually reached at the intellectual or cognitive level. But in order to be credible it needs to be reflected into one's own values and behaviours. Conveying to the counterpart the sense that his or her cultural identity, assumptions and beliefs are accepted as equally legitimate, strongly depends on whether the person has internalized this belief. While the internalization of the acceptance of difference is important for anyone interacting with other cultures, it is even more important in coaching which is mainly defined as a human interaction at eye level. Creating a safe environment characterized by equality, mutual respect and trust where clients feel comfortable and not judged is essential to any effective coaching (Stober & Grant, 2006; Whitworth, Kimsey-House, Kimsey-House & Sandhal, 2007; Hargrove, 2008; Passmore, 2010).

Internalization refers to the processes in which individuals take values, attitudes or behavioural regulations from external sources and make them an integral part of their personal attributes (Grolnick et al., 1997; Ryan and Deci, 2000). Self-Determination Theory (SDT) highlights the role of motivation in this process. SDT differs between intrinsic and extrinsic motivation. While in the former case an individual values and performs an activity just for the enjoyment of the activity itself, in the latter case an individual performs the activity in expectation of an external outcome. Ryan and Deci argue that human beings are only intrinsically motivated during their early childhood (Ryan & Deci, 2000). In this phase, humans have the inherent tendency to explore, learn, experience and perform activities even when they are not rewarded or externally supported. They do not have expectations and get energy and satisfaction from the performance of the activity itself. However, after this short period, the freedom of doing things for its own sake “is curtailed by social pressures to do activities that are not interesting and to assume a variety of new possibilities” (Ryan & Deci 2000, p. 71). At the adult level, the motivations behind actions and behaviours can be generally found in external outcomes like reward or punishment.

Also coaches’ motivation to push boundaries and work in an international or global arena is mostly externally driven. In most of the cases coaches do not seek clients from different cultures just for the sake of working with different cultures, but they are rather driven by the expectation of external outcomes such as the generation of more income, the diversification of clients, an increase in reputation, a broader portfolio or other personal rewards.

SDT focuses on how extrinsically motivated actions and behaviours can also become self-regulated. According to SDT, individuals are able to successfully perform activities which are not self-determined, when they have internalized the belief or value underlying these activities (Günay, 2016, p. 413). SDT argues that internalization is a process which requires the satisfaction of the basic psychological needs of human, defined as; competence, autonomy and relatedness, (Ryan, 1995; Ryan, Deci & Grolnick, 1995; Ryan & Deci, 2000). The degree of satisfaction or support of these needs strongly defines the ability to internalize values, beliefs and behavioural regulations – “making them one’s own so the resulting behaviour will be fully chosen or self-regulated” (Grolnick et al., 1997).

Competence

According to SDT, competence is a basic psychological need which plays a key role in the process of internalization. White (1959) was the first to highlight the importance of the desire to feel effectance or competence. He described competence as the ability to interact with the environment. Human nature has the inherent tendency to seek out challenges, explore, learn and develop mastery (Ryan & Deci, 2000). Behind these endeavours lies the wish to feel competent. In other words, competence defines a range of behaviours which lead to mastery (Grolnick et. al., 1997). In addition to that Bandura (1977) highlights in his self-efficacy theory that the more individuals feel capable the more they are able to strip off their fears and get involved in activities.

Autonomy

Autonomy refers to “acting with choice” (Pink, 2009, p. 88). It describes a state where an individual has the willingness, freedom, and flexibility to organise his/her own life (Grolnick et al., 1997). Hence, autonomy is the contrary of being controlled or regulated by others. However, autonomy shouldn’t be confused with “being independent, detached, or selfish” but it rather refers “to the feeling of volition that can accompany any act, whether dependent or independent, collectivist or individualist” (Ryan & Deci, 2000, p. 74). A sense of autonomy is an innate human need and has a powerful effect on individuals’ performance, creativity, attitude and success (Pink, 2009).

Relatedness

Relatedness can be described as “the need to feel belongingness and connectedness with others” (Ryan & Deci, 2000, p. 73). However, according to SDT connectedness can only evolve when accompanied by a sense of “security” (Ryan & Deci, 2000; Grolnick et.al, 1997). Feeling safe and secure helps individuals connect with others easier and faster. But humans also need to experience “warmth” and “affection” in order to be able to feel related (Harlow, 1958 in Grolnick et al., 1997, p. 138). Affection can be defined as a tender feeling toward others which includes love, caring, kindness, closeness and interest.

Samples of Self-Assessment Questions for Coaches

The sample questions developed in the following aim at testing the degree of satisfaction of a coach’s need to feel competent, autonomous and related in his/her interactions with clients from different cultures. The questions are based on the conviction that self-assessment evokes self-reflection and self-discovery.

At the adult level, change and improvement occur when individuals gain awareness by critically reflecting on their personal foundations and the world they live in (Mezirow, 1997). Hence, one can say that personal development strongly depends on self-reflection. Self-assessment questions represent one of the methods evoking self-reflection. They help people gain a clear picture of themselves. Self-assessment questions ideally make people learn about the way they do things, question their commitment, their values, communication skills, limitations and capabilities to go further. Boud (1995) holds that in the act of questioning we judge ourselves and start making plans and decisions about the next step. Mezirow (1996) in turn highlights that “learning is understood as the process of using prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action” (p. 162).

Self-assessment questions do often apply the method of scaling. “In the measurement of feelings, intentions or experiences which are highly personal and subjective, scaling or rating encourages individuals to make a more concrete, clear and factual analysis than textual descriptions may do” (Günay, 2016, p. 416). Scoring a feeling, a competence, a belief, a commitment, or an attitude helps visualize where a person stands, face his/her “achievements and deficits” and define the next steps. In order to evoke self-reflection and development questions need to be specific, detailed and encourage change (Jackson & McKergow, 2002).

Based on the conviction that any effective and successful intercultural interaction involves the acceptance of the equality of differences, coaches who are active in the global arena need to question themselves to what extend they have really internalized this belief. As explained above, the degree of satisfaction of the basic psychological needs (competence, autonomy and relatedness) determines the level of internalization of this belief. This in return gives them an idea about how capable they are in terms of intercultural competence.

Combining the insights gained from SDT with the self-assessment techniques described above, coaches can question their competence (ability) to interact with the environment they find themselves in, in the following way:

Sample 1:

a) On a scale from 1 to 10, with 1 being low/worst and 10 being high/best, how much do you believe you are capable of making the first move and contact others when exposed to a new/different cultural environment?
b) What has helped you to get this point?
c) What would take you up one step?

Sample 2:

a) On a scale of 1 to 10, with 1 being low/worst and 10 being high/best, how capable do you see yourself dealing with people who have an entirely different worldview?
b) What has helped you to get this point?
c) What would take you up one step?

Sample 3:

a) On a scale of 1 to 10, with 1 being low/worst and 10 being high/best, how much is it your own choice to work with clients from different cultures (religions)?
b) What has helped you to get this point?
c) What would take you up one step?

Sample 4:

a) On a scale of 1 to 10, with 1 being low/worst and 10 being high/best, how anxious do you feel when confronted with different cultural (religious) norms, traditions and assumptions?
b) What has helped you to get this point?
c) What would take you up one step?

Sample 5:

a) On a scale of 1 to 10, with 1 being low/worst and 10 being high/best, how secure/safe do you feel in culturally diverse settings?
b) What has helped you to get this point?
c) What would take you up one step?

Sample 6:

a) On a scale of 1 to 10, with 1 being low/worst and 10 being high/best, how much sympathy do you feel for people from different cultures and religions?
b) What has helped you to get this point?
c) What would take you up one step?

Conclusions and Recommendations

In a globalized world, speaking foreign languages, being knowledgeable about other cultures, being able to travel or to effectively use communication technologies have been factors which have facilitated the expansion of business activities to the global arena. Also many coaches have broadened their client portfolios and started working with people from different cultural backgrounds. While the above mentioned abilities are essential in enabling the visible dimension of intercultural interaction, effective human to human interaction requires from coaches to go beyond that and become interculturally competent.

Intercultural competence can be simply defined as the ability to effectively manage and function in culturally diverse settings. However, being interculturally competent is the last and most advanced stage of a long and difficult transformational process. The very first and fundamental step in this process is the acceptance of the equality of cultural differences. Acceptance refers to the state in which cultural differences are seen equally complex. One’s own cultural norms and values are neither better nor worse than the values of others but just different. Like many other acts, acceptance commences at the cognitive level. Its transformation into a person’s behaviours is rather difficult.

Since coaching is defined as a human interaction where mutual trust and respect should exist, conveying to clients the sense that they are not judged and accepted as they are, is an important prerequisite for coaching across cultures. What makes coaches trustworthy and credible in the eyes of their clients is how they behave rather than what they say. Behaviours only credibly reflect internalized beliefs.

Self-Determination Theory (SDT) provides important insights in regard to when and how a belief is internalized. Internalization defines the process of taking in a value and making it as an integral part of one's own beliefs and attitudes. Internalization is required when the underlying motivation of activities is not self-regulated but rather based on the expectation for an outcome. Just as most of the people, most of the coaches working across cultures are not driven by the motivation to work with different cultures for its own sake, but they rather expect an outcome as financial benefits, prestige, status or any other reward. However, in order to be able to effectively coach across cultures, coaches need to convey their clients the sense that their cultural assumptions, worldviews and beliefs are accepted as equally valid.

According to SDT, accomplishment of the internalization of acceptance depends on the satisfaction of basic human psychological needs: competence, autonomy and relatedness. SDT argues that the more these psychological needs are supported or satisfied, the more the individual can internalize a value and act credibly.

By including these insights gained from SDT into the self-assessment questions developed for coaches working in the global arena, this paper builds a bridge between theory (SDT) and practice (coaching). The purpose of the questions is to help coaches discover the psychological foundations of their intercultural interactions and assess the abilities they can develop. These questions do not claim to offer solutions. They rather aim at evoking self-reflection and self-discovery. As coaching implies, there is always potential for change and improvement when people start reflecting.

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The Fourth Period of Executive Coaching: Globalization or Localization of Executive Coaching?

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Abstract: This paper proposes a set of dimensions for an intercultural coach competencies' framework. It starts with a literature review, and. supported by qualitative data analyses, presents an initial draft of dimensions to be considered, going even further when linking it to theories of Sociology of Absences and Sociology of Emergences. The findings question how the future of coaching should regard the absences and emergencies while training coaches to develop uniqueness and expand boundaries.

Key Words: Executive Coaching, Intercultural Coaching, Coaching Competencies, Global Leadership, Sociology of Absences, Sociology of Emergences.

Introduction

This research paper aims to offer a set of dimensions that should be included in the framework for intercultural coach competencies, to produce effective coaching. For this propose, bridges between coaching and fields of knowledge not yet connected are built, expanding boundaries which will support coaches' development, particularly when coaching cross-culturally. As a continuity of the reflection started in the article *Building Cultural Competencies in Coaching: Essay for the First Steps* (Barosa-Pereira, 2014), relevant scholarly literature from the fields of sociology, intercultural management and coaching was reviewed. To begin, data was collected from twenty-nine cross-cultural coaches, addressing three questions:

1. Should executive coaching be globalised or localized?
2. How can coaching competencies reflect (integrate or add) a cultural approach?
3. How can an executive coaches develop cultural competence?

This paper starts by detailing the methodology used, followed by the conceptual framework and findings. Conclusions and recommendations summarize the main thesis and contributions offering new thinking and awareness, especially for coaches who work virtually and cross culturally. This new knowledge will be especially important for the training and development of coaching practitioners. Implications can also be transferred to other fields of knowledge. Those involved in leadership development and intercultural management, as training managers in coaching skills, will profit from using the identified set of dimensions (specially in international environments). Additionally, the study might offer foundational material for empirical research around the theories of Sociology of Absence and Sociology of Emergency.

Methodology

This research was conducted under a constructive interpretive paradigm. Qualitative data was collected through an inquiry with 4 open questions. The inquiry was distributed electronically and answered by 29 individuals. Data was analyzed by content analyses with the following procedures: 1) sentences were divided in expressions accordingly to the number of the ideas enclosed; 2) key words that translated each idea were identified; 3) key words were then categorized.

The 29 descriptive answers, collected from the request on social media networks connected to cross-cultural topics and sent to some specific contacts working in this field, is characterized by: 72,41% women; 37,93% 56 to 65 years old, 31,03% 46 to 55 years old, 20,69% 36 to 45 years old and 10,34% over 65 years old; 72,41% hold a third level graduate degree such as a Master or PhD. 46,43% regard Leadership as their main area of coaching, 17,86% related themselves to Executive Coaching, 14,29% as Career Coaching and 10,71% as Business / Organizations Coaching. 48,28% of the respondents have been coaching for more than 10 years, 24,14% from 5 to 10 years and another 24,14% from 3 to 4 years.

Findings were reported by presenting the coded data collected next to experts linked with existing scholar research and theory. Conclusions and recommendations are supported by these findings, research questions are answered, and future research is suggested.

Conceptual Framework

Areas of Literature Review

In the article *Building Cultural Competencies in Coaching: Essay for the First Steps*, published in 2014 by the *Journal of Psychological Issues in Organizational Culture*, Barosa-Pereira proposed that we are now in the fourth period of Executive Coaching, which she has called the Globalization of Executive Coaching. This period comes after the three phases supported by Harris' research (1999) and proposed by Kampa-Kokesch and Anderson (2001): the first (1950-1979) is understood as the one when some professionals began to use a blend of organizational development and psychological techniques in their work with executives; the second (1980-1994) emerged when the practice of executive coaching increased and such services began to be standardized; and the third, accordingly to these researchers, started in 1995 with the increase in publications and the birth of the International Coach Federation (ICF) in the United States.

With the expansion of Executive Coaching practices outside North American ground, and the increasing awareness of its benefits (Handin & Steinwedel, 2006; Moen & Federici, 2013), specially as a managerial skill (Hamlin, Ellinge & Beattie, 2006; Noer, Leupold & Valle, 2007), due to its more frequently practice within multinational companies (Nangalia & Nangalia, 2010; Salomaa, 2014), Barosa-Pereira advocate that more or less after 2006, we've entered in a fourth phase of Executive Coaching where an extended exploration of the practice should be considered.

After 2006, researchers began to put more focus into cultural aspects in coaching practice, mainly due to the boost of coaching work done next to expatriates (Salomaa, 2012, 2015). Abbot Stening, Atkins and Grant (2006) "suggest that executive coaching can play a role in bringing together the various pieces in the challenge of the expatriate sojourn experience" (p.313).

Well-known intercultural practitioners began researching for sustainable intercultural coaching frameworks that would support a credible practice worldwide. Still before 2006, Rosinski (2003) presented the Cultural Orientations Framework (COF), which is being used and tested by other researchers (e.g. Rojon & McDowall, 2010; Carr & Seto, 2013). Handin et al, 2006) offered a coaching model which provides a roadmap for learning to work cross-culturally, grounded by curiosity, cultivation and collaboration. Nangalia et al (2010) proposed a framework for cultural adaptation of coaching for Asian clients. Plaister-Ten (2013) showed how the Cross-Cultural Kaleidoscope can be useful as an awareness-building tool for coaches in the support of their clients or even for themselves to understand their own cultural influences.

Nevertheless, the discussion around coaching competences and its application worldwide, has been raising questions like if coaching can be delivered the same way in different geographical contexts or even if the ICF (larger and more expanded nonprofit coaching organization in the world) identified coaching competencies are accurate in each "corner" that coaching is being used. Nangalia et al (2010) brought out "how the deeply embedded concept of social hierarchy influences the role and status of the coach in Asian culture" (p.51) and pointed for the need of a deeper emotional connection before coaching really begins. Milner, Ostmeier and Franke (2013) synthesis critical incidents coaches experienced in cross-cultural coaching settings in four main areas: communication, coach-client relationship, coaching setting and role understanding.

This review of literature led us to the following assumptions:

1. Executive coaching is being globalised.
2. Coaching competencies shall reflect (integrate or add) a cultural approach through specific cultural mindset, skillset and heartset.
3. An executive coach should develop cultural competence.

Bennett (2008) explains that intercultural competence "is most often viewed as a set of cognitive (mindset), behavioral (skillset) and affective (heartset) skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (p.374).

Interculturalists and culture researchers like Kluckhohn (1967), Hofstede (1997, 2001), Schwartz (1999), Jackson (2002) and Trompenaars and Hampden-Turner (1998, 2004) have been showing through empirical research that there are considerable differences between cultures, and therefore organizations operating globally should consider the uniqueness of context when working around management development strategies, in order it to be effective.

Boaventura Sousa Santos's work emphasis the importance of the co-existence of different cultures or what he called totalities: each totality is made of heterogeneity and the parts that compose this totality have a life of their one outside it (Santos, 2002). Santos questioned the hegemonic neoliberal globalization, pointing at the predominance of the North over the South, supported by five logics: 1) monoculture of knowledge, which states that everything that isn't recognized as knowledge doesn't exist; 2) monoculture of the linear time, which argues that history has one unique and known direction and only that direction is called progress and development; 3) monoculture of naturalization of differences, being one social classification dominant over another and therefore more credible; 4) monoculture of the universal and global, which states that there is a dominant scale that see all other specific contexts (the local) as rivals; 5) monoculture of capitalist productivity criteria, which rate as unproductive all non-profitable activity. To overcome this monoculture rational, which prevent the impossible and the new to flourish, Santos proposed that the relationship between culture should be supported by five ecologies: ecology of knowledges; ecology of temporalities; ecology of recognition; ecology of trans-scales; ecology of productivity.

Although that approach has a macro perspective of reality, it can be considered at a micro perspective. This paper introduces new perspectives to the overall intercultural coaching approach, proposing a regard at relations between cultures grounded on those five ecologies: 1) the ecology of knowledges - and each coach must attend that "every ignorance is ignorant of a certain knowledge and that a every knowledge is the overcoming of a certain ignorance" (Santos, 2002, p.16); 2) ecology of temporalities - allowing clients to bring freely their own notion of contemporary; 3) ecology of recognition - creating a space of non-judgment regarding social stereotypes; 4) ecology of trans-scales - making the local a great place of experience and unmasking what the localized globalization can eventually hide; 5) ecology of productivity - which consider even the non-action as an effective action that a client can consider in a specific situation they are in.

The present paper brings to light new dimensions to be considered when looking at coaches' competencies framework, specially for coaches who want to expand boundaries and coach cross-culturally (considering here either national or organizational cultures). These dimensions should consider being analyze through the propositions introduced by the sociology of absences.

Santos (2006) defines: "The sociology of absences consists of an inquiry that aims to explain that what does not exist is, in fact, actively produced as non-existent, that is, as a non-credible alternative to what exists. The objective of the sociology of absences is to transform impossible into possible objects, absent into present objects." (p.238)

This study proposes that coaching foundations should build a bridge with sociology of absences, since coaching is the science and the art of transforming the impossible into possible. Glunk and Follini (2011) use the construct of polarity coaching "as a transformational conversation that challenges clients to transcend dividing lines in their thinking for creating new meaning beyond fixed beliefs and polarized positions." (p. 224) They argue that "it is important for coaches to become aware of the polarity tensions that are prevalent in their own work and to explore their personal preferences when facing these tensions. A coach who is able to hold interdependent opposites with ease in the coaching encounter will allow clients to experience transformation on a deeper level. This modeling of polarity work will also inspire clients to loosen their own polarized thinking." (p. 228)

This coaching attitude will extend support to the client to build bridges between all kind of experiences, since every experience is seen as credible, arguable and therefore possible, and will also engage the client to expand boundaries making every experience worthwhile.

Furthermore, the sociology of emergencies explores the concept of social expectations, expanding possibilities (potentialities) and skills (power that each one holds). "Whereas the goal of the sociology of absences is to identify and valorize social experiences available in the world—although declared non-existent by hegemonic rationality — the sociology of emergences aims to identify and enlarge the signs of possible future experiences, under the guise of tendencies and latencies, that are actively ignored by hegemonic rationality and knowledge." (Santos, 2006, p.241)

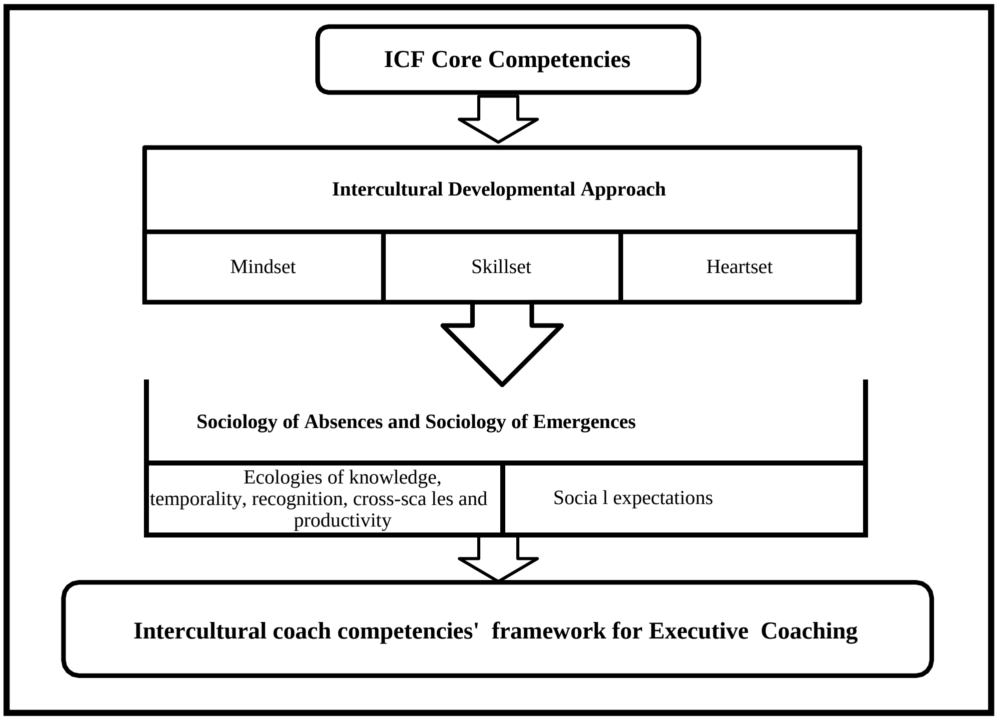
As coaching is a process of being in the present (in the here and now), exploring client's potentialities and skills, even considering not yet revealed knowledge and practices, it can take reflection from the sociology of emergencies of how all possible experiences (which consider emotions and feelings as they exist) give signs and leads to future possibilities.

Theoretical Framework

This study focused on the needs to develop intercultural coaching competencies which will be effective in post-modernity cross-cultural management. For this purpose, the research pointed on how professional coaching competencies can make the difference, when supported by an intercultural developmental approach, but also by the concepts brought up by the sociology of absences and the sociology of emergences.

To support this research approach, this study connects the following domains:

Figure 1. From Globalized Coaching Competencies to Localized Coaching Competencies: An Intercultural Coaching Framework for effective coaching cross-culturally



This research corroborates with cultural coaching literature, reinforcing through evidence other research findings. It also extends from a psychological standpoint towards a sociological perspective, introducing new approaches into this field of knowledge. In fact, this paper brings in the concepts of absence and emergency as a missing piece in the intercultural coaching effectiveness analysis.

Findings

The Importance of Cultural Awareness for Coaching Effectiveness

In the foundations of any developmental work is the relationship establish between the one facilitating the development and the individual being develop (Moen et al, 2013). Along the literature review done around intercultural management and coaching for this research, it was consensual that individuals working in developing others shall be aware of cultural nuances which might influence this relationship (e.g. St Claire-Ostwald, 2007). That is to say: coaching effectiveness will depend upon coach's cultural awareness.

One of the answers collected from the group of participants of this study was about their perception of 'what elements should be present for coaching to be effective?'.

Findings were grouped in seven categories: four by ICF competencies' clusters (the model we know of that is present in more countries); three by elements that don't fit to the ICF model as it is and that we name as cultural nuances, self-knowledge and awareness and others (Table 1).

Table 1. Coaching Effectiveness

Coaching Effectiveness depends upon		
ICF Core Competencies' Cluster	Setting the Foundation	Honesty; Confidentiality; Setting clear expectations; Clear coaching contract; Strong relationship
	Co-creating the relationship	Respect; Warmth; Compassion; Supportive environment; Empathy; Trust
	Communicating Effectively	Deep listening; Asking the right questions, in the right way, at the right time; Appropriate confrontation
	Facilitating Learning and Results	Goal setting; Shifts; Action steps; Responsibility; Concreteness
Eleme that fall directl on any the clusters	Cultural Nuance	Understanding the company culture; Ability to modify and adapt to the client; Language skills; Willingness to acknowledge the cultural differences; Alignment; No assumptions what so ever; Nonjudgment; Respectful curiosity; Lifelong curiosity about how people think and work; Deep understanding of nuances of individualist and collectivist cultural structures; Being flexible to specify; Balance between flexibility and boundaries setting; Holding the coachee's vision; Focus on client; Acceptance; Cultural knowledge; Awareness of differences / cultural awareness
	Self-Knowledge and Awareness	Starting from not knowing; Emotional intelligence awareness; Genuiness; Appropriate self-disclosure; Openness
	Other	Business experience; Client's willingness to participate

St Claire-Ostwald, 2007

Data in Table 1 confirm the need for a deeper level of self-knowledge and self-awareness that is not automatically assured by the ICF framework, especially concerning cultural nuances. Beside the need of a review around the ICF Core Competencies model, a work around self-knowledge and self-awareness, not only from an inner person perspective (what am I as a person) but also from an outer person perspective (what am I as a culture), will be something that should be profoundly explored during coach training and development.

Should executive coaching be globalized or localized?

In the 2016 ICF Global Coaching study we can clearly understand that coaching has reached different geographies, as it got 15,380 valid survey responses from 137 countries (5,832 North America; 3,517 Western Europe; 1,702 Asia; 1,648 Latin America and the Caribbean; 1,172 Eastern Europe; 811 Middle East and Africa; 698 Oceania). Globally, the majority of clients are sponsored (53%), what may imply that the investment is made primarily by organizations worldwide.

Despite the way that coaching is spreading around the world, little attention has been given to its acculturation in specific regions. In fact, executive coaching is spreading carrying along its western paradigms and values with no attention to the cultural bias that this might bring to a coaching relationship (Nangalia et al, 2010; Geber & Keane, 2013; Plaister-Ten, 2013).

Furthermore, most of the coaching literature and research looks at coaching through the individual relation established between two entities (coach and coachee), who have individual traits themselves. However, each of those entities are a collective soul of the group and context they interact. Each one seeing the other's communication patterns through this collective lenses.

Geber and Keane (2013) use the South-Africa concept of "Ubuntu" (humanism) to describe this reality. It is all about a value system that states that a person is defined in relationship with others and each individual is expected to seek for community's aspirations.

When asked about which cultural issues they've experienced when coaching, the participants of our study acknowledge some communication challenges (answer questions directly; setting goals before establishing relationship; encouragers to continue talking; vocabulary and language; direct vs indirect communications style; perception of silence; interpretations of tone of voice), however the main focus pointed at challenges which can be overcome if the coach had developed the five ecologies (Table 2).

Table 2. Relation between Cultural Challenges and the Five Ecologies

	Cultural Challenges
ecology of knowledge	way to process information; customs; patterns; norms; values; meanings;
ecology of temporality	role of the older; priorities; scheduling / time management
ecology of recognition	status and power; expectations of behaviors from direct reports; others vs self; gender in working environment and coach/coachee
ecology of cross-scales	national and company's culture
ecology of productivity	work life balance; doing vs being in the moment; responsibility

Pricewaterhousecoopers, 2016

Based on the research done for the present paper, we would state that coaching is being offer at a global scale, but its implementation should look more for the absences, regarding, therefore, the five dimensions pointed in Santos' work. And consequently, any coaching competency framework has to be built upon key principals as: 1) each and every knowledge and experience is credible and therefore possible; 2) each and every time reference is to be considered, even if in coach's frame of reference seems outdated or appears as backspace; 3) no classification what so ever should be done; 4) coachee's localized vision of reality is the one to be followed; 5) coachee's action is to be related to a specific context and need.

How can coaching competencies reflect (integrate or add) a cultural approach?

For a credible and sustainable profession or professional practice to develop and gain its own place in the market, there must be an unanimous definition of professional standards and observed abilities, traits and knowledge that the professional should demonstrate. This is usually put together through a competency framework, which report to what effective performance should look like (Boyatzis, 1982).

The first published article around coaching competencies we were able to come across with is dated 1998, and it explicit connect executive coaching competencies with psychological practices (Brotman, Liberi & Wasylyshyn, 1998). In 1999 a "Portfolio Committee" developed the eleven ICF core competencies for the coaching profession (Auerbach, 2005) as they are still at the present-day.

Since then few other researchers have conducted studies around this topic. Ahern (2003) emphasis the system of competencies as a system of practical meaning to implement coaching. Griffiths and Campbell (2008) presented evidences of some of the ICF core competencies strengths, and pointed for the need and urgency of an internationally shared framework.

Abbott and Rosisnski (2007) identified "themes and patterns essential for effective global coaching such as: openness, curiosity about other systems, comfort with complexity and interdependence, thriving on paradoxes, search for meaning, multiple perspectives, engagement with culture at multiple levels, and innovation at the edge of chaos" (p.58).

Peterson (2007) highlighted the importance of cultural knowledge for coaching effectiveness, adding that it is crucial that the coach is someone "who coach with an open attitude of curiosity and interest, who meet people where they are, who accept them for what they are, and who project a genuine desire to be helpful to each person on their own terms" (p.270).

Wilson (2013), extending on the concept of global mindedness, showed that is the coach level of development and the 'criticality' of their experience that defines their consciousness of being globally minded. Barosa-Pereira (2014) suggested that cultural competency should be one of the core coaching competencies, due to the connection between coaching's essence and the stage of ethnorelativism introduced by the Development Model of Intercultural Sensitivity (DMIS) from Bennett and J.M. Bennett. Barosa-Pereira argued that coaching will be possible only after the Acceptance level, and in the Integration level will be a mature stage of coaching. This line of thought is also present in Handin et al (2006) coaching model, which point that cross-cultural coaching starts with ethnorelative behaviors, since ethnocentric behaviors "prohibit the development of effective cross-cultural relationships" (p.22).

More recently, Salomaa (2015) suggested that coach’s own international business and coaching experiences, combined with empathy and positive regard were critical characteristic for coaching success.

In this study, participants were asked 'what will be common to observe for someone that has an cultural mindset and skillset in coaching?'. Surprisingly, because participants claim to act as cross-cultural coaches, one hasn't answered and some expressed not knowing what it means. This data might indicate that coaches offering cross-cultural services aren't aware of intercultural theories. Nevertheless, even not understanding fully, these participants presented knowledge, behaviors and attitudes that demonstrate cultural competence in coaching. Table 3 exhibits all knowledge, behaviors and attitudes that showed up, linked with the intercultural competencies synthesis as introduced by Bennett (2008). The data is presented sometimes with a more detailed description, so it can be used as observable items to be included in future scales.

Table 3. Knowledge, Behaviors and Attitudes for a Cultural Competent Coach

Cultural Competent Coach (Knowledge, Behaviors & Attitudes)	
Mindset	Ethno-relative worldview; Has a good understanding of that sector and pervading culture of that business sector and who is able to understand the various biases which come to play in cultures such as these and wishing to help the organizations find something different; Ability to teach multicultural clients how to code switch effectively between cultures; Willingness to engage in conversation about values that are different than your own without being politically correct; Be aware of own assumptions and attitudes to differences; Knowledge of cultural concepts and theory, especially in communication; Knowledge about multicultural issues and diversity; Focus on client mindsets and behaviors, without laying on any stereotypes; Experience international exposure; Cultural background of the participants; Global mindset; Heightened awareness of cultural differences and how they may impact coaching communications and effectiveness
Skillset	Adaptable; Supportive; Empathy; Creative; Emotionally Intelligent; Observe the client, self and the relation; Be highly attuned to the client and his/her body language, reactions, listens to the words the client uses, attune to the client's context; No assumptions skills of exploration; Manage comfort zone of the client, respecting their communication codes; Capacity to continually, and authentically, shift perspective, behavior and coaching style in culturally appropriate ways; Asking questions / Probing questions deigned to better understanding the client's frame of reference
Heartset	Tolerance; Acceptance; Relaxed; Natural; Passion for diversity and differences; Inclusion; Recognize specific attitudes; Humility; Ability to understand and suspend judgment based on ethnocentrism; Openness; Curiosity and willing to learn more about different cultures, interpretations and understandings; Respect for cultural differences

Bennett, 2008 Following Barosa-Pereira suggestion in the paper *Building Cultural Competencies in Coaching: Essay for the First Steps* (2014), we will state that not only one cultural competency, but a cluster under the name intercultural competence should be included in a coaching competencies' framework. This coaching competencies' framework would then reflect (integrate or add) a cultural approach through specific cultural mindset, skillset and heartset, which will allow all client's potentialities and skills to flourish even those that seem not to exist in a totalitarianism perspective of reality.

How can an executive coaching develop cultural competence?

This paper identifies first steps towards a conception of a framework that will support training and development of coaches in intercultural approaches, at the same time that raises awareness to a more effective executive and organizational coach, especially when working with diversity.

We dare to go a little bit further, supported by the sociology of absences' approach, and question if there should exist only one global framework, or if perhaps localized coaching frameworks should co-exist.

Nevertheless, no matter which framework to follow, an executive coach shall develop cultural competence to be effective when cultural challenges appear. This means they shall develop, during their continuous training and development (Carr & Seto, 2013, recommended increasing coach supervision to develop coaches' cultural self-awareness), the mindset, skillset and headset which will allow them to expand coachees' possibilities (potentialities) and skills (power that each one holds), considering that: 1) each and every knowledge and experience is credible and therefore possible; 2) each and every time reference is to be considered, even if in coach's frame of reference seems outdated or appears as backspace; 3) no classification what so ever should be done; 4) coachee's localized vision of reality is the one to be followed; 5) coachee's action is to be related to a specific context and need.

Conclusions and Recommendations

These findings should be the first steps for a deeper study that will have as aim the contribution to a more evidence based coaching approach, engaging the coaching community as a whole, at the same time it will contribute with specific intercultural coaching research.

With this paper, insights around a new approach to intercultural coaching were raised, lifting up the possibility of the importance of coaching in its future, integrating the theories of absences and emergences, so that core coaching competencies, make the greatness of each coach flourish.

This study confirms the need to review ICF Core Competencies, which are very must tuned towards a western set of skills and not considering cultural nuances, and proposes that, eventually, it should be considered more than one coaching competencies' framework, depending on where coaches want to develop their activity.

Furthermore, the present paper suggests that:

1. Executive coaching is being globalized, however it should instead be localized.
2. Coaching competencies shall reflect (integrate or add) a cultural approach through specific cultural mindset, skillset and heartset, which will allow all client's potentialities and skills to flourish even those that seem not to exist in a totalitarianism perspective of reality.
3. An executive coach shall develop cultural competence, allowing this development to integrate the need of building bridges and expanding boundaries beyond their existent reality.

Coaches, coaching researchers, coaching associations and coaching training providers shall consider these suggestions when wanting to think, act and be in an intercultural environment. This suggestion is extended to organizations that want to implement and develop managerial coaching skills or which embody a coaching culture.

The Future of Coaching is about building bridges with not yet considered scientific theories. When reviewing coaching literature, and specifically intercultural coaching literature, it seems like we are going on circles, always around the same theories and approaches. Intercultural management literature itself reports towards the same paradigms. In the future, coaching should consider bridging with outsider's approaches and to expand more in new fields like sociology, as a support to its theory building.

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Breaking Boundaries:
Assessing Differences in the "Internal Boundaries" of Executive Coaches with an Attachment/Caregiving Perspective

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Abstract. There is a paucity of evidence based research hindering executive coaching's acceptance as a profession. Using an attachment/caregiving perspective, analysis of the Perceptions Of Coaching (POC) survey indicated that attachment anxiety and avoidance were significantly associated with lower levels of perceived ability to recognize others' needs and lower levels of ability to provide help. Negative representations can disrupt the coach-client relationship and may compromise outcomes. Conclusions and recommendations for future research are highlighted.

Key Words: Attachment theory, Caregiving behavioral system, Executive coaching, Leadership development.

Introduction

Although the executive coaching field continues to expand due to the increasing numbers of executive coaches, professional bodies, institutions of learning, codes of conduct, and pertinent research (De Haan, Duckworth, Birch, & Jones, 2013), there is a paucity of empirical studies aiming to bridge the gap between the external aspects of executive coaching (focusing on skill acquisition, theory and practice effectiveness, and social experiences) and the internal aspects (thoughts, feelings, expectations, and relational tendencies) of an executive coach (Baron, Morin, & Morin, 2011). Additionally, although gaining in popularity, the impact of the coach-client relationship on successful coaching outcomes and executive coaching being considered a profession as research topics have not received sufficient importance (Passarelli, 2014; Lane, Stelter, & Stout-Rostron, 2014).

Adopting the attachment/caregiving perspective (Bowlby 1969, 1979), this conceptual and quantitative research study provides support for the argument that the "internal structures" or internal working models (conscious and unconscious; Bowlby, 1969) that an executive coach brings into a coaching engagement can appropriately inform successful outcomes. In its broader context, this study contributes to the limited body of "evidence based" research, arguably required to challenge the views of executive coaching critics claiming that it lacks professional status (Lane, Stelter, & Stout-Rostron, 2014).

The remainder of this paper is organized as follows. After presenting the research methodology and the study sample, data collection and analysis is described. This is followed by the study results and analyses aimed to explain and clarify the effects of attachment/caregiving (independent variables) on each of the dependent variables (five subscales assessed through the Mental Representation of Caregiving scale). The paper concludes by highlighting findings and conclusions along with recommendations for future research.

Methodology

Method

The data for this research was gathered via a single, online self-report Perceptions of Coaching (POC) survey. The survey was comprised of two well-validated and reliable scales in a Likert scale format: Mental Representation of Caregiving Scale (MRC; Reizer &Mikulincer, 2007)—a 27-item scale with ratings from *very untrue of me* (1) to *very true of me* (7); and the Experiences in Close Relationships-Short Version (ECR-S; Wei, Russell, Mallinckrodt, & Vogel, 2007)—9- item scale, ranging from *strongly disagree* (1) to *strongly agree* (7). Sixteen respondents (*N*=16) were recruited from social media sites, as well as through emails and invitations sent to executive coaching schools and programs requesting their participation. A further sixty-six respondents (*N*=66) were identified through the website hosting the survey, giving access only to individuals who fit the survey definition (Sperry, 1993) of an executive coach. Forty-one of the participants were excluded from analysis because they either did not complete the entire survey or did not meet the definition of an executive coach.

Participants

The participants (*N*=41) were divided into two groups based on their level of anxiety and avoidance (attachment style): Secure (*n*=17) and Insecure (*n*=24). Individuals with lower average scores on anxiety (< 4.00) and avoidance (< 4.00) were classified as secure, while those scoring greater than 4.00 (> 4.00) on either or both anxiety and avoidance scales were classified as insecure. Prior attachment research concludes that higher scores reflect more self-focused motives to help and higher negative feelings toward helping others (Reizer & Mikulincer, 2007). Additionally, the average score on the five subscales of the MRC and a total MRC average were calculated. Finally the scores from the participants were subjected to a conceptual and quantitative analysis (Orcher, 2005) in order to determine the relationship, if any, between coaches' motives for coaching and helping and their global attachment/caregiving orientation.

Conceptual Framework

The purpose of this study is to contribute to the scientific literature on executive coaching. Specifically, this study aimed to achieve three objectives, the first of which was to increase the current understanding of the coach-client relationship in the context of executive coaching. Many authors and practitioners have suggested that relationship functioning is of paramount importance to successful executive coaching outcomes (Passarelli, 2014). Mostero, Batista- Foguet, McKeever, and Serlavos (2016) recently noted, "...there is a lack of theory related to the crucial elements on the quality of the relationship between the coach and the coachee..." (p. 65- 67). The second aim was to provide a more comprehensive understanding of caregiving differences in relation to coaching behaviors and outcomes. Most importantly, the intent of this study was to delve deeper into the complexities of the executive coach role by identifying the personal and interpersonal factors that may render executive coaches with different caregiving styles effective or ineffective caregivers (Feeney & Collins, 2001). Given the increased use of an executive coaching, an understanding of the internal conditions and factors under which an executive coach can be most effective is highly relevant to both research and practice.

Areas of Literature Review

While most readers are unlikely to be familiar with the major constructs of adult attachment theory, some basic concepts are presented here for clarification. These are examined using theoretical and research information from books, peer-reviewed studies and academic journals provided by key contributors (i.e. Bowlby, 1969) in attachment research. This is followed by a review of current literature, writings, studies, and concepts related to executive coaching, before integrating and bridging attachment/caregiving and aspects of the coach client relationship. The aim of this analysis is to assist future development of individual coaches, clients, and the coaching profession as a whole.

Definitions. Table 1 highlights the following definitions as a guide to the core concepts under study.

Table 1.Definitions of Attachment, Caregiving, and Executive Coaching

Author/Source	Description
Sperling and Berman (1994)	"Adult attachment is the stable tendency of an individual to make substantial efforts to seek and maintain proximity to and contact with one or a few specific individuals who provide the subjective potential for physical and/or psychological safety and security." (p. 8)
Solomon & George (2011)	"...The organization of the caregiving system requires the caregiver to make a fundamental shift away from being the one who *seeks* protection and care in order to become the person who *provides* protection and care..." (p. 134)
Sperry (1993)	"The professional development of executives through one-to-one conversations with a professional coach for the purpose of enhancing executive skills. Executive coaching involves the teaching of skills in the context of a helping and personal relationship with the client, providing feedback on the executive's interpersonal relations and skills." (p. 264)
Whitworth, Kimsey-House, Kimsey-House, and Sandahl (2007)	"A powerful alliance designed to forward and enhance the lifelong process of human learning, effectiveness, and fulfillment." (p. 221)
Pistole, C. M. (1999)	"Caregiving, like attachment, is an innate, biological component of being human...the caregiving system is concerned with providing emotional care and protection. Its functions are to meet the attached person's needs for proximity and security through some form of closeness or soothing (safe haven) and to provide an anchor and guidance for the attached person's exploratory behavior (secure base)." (p. 437-438)

Most current definitions of attachment are based upon Bowlby's characteristics of attachment:
(1) *Proximity-seeking* (real or psychological) directed towards a primary caregiver; (2) the caregiver acts as a *safe haven*; (3) feelings of *emotional* loss during periods of *separation* (temporary or permanent); and (4) the caregiver provides a *secure base* (Bowlby, 1988). As these characteristics show, the ultimate goal of attachment security and safety depends upon the careseeker *and* caregiver, as well as the bridge (relationship) that is constructed between them.

Evidence yielded by pertinent studies (i.e., Baron & Morin, 2011) indicates that the coach-client relationship exhibits many of the characteristics of attachment/caregiving.

Many definitions have been proposed for coaching (Baron, Morin, & Morin, 2011). Moreover, these definitions are based upon the area of coaching under study (See table 1 for the definition used in this study). Nonetheless, the following core concepts are common to all definitions of coaching:

- Coaching is a relational concept and should be thought of in relational terms (Macaux, 2014).
- Executive coaching share "common factors" with all other helping professions (i.e. relationship management, De Haan et al., 2013).
- Implicit in executive coaching is the "use of self" (Orenstein, 2002).

Origins/History. John Bowlby's (1969, 1973, 1988) seminal work has paved the way for the evolution and serves as the foundation of the attachment theory. Bowlby defined attachment to describe the affective bond that develops between and infant and a primary caregiver. He believed that the attachment is innate and evolutionary, ensuring survival of the species. The quality of attachment evolves over time as the care seeker interacts with the caregiver.

Mary Ainsworth and her colleagues (Ainsworth, Blehar, Water, & Wall, 1978) were the first to provide empirical evidence for Bowlby's attachment theory. Using the strange situation procedure, Ainsworth et al., (1978) developed three distinct categories for classifying infants and their success or failure to find relief from threatening or confusing circumstances: (1) secure; (2) anxious-ambivalent; and (3) anxious-avoidant. Mary Main (Main & Solomon, 1990) added a fourth category—disorganized—describing those infants who have been previously unclassified during the strange situation procedure. In 1987, Hazen and Shaver conceptualized infant attachment as applicable to adult-adult romantic relationships. Synthesizing across research and theory, Bartholomew and Horowitz (1991) split the anxious-avoidant category into two distinct aspects—dismissing and fearful. Further they (Bartholomew & Horowitz, 1991) conceptualized these styles, not as distinct types but as intersecting two behavioral dimensions (or the way individuals behave in relationships) (1) anxiety; and (2) avoidance, as well as how the individual views him or herself and others. Figure 1 illustrates the anxious (view of self) and avoidant (view of others) dimensions and the corresponding attachment styles base upon Bartholomew and Horowitz's (1991) four-category model.

Figure 1. Anxious and Avoidant dimensions and Attachment Styles

Avoidant

Anxiety	Positive (Low)	Negative (High)
Positive (Low)	SECURE High self-worth, believes that others are responsive, comfortable with autonomy and in forming close relationships with others	DISMISSING Overt positive self-view, denies feelings of subjective distress and dismisses the importance of close relationships.
Negative (High)	PREOCCUPIED A sense of self-worth that is dependent on gaining approval and acceptance of others.	FEARFUL Negative self-view, lack of trust in others, subsequent apprehension about close relationships and high levels of distress.

Executive Coaching.

Executive coaching emerged as a developmental activity during the 1990s and has been primarily viewed as a technique executives could use to correct deficiencies in employees' task performance (personal experience and observations). More recently, perspectives on executive coaching have changed, whereby it is now viewed as a means to facilitate learning and improving performance of even the best of executives (Feldman & Lankau, 2009). The ever changing and volatile business environment stains the capacities and capabilities of the modern executive. In response, even the most capable executives respond by resorting to maladaptive behavioral patterns. Once their anxiety, confusion, or fear reaches a certain limit (which is different for each executive; Allen & Fonagy, 2006), the executive can lose perspective allowing his/her unconscious defenses to take over (Macaux, 2014). While these behaviors once served their intended purpose, currently such attitudes hinder their capacity to respond effectively to current organizational and executive challenges.

While most of the executive coaching is rightly focused on the unique needs of the executive, efforts aimed at professionalizing coaching and improving effectiveness should not overlook the need to strengthen the bridge between the inner world of the coach (cognitive, emotional, behavioral) and the coach's interpersonal style (Macaux, 2014).

Coach-Client Relationship.

Despite evident paucity of extant literature on coaching outcomes related to relationship functioning, those available studies (e.g. Mikulincer & Shaver, 2007; Marvin, Cooper, Hoffman, & Powell, 2002) suggest that all forms of sensitive, responsive, and empathic concern across the lifespan (helping professions) have common core elements and resemble each other; in other words, they are "fundamentally related." This suggests that the executive coaching profession could benefit from these common core elements, such as the concept of working alliance. According to Horvath and Bedi (2002), the concept of a working alliance involves *a collaborative relationship* between the coach and client in coaching.

Following a meta-analysis of extant studies on attachment, working alliance (relationship), and outcomes, Degnan, Seymour-Hyde, Harris, and Berry (2016) concluded that the importance of the working alliance highlights the need for further research into the key factors that weaken or strengthen the alliance during therapy. Further, research suggests that therapists exhibiting high attachment security are better able to adapt his/her behavior in order to appropriately address client needs (i.e. coaching presence or the coach as a "reflective practitioner"; Baron et al., 2011) thus improving the relationship and outcomes (Degnan, et al., 2016). While there are good theoretical reasons to believe that these results can be applied and relate to executive coaching, evidence-based research into executive coaching becomes an important ally (Mostero et al., 2016).

Theoretical Framework

In line with the attachment and executive coaching literature briefly reviewed above, this study is driven by the hypothesis that, relative to coaches' internal perceptions of caregiving, coaches scoring high on anxiety and/or avoidance scale (insecure), may not foster as supportive coach- client relationships and/or successful outcomes as do coaches exhibiting lower levels of anxiety and avoidance (secure).

Caregiving Behavioral System

The caregiving system develops in parallel and is complementary to the attachment system. Caregiving has been defined as behaviors that *provide* emotional care, protection, and support to others (Bowlby, 1969). The set-goal of the caregiving system is to keep individuals safe and secure; its adaptive function is to provide a safe haven and secure base for individuals when stressed, uncertain, or fearful. The caregiving system is designed to provide changing levels and forms of protection depending upon the developmental and individual requirements of individuals (Mikulincer & Shaver, 2007). Caregiving can be activated under two kinds of situations:

- When another person would clearly benefit from it.
- When another person has the opportunity for learning and mastery and either needs help in taking advantage of the opportunity or seems to need validation for certain aspirations and accomplishments.

Internal Structures

Each individual brings to the coach-client relationship a complex set of memories, beliefs, and expectations about how a particular relationship will function—based upon how the individual has been treated—as well as how future relationships ought to proceed (Bowlby, 1969). Termed “internal working models” (Bowlby, 1988) this concept consists of beliefs about the self and others (both the coach and client) as well as the self in relation to others. Internal structures are the personal narratives or stories that we tell ourselves and become our behaviors towards others. Positive structures (working models) are a source of strength, confidence, flexibility, and adaptability, while negative structures are a source of rigid or chaotic thinking, as well as behaviors that stifle self-esteem, confidence, and personal and professional growth (Cassidy & Shaver, 2008).

...Positive working models can...strengthen engagement and personal involvement in caregiving situations and increase the likelihood of providing effective care and help to needy others...Positive mental representations of caregiving include positive working models of the self as a caregiver, positive working models of needy others as worthy of being helped, and altruistic motives for helping...(Reizer & Mikulincer, 2007, p 228).

The flexibility of these internal structures should be evidenced by thinking and behaviors that demonstrate a coaches understanding of the fundamental boundaries between and intersections among the attachment and caregiving systems. This flexibility and balance are undermined when defensive processes exclude information and feelings such that coaches are unable to detect and integrate the signals sent by clients (Obegi & Berant, 2009).

Findings

Reizer and Mikulincer (2007) developed a self-report measure called the Mental Representation of Caregiving Scale (MRC). Initially developed from their theoretical conceptualization, as well as from other scales tapping into individual differences in caregiving motives (Kunce & Shaver, 1994; Nickel, 1998), the MRC was created to apply to a variety of relationships. Factor analysis yielded five major factors:

- Perceived ability to recognize others’ needs;
- Perceived ability to provide effective help;
- Appraisal of others as worthy of help;
- Egoistic motives for helping;
- Altruistic motives for helping.

The Experiences in Close Relationships-Short version (ECR-S) is a revised version of Brennan, Clark, and Shaver’s (1998) Experiences in close Relationships (ECR) questionnaire. The internal consistency and reliability of the ECR tends to be around .90 and is one of the most widely used and accepted questionnaires for assessing attachment.

Hypothesis Testing

To test the hypothesis that the secure and insecure attachment is associated with statistically significantly different levels of caregiving representations, an independent samples *t*-test was performed. The global MRC level for the secure group (*N*=17) was *M*=103.59 (*SD*=15.55). By comparison, the insecure group (*N*=24) obtained a numerically larger caregiving representation level *M*=114.25 (*SD*=10.43).

As can be seen in Table 2, the secure and insecure distributions were sufficiently normal for the purposes of conducting a *t*-test (i.e., Skew < |2.0| |and kurtosis < |9.0|; Schmider, Zeigler, Danay, Beyer, & Buhner, 2010). The independent samples *t*-test was associated with a statistically significant effect, *t* (25.98) = -2.46, *p* = .021. Thus, the secure and insecure groups were associated with a statistically significantly level of caregiving with a lower score indicating higher attachment security. Cohen's *d* was estimated at .80, which is a large effect based on Cohen's (1988) guidelines.

Table 2.T-test, Secure versus Insecure and Level of Caregiving Representation

	Attachment_Style	N	Mean	Std. Deviation	Std. Error Mean
MRC_TOTAL	Secure Insecure	17 24	103.5882 114.2500	15.55257 10.42676	3.77205 2.12835

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		
MRC_TOTAL	Equal Variances assumed	5.85	.020	-2.632	39	.012	-10.66	4.05154		
	Equal Variances not assumed			-2.462	25.978	.021	-10.66	4.33108		

As hypothesized (see table 3), Pearson correlations indicated that MRC factors showed moderate but significant associations with attachment anxiety and avoidance. Attachment anxiety and avoidance were significantly associated with lower levels of ability to recognize others needs and to provide help. Anxiety, but not avoidance, was associated with higher self- focused (Egoistic) motives for helping.

Table 3. Pearson Correlations between MRC Factors and Attachment Anxiety and Avoidance

Measure	Ability to recognize help	Ability to provide help	Egoistic Motives	Altruistic motives	Appraisal of others as worthy
Attachment anxiety	-.327*	-.492**	.397*	-.298	-.063
Attachment avoidance	-.342*	-.438*	.252	-.239	-.043

Note: * $p < .05$, ** $p < .01$.

Implications of Findings

These findings are consistent with those yielded by extant attachment studies (Feeney, Cassidy, & Ramos-Marcuse, 2008; Reizer & Mikulincer, 2007), suggesting that attachment orientation is predictive of behavior and interactions in relationships. As previously stated, research supports the view, that in executive coaching; the success of the intervention rests in the quality of the relationship (Passarelli, 2014). Thus if the internal structures of the coach (assessed as mental representations of caregiving) serve as the foundation for the manner in which relationships are formed, maintained, and repaired, distinguishing secure from insecure coaching relationships have important implications for coaching outcomes.

The current findings suggest that anxious coaches are more self-focused (Ego), and hold negative appraisals of themselves as caregivers. Research by Black, Hardy, Turpin, and Parry (2005) found preoccupied (insecure) therapists expressed concerns that they were unable to comprehend the essence of a client's problems, or lacked confidence that they had a beneficial effect on the client (as reported in Mikulincer & Shaver, 2007). Seen as cold, aloof, and rejecting, avoidant coaches may "monopolize" the coach-client relationship or emphasize the negatives or deficits (Hartley & Phelps, 2012) of the client, thereby undermining the client's self-esteem and professional competency—all in an attempt to make themselves, not the client, feel safe (Fitzgerald & Berger, 2002).

As predicted, positive working models of caregiving were also positively associated with the ability to take another's perspective or "the absence of conflicting interests" (Fitzgerald & Berger, 2002)—a key mechanism underlying successful coaching.

Conclusions and Recommendations

Conclusions

The primary aim of this study was to understand specific factors (internal structures) that underlie the quality of the coach-client relationship from the coaches' perspective. Over all, coaches with more positive caregiving representations (secure) have been found to exhibit more positive attitudes toward coaching and perceive themselves as better equipped to accomplish their coaching aims. In contrast, those with negative caregiving representations (insecure) incur a heavy psychological cost. That cost is reflected in their attention and focus being directed away from the needs of the client onto issues of the self. Such self-directed focus may disrupt or interfere with the coach-client relationship and outcomes.

The innate human search for attachment security and its complementary caregiving aspects provide a new and predictive perspective on the issues addressed in this study. This does not imply that the bridge linking attachment/caregiving style and coaching outcomes is straightforward and simple. In fact, the coaching profession and the implicit relationships it implies are much more complex and multidimensional than shown in this work. However, there is preliminary evidence that an executive coach's understanding of his/her vulnerabilities, those that arouse feelings of insecurity and constrain their adaptive capabilities (Orenstein, 2002) holds a key place in their future development as a coach and bridges the gap between the theoretical and practical importance of the coach-client relationship to the future of coaching.

Recommendations

This study bears the potential to influence the teaching, learning, and application of effective coaching, a critical development if executive coaching is to be considered a profession and remain relevant to an executives and organizational success. The result that there was a significant difference between the mental representations of secure versus insecure coaches provides specific evidence with regard to the predictive power of attachment/caregiving. Further, this study recommends:

- Coaches understanding of their own attachment/caregiving style. Without such understanding, it becomes very difficult for coaches to halt their self-defeating behavior let alone offer or provide help. Such knowledge also makes certain the coach does not unconsciously perpetuate the rigid thinking and biases' that they are often trying to mitigate in their clients.
- Examination of specific coach-client relationships. Examination of the coaching process as perceived by both the coach and client may help illuminate other elements (i.e. gender and culture) that moderate positive outcomes.
- Recommend that coaches receive continuing education or supervision in order to define and model a secure coaching relationship in addition to approaches, skills, and techniques. (De Hann, et al., 2013).
- Because of issues with sample size and the results being correlational, any conclusions derived from this study should not be used to draw causal inferences (Feeney & Collins, 2001). However, sample size limitations are not unique to this study or coaching research and represent an important challenge for future researchers (Baron, Morin, & Morin, 2011).

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Coaching as a Protective Intervention against Psychosocial Risks

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Abstract. Although coaching is increasingly used in organizations, scientific literature on coaching remains scarce, especially concerning the key success factors and processes by which coaching generates change. To address this gap, we conducted semi-structured interviews with previously coached managers. Our results question the very notion of "key success factors", and suggest that it is not the factors themselves that are key, but a limited number of intermediate mechanisms by which the supposedly-key factors influence coaching results.

Key Words: Executive coaching, Key success factors, Change processes

Introduction

Coaching is increasingly used as a leadership development tool in organizations. This tailor- made and spread-over-time approach seems to appropriately answer the growing specific development needs of managers evolving in rapidly changing environments requiring to constantly reinvent new ways of addressing challenges. Scientific literature on coaching is less developed than coaching practice, especially concerning the factors and mechanisms by which coaching generates change. Yet, identifying the factors that are key for coaching success is essential for the future of coaching, both theoretically – in order to develop the knowledge basis for coaching – and pragmatically – in order to develop more efficient coaching interventions and coaching education programs.

We wish to address this gap and answer these questions with the present qualitative action- research. After presenting our methodology, we will review the existing literature on key success factors for change in the coaching field, and in an adjacent field – psychology and psychotherapy – where these questions have been studied extensively. We will then present the results from our field study and highlight their practical implications for coaching professionals.

Methodology

This study is part of an action-research and is based on a qualitative approach. It is the second part of a field study that assessed the impact of coaching using an experimental RCT design in a large telecom company on a sample of 48 high-potential managers. The results of this experiment showed a positive and significant impact of coaching both on their leadership skills and levels of goal attainment (Van Hove, 2015).

In order to analyze how the coaching intervention developed these skills and, specifically, what were the key success factors, we conducted, for the present part of our research, semi- structured interviews with each of the 22 coached-managers at the end of their coaching journey. The 22 interviewees included 4 women and 18 men aged 39 years on average, all with university-level education. They had an average of 12 years of experience within the company and held middle- to senior-management positions in various departments, which made them representative of various professional groups and cultures. They had all received 6 one-hour-and- a-half individual coaching sessions spread over a year, focused on the development of their leadership skills. This program had been offered to high-potential managers as one of several development actions, and the participating managers had all voluntarily signed up for the coaching program. The coaching intervention was based on a systemic, solution-focused, client-centered and cognitive-behavioral approach, and was delivered by the lead researcher – a Professional Certified Coach accredited by the International Coaching Federation. Two months after the end of the coaching intervention, two-hour semi-structured interviews were held with the coached managers and explored the elements that had facilitated or hindered their progression towards their coaching goals.

In order to analyze the data gathered in the interviews, we used a two-steps inductive- deductive method. The content of the interviews was first analyzed using an inductive Grounded- Theory Approach to identify common themes and sub-themes coming out from the interviewee's discourses. In a second phase, the emerging themes and categories of key elements were confronted, using a deductive approach, to the categories of key success factors identified in the literature, in order to test if our data matched the conceptual model. Although this qualitative approach may present some biases, as for instance reliance on the coachee's subjective perceptions of key factors, instead of on an objective measure, this approach allows in-depth exploration of the underlying complex change processes and mechanisms.

Conceptual Framework

Literature Review

Our research focuses on Executive Coaching, defined as "a helping relationship formed between the client – who has managerial authority and responsibility in an organization – and a consultant who uses a wide variety of behavioral techniques and methods to assist the client to achieve a mutually identified set of goals to improve his professional performance and personal satisfaction and consequently to improve the effectiveness of the client's organization within a formally defined coaching agreement" (Kilburg, 2000).

Reviews of literature and meta-analyzes of the impact of coaching indicate that it generally leads to positive results (De Meuse & Dai, 2009; Theeboom, Beersma & van Vianen, 2014, Jones, Woods & Guillaume, 2015). However, different studies show a large variation in the scale of the results. Situational factors, varying from one study to another, could play an important role in determining the coaching impact. Identifying these factors and the mechanisms at play in coaching processes is motivating an increasing interest among researchers who want to go past the question "Does coaching work?", to look inside the "black box" and answer the question "How does it work?".

Literature in the coaching field is still developing regarding this question, but some categories of factors seem to play an important role, principally: characteristics of the coach, of the client, the coaching relationship, the coaching method and the context (De Haan, Culpin et Curd, 2011; Ely, Boyce, Nelson, Zaccaro, Hernez-Broome & Whyman, 2010; Fillery-Travis & Passmore, 2011). These categories are inspired by the psychological literature that has studied those questions thoroughly (Hubble, Duncan et Miller, 2008). Research conducted in the coaching field highlights specific elements and factors that appear to be key for coaching success (various authors, *in* Van Hove, 2014). Even though each study focuses only on one or two specific factors, we hereafter summarize the main findings of previous research organizing them into the categories inspired by the psychological literature.

Table 1.Key Success Factors in Coaching Literature

Categories	Factors
Characteristics of the client	Stage of development, openness and readiness to change, self-efficacy, personality traits
Characteristics of the coach	Credibility, stage of development, confidence in their coaching capacities, communication and relational skills
Characteristics of the relationship	Quality of the coaching relationship (as assessed by the client), complementarity in (MBTI) temperament between the coach and the client, mutual consideration, sympathy, openness and equality
Characteristics of the method	Activation of client's resources (through coach's support, consideration and encouragement of client's contributions), clarification of goals and expectations at the beginning of the coaching intervention, concreteness of goals, individual diagnosis and subsequent customization of the coaching process, control of goal realization
Characteristics of the client's context	Organizational culture open to change, organization's involvement and support with the coaching process, sound process for matching coaches and clients

Van Hove (2014)

These findings provide interesting insights. However, the number of studies on the key factors for coaching success is still limited, and they present different pitfalls, such as little detail concerning the factors and measures for coaching success, or little rigor in the study design. Also, studies often adopt a strictly correlational approach, measuring the relation between a specific factor and coaching results, without explaining why and how that specific factor may impact coaching results.

While coaching research is still developing concerning the key success factors for change, an adjacent field of research, the psychological literature, has explored this question thoroughly. This literature may provide interesting insights for the coaching field and it is important to build bridges between these disciplines. Although coaching and psychotherapy are distinct interventions, they share a lot of similarities, whether in terms of objectives – individual development and change – or in terms of methods – primarily, a dialogical relationship. We therefore argue, as several other authors (Kilburg, 2004, de Haan et al., 2011), that results from the psychological field may provide insights on the processes at play in the coaching context, and may thus contribute to develop the knowledge base in the coaching field.

Extensive research conducted for decades in the psychological field has rigorously identified key success factors at play in development interventions (Hubble et al., 2008; Wampold, 2001). We present the main findings using the five categories mentioned previously.

Table 2.Key Success Factors in Psychotherapy and Psychology Literature

Categories	Factors
Characteristics of the client	Psychological resources (ego strength, resilience, intelligence, stamina, self-regulation), severity of disturbance, capacity to relate, motivation to change, degree of implication, openness and collaboration in the therapy, hope for improvement
Characteristics of the therapist	Credibility, legitimacy, expertise, trustworthiness, years of experience as a therapist (but not training!), confidence in the efficacy of their method, confidence in their own skills, confidence in the client's healing potential, emotional, cognitive and relational skills, capacity to engage the client in the process
Characteristics of the relationship	Therapeutic alliance (agreement on goals, tasks, and quality of the bond between client and therapist), quality of the relationship as perceived by the client (and not by the therapist), relationship of mutual trust, respect, acceptance and warmth, encouragement of risk taking
Characteristics of the method	Active methods, methods generating intense emotions. No evidence of difference in efficacy between different therapies (cognitive-behavioral, psychoanalytic,…). Essential however that there is a model, a rationale and a curative procedure, and that it is credible and consistent with the client's frame of reference.
Characteristics of the client's context	Fortuitous or positive life events (source of change, learning, awareness, gratification) and social support

Van Hove (2014)

Also, psychology literature offers extremely interesting results concerning the importance of different categories of factors and their respective contribution to therapeutic success and change.

Wampold (2001) divided the factors playing a key role for success in broad categories and conducted a meta-analysis on hundreds of previous studies to estimate the percentage of improvement in client outcomes linked to each category. His results indicate:

- Client characteristics and characteristics of client's context account for 87% of the outcomes
- Only the remaining 13% are linked to therapy features. They are split as following:
    - Characteristics of the therapist (specifically, therapist's confidence in the efficacy of his method, therapist's attitudes and skills enhancing: client's adherence to treatment, therapeutic alliance, perception of credibility and client's hope of recovery) account for 43%
    - Quality of the therapeutic relationship (as perceived by the client) accounts for 28%
    - Client's hope and expectations for improvement (also known as "placebo effects", generating self-healing mechanisms – such as increased energy, creativity, courage, and focus on improvement – by the client's mere conscience of being treated and believing the treatment is credible) account for 21%
    - Specific techniques (referring to factors unique to specific therapies) account for 8%

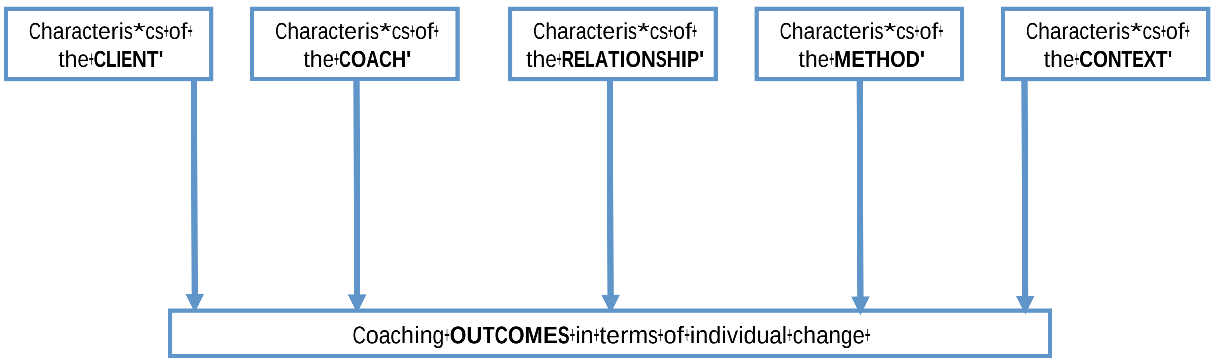
With only a very limited part (8% of 13%) of the outcomes linked to specific methods and techniques, it appears active ingredients in therapy are not bound to specific therapeutic models (e.g. cognitive-behavioral vs. systemic) but rather to factors that are common and transversal to all therapeutic approaches, such as: characteristics of the client, of client's context outside therapy, of the therapist, quality of the therapeutic relationship and expectancy effects. These results invite to focus research on these common factors beyond the study of factors linked to specific approaches and techniques.

We wondered whether these findings may also apply to coaching. We wish to build bridges between the fields of psychology and coaching, build on the extensive body of research in psychology and further explore how these results apply to executive coaching.

Theoretical Framework

In order to explore the key success factors for change in executive coaching, we refer to the previous studies in coaching and, most of all, in psychology, and work with the five categories of factors mentioned previously.

Figure 1. Categories of Key Success Factors in Executive Coaching identified in the Literature



Van Hove (2014)

We wish to explore if our data confirms the results of the previous studies in coaching literature and in psychology, and address the following questions:

- What categories of factors play the most important role in coaching success?
- What specific variables are key inside these categories?
- How do these factors affect coaching outcomes? In other words, what change mechanisms and processes are at play in the coaching interventions?

Findings

After presenting our results concerning the key factors and categories of factors, we will discuss the mechanisms that appear to be at play in coaching processes, and by which the key factors may impact coaching outcomes.

We analyzed the data coming from the interviews of using the conceptual framework of 5 categories displayed in Figure 1. Results concerning each category of factors are presented in the table below.

Table 3. Results from the present study – Key Success Factors in Coaching

Categories	Factors
Characteristics of the client	Openness to question oneself, openness and inclination towards change (vs. resistance to change), flexibility/capacity of adaptation Internal states enhancing motivation to change: discomfort and internal tension (cognitive dissonance), realization of one's development needs (necessary but not sufficient), strong belief in the benefit, and furthermore, in the necessity, to change, priority given to change.
Characteristics of the coach	Neutrality, lack of conflicts of interest, integrity, professionalism, credibility, perceived expertise in business and psychology
Characteristics of the relationship	Relationship of trust, confidentiality, transparency and openness Quality of the relationship as experienced by the client, client's perception of similarities with the coach (enhancing the bond with the coach) Feeling of being listened to and understood
Characteristics of the method	Regularity of the coaching sessions, techniques that enhance reflection and self-awareness (e.g. 360° feedback), questioning, models and grids, identifying expected outcomes/setting specific goals, results-orientation, working on concrete situations, defining concrete actions, techniques requiring to make and take time for one's own development
Characteristics of the client's context	(1) Elements triggering awareness of the need to change and motivation to change: change in context, position, project (inducing new requirements and behaviors), crisis or challenging feedback, pressure and necessity to change (2) Elements supporting the development process: opportunities of practicing new skills and behaviors, time for experimentation, support from colleagues and management, organisational culture of openness to change and development, presence of role models

Van Hove (2014)

These results globally confirm the factors identified previously in the literature. However, the conceptual framework of 5 categories of key success factors didn't allow to depict the complexity and richness of the mechanisms by which coaching may generate outcomes, and presented some limitations. Our results showed that the same 5 categories were indeed involved, but we identified 3 major differences and findings.

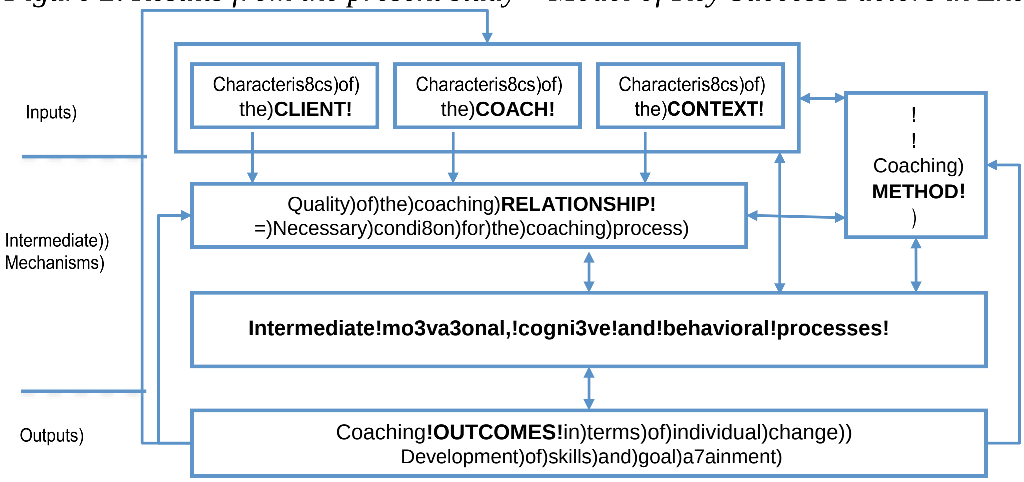
First, the categories of key factors are not at the same level (as Figure 1 might suggest): they act at different levels and can't be considered on an equal footing (some factors pre-exist to the coaching process, other result or are jointly developed in the coaching relationship).

Second, the factors mentioned inside the categories aren't universal; they aren't key for everyone, in every circumstance. We observed diverging appreciations of specific coaching techniques and specific coach's attitudes depending on the client's profile, culture and context and of what he considers credible. For instance, facilitative attitudes and supportive (vs. challenging) interventions are not appreciated to the same extent by different clients. This questions the very notion of "key success factors" that would work for every client in every coaching engagement.

Third, what matters most are not the factors or inputs of the process, but the intermediate mechanisms by which these factors may affect coaching outcomes. It is what happens in between that appears to be key. Our results invite us to go past the factorial approach of measuring correlations between factors and outcomes, and to pay attention to the intermediary processes by which factors may generate change.

On that basis, we propose an adapted framework and model for depicting the categories of factors – including the categories of intermediate mechanisms emerging from our data – as well as the relationships between categories and between categories and coaching outcomes.

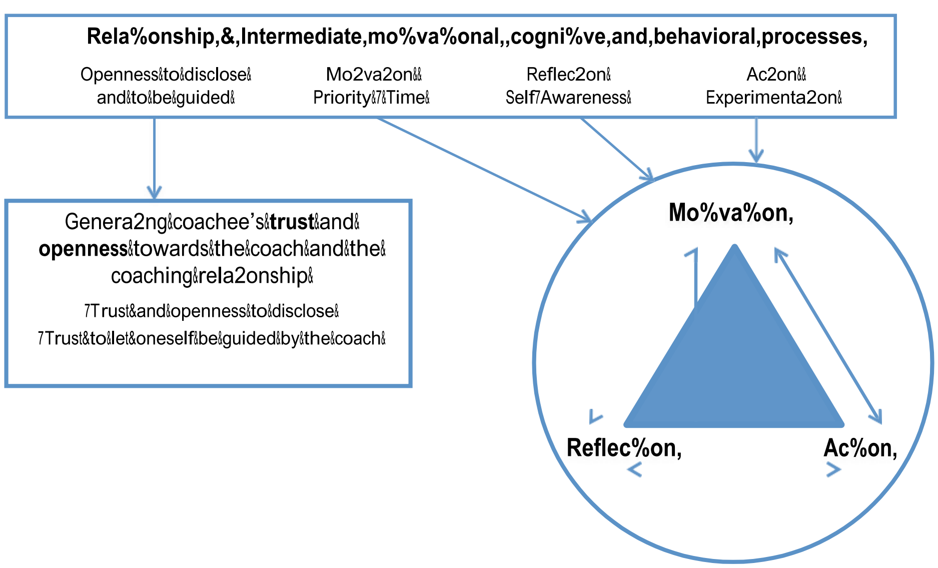
Figure 2. Results from the present study – Model of Key Success Factors in Executive Coaching



Van Hove (2014)

As mentioned above, a major finding of our study is that, beyond the elements traditionally identified as key success factors, there is a limited set of intermediary mechanisms and processes by which these elements impact the coaching outcomes, and these mechanisms are the elements that appear to be truly key for coaching success.
In Figure 3, we zoom into the intermediate elements presented in Figure 2 above, and describe them in more detail.

Figure 3. Results from the present study – Key Intermediate Mechanisms involved in Executive Coaching



Van Hove (2014)

Four types of intermediary mechanisms have been identified:

(1) Development of a trusting relationship

Our results confirm the quality of the coaching relationship is crucial for coaching success. Additionally, they provide insight on what aspects of the relationship matter most, how they are developed and to what extent they play a role.

It appears that the key element here is the trusting aspect of the relationship and the openness it encourages. Two dimensions/types of trust appear to be key, and they are generated by distinct mechanisms:

First, trust – in the sense of feeling in a secure enough relationship and environment – stimulates client's openness to disclose his/her true issues and to be at ease to reflect with the coach on his/her failures or weaknesses. This type of trust is facilitated by the confidentiality of the process, as well as the coach's neutrality and integrity.

Second, trust in the coach – as a legitimate and credible expert or authority – is key for the client to let himself/herself be guided and to take seriously the coach's feedback, challenging questions and suggestions. This type of trust is generated by the coach's competence and appropriateness of interventions, but also, to a large extent, thanks to the perception and attribution of competence that the client subjectively infers from stereotypical clues (such as diplomas, dress code, previous experiences, etc. depending on what the client considers an indicator of credibility).

(2) Development of client's motivation to change

The client's motivation to change and to develop towards his/her goals appears absolutely fundamental. It is indeed necessary in order to ensure the client fully commits to the coaching process and dedicates sufficient time, energy and resources to his/her development process. We can identify different aspects of the client's motivation:

First, initial openness and willingness to change. This variable is often considered as a key factor in the studies, but didn't appear sufficient in our results.

Second, alignment of the coaching goals with the client's personal values and aspirations. This appears necessary to generate sustainable change, but, again, it didn't always appear sufficient.

Third, necessity to change. One of our most striking results is that it is often decisive to ensure there is a "necessity to change" – beyond the "willingness to change" – in order to guarantee that the client invests sufficient time and effort in his/her development journey. It is sometimes only when change is as necessary and urgent as other business matters that the client puts his/her development as a priority. Our data showed that the most powerful triggers for change were: internal tension and discomfort pushing the client to change, critical feedback or a change and new requirements in the environment making change necessary to adapt and "survive".

(3) Development of reflection and self-awareness

Our results show that another important way coaching features generate change is by triggering reflection and self-awareness, whether during or between of the coaching sessions. Coaching features and techniques may encourage different types of reflection – such as self- exploration, self-questioning, self-awareness, openness to new perspectives and frames of references, in-depth analyzes of situations and identification of key issues – that contribute to change and to coaching outcomes.

(4) Development of action and practice of new behaviors and attitudes

Parallel to fostering reflection, fostering action is another key mechanism by which coaching produces change and results. Coaching features that invite to experiment and translate the insights into practice, that guide and encourage action and that create new rituals and habits also appear to contribute to coaching success.

We present the four mechanisms as distinct, but they are of course interdependent, and related by systemic interactions: each of them influencing and reinforcing – and being influenced and reinforced by – the others.

Moving beyond the factorial approach and the idea that specific factors are key to a deeper understanding of the key mechanisms for change provides interesting practical perspectives.

First of all, it may provide the coaches more flexibility and relevance in their interventions. Indeed, if a specific factor is missing, or doesn't match the client's profile, culture or need, it is still possible to reinforce the underlying key mechanism with another factor. For example, concerning the "action" mechanism, if the client's superior doesn't provide him/her opportunities to practice new skills, the coach might encourage him/her to find other opportunities, outside of his/her daily function or even outside work, to practice and experiment. Concerning the "reflection" mechanism, if for instance there is no budget for psychometric tools or 360° assessment, the coach may invite the client to question his/her peers and close entourage to gather constructive feedback. The key point here is to ensure the mechanisms generating change are activated, whatever the features, attitudes or techniques needed therefore.

Also, coaches may keep these 4 mechanisms in mind and work with them as with a dashboard. They can monitor the coaching intervention by asking themselves regularly whether these key processes are all activated. Are they "in the green" or "in the red zone"? They can then take action if one mechanism is insufficiently active. And, as discussed previously, the action on these different dimensions can be done in an infinite variety of ways, as long as they fit the client's context, needs and profile.

Another important result concerns the power of context. The organisational context appears to play an essential role in the facilitation or hindrance of the development process, sometimes even beyond the client's willingness to change. In previous literature in the coaching field, the context was the less-studied dimension. Yet the context is the dimension that has the largest impact on the intermediary mechanisms, as it can support or undermine motivation, reflection and action. Its role is twofold. First, it plays a role on the client's motivation to change as it is often a change in the client's context, position and responsibilities or some challenging feedback that induces necessity to change and pushes the client to prioritize his/her development. Second, the client's context comprises major levers to support change by stimulating action and reflection. Among others, the context may provide opportunities for practicing new behaviors and attitudes, and put the coachee in touch with inspiring role models. Also, colleagues and superiors are often better positioned than the coach to observe the client's progress, to give feedback and therefore to enhance his/her self-awareness.

Conclusions and Recommendations

The present research aimed to take a look inside the "black box" of coaching interventions and to identify the factors that were key to coaching success. Previous research in the coaching field, but, most of all, in the psychology field, has proposed factors that may play a key role. Our results confirm some aspect of previous studies, but also, offer new perspectives.

Our main finding is that, beyond the myriad of key success factors traditionally identified in the literature, it is the role played by these factors that is really decisive. It appears these factors contribute to coaching success to the extent that they stimulate a limited set of transversal mechanisms: (1) developing a trusting coaching relationship that stimulates the client's openness to disclose, and to let the coach guide him, (2) stimulating the client's motivation to change, priority given to change, and the time and effort he dedicates to his/her development, (3) stimulating reflection and self-awareness, (4) stimulating action and experimentation of new behavior. Another important finding is the paramount role of the client's context, because the most potent levers for enhancing the mechanisms mentioned above are found in the client's daily environment and among his/her direct entourage.

Building bridges between fields, we observe some important aspects of our findings are consistent with the results of psychology literature. First, our results confirm the predominant role of the client's context. Second, the quality of the coaching relationship is key, because it generates trust and openness to disclose and to fully adhere to the process. It is however an essential but not a sufficient condition for success. Finally, our results confirm that specific techniques aren't key; none of them appears superior to another. Techniques only play a role to the extent that they foster the transversal mechanisms of motivation, reflection and action, and that the client considers them as credible.

Our results offer stimulating perspectives for research. Further research could explore if what we have observed concerning the underlying mechanisms and power of context also occurs in other contexts, among other populations and with different type of coaching interventions conducted by different coaching professionals. We encourage mixed-methods with quantitative approaches bringing more objectivity and rigor, and qualitative methods allowing grasping the complexity of the processes involved.

Finally, our results offer practical recommendations for coaches and coach educators.

First, we encourage coaches to focus on the limited number of key transversal change mechanisms rather than to cling to specific coaching techniques. Each key mechanism can be reinforced by multiple factors and techniques, and this allows coaches to gain in flexibility, autonomy and relevance in the way they conduct their interventions. Also, the four key mechanisms could constitute a dashboard for coaches in order to monitor their coaching interventions. For these reasons, the key mechanisms for generating change would be interesting to convey in coach education.

Second, we encourage coaches to embrace a contextual and contingent, rather than universalist "one size fits all", approach to coaching. Characteristics of the coaching intervention are more or less appropriate depending on the client's specific needs, profile and context. Developing their acuity and capacity to decode their client's preferences as well as developing flexibility to adapt and reorient their interventions to their client's specificities is of particular importance for coaches.

Third, concerning the best moment to offer coaching, and the individuals that would most benefit from it, the client's motivation and willingness to change, supported both by the necessity to change and by the possibility of putting one's development in priority, appear to be crucial conditions to guarantee the success of the coaching intervention.

Fourth, all coaching professionals have an important role to play in the professionalization of the field and the protection of the professional designation. Our results indeed showed that the perceived credibility and legitimacy of the coach was key for coaching success by promoting coachee's trust, openness and adherence to the intervention.

Finally, we recommend that coaches take into account and leverage the power of the context. As an important part of the levers for change seem to lie outside of the coaching sessions themselves, coaches would gain to be aware of the importance of these external factors and to reinforce these elements playing a key role in enhancing the client's development process. Context plays a major role by enhancing motivation – and sometimes necessity – to change, and by facilitating the development process both during and after the coaching engagement. The client's daily work environment and entourage is key, and the best person to impact this environment and leverage the power of the context is often the client's superior. Coaches should involve their client's superior and ensure the creation of a powerful learning environment that activates the coachee's motivation, reflection and action. Possibilities of mobilizing context are unlimited, as long as they are guided by the knowledge of the transversal common change mechanisms and by the specificities of the client and his/her context.

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Using a Narrative Model within the Columbia Coaching Framework

Dr. Matthias Ehrhardt

Abstract: The paper proposes a model of how findings from narrative theory can be integrated within the Columbia *context – content – conduct* coaching framework (Maltbia, 2014). It reflects definitions and theories from narratology regarding executive coaching. Additionally, the paper suggests a model containing central elements of stories ("ABC of narrative") and shows how this model can be applied within Columbia's coaching framework. Finally, it gives recommendations for practitioners based on the ABC-model.

Key words: Executive Coaching; "ABC of narrative"; Columbia Coaching Framework

Introduction

Over the past few years, there has been an increasing interest in narrative, especially in the fields of social sciences, psychology, and leadership theory, both from a practitioner and a more academic perspective (e.g. Bruner, 2003, 2004; Craven, 2013; Denning, 2011; Drake, 2007, 2015; Ehrhardt, 2015; McAdams, 2013; Rose, 2011). In particular, several scholars have emphasized the influence of *narratives* for overcoming challenges, both on a cultural and an individual level (Freedman & Combs, 1996; Maitlis, 2009; Ehrhardt, 2014; McAdams, 2013; Tarragona, 2013).

More and more scholars have applied insights from narratology into executive coaching, sometimes with very promising results (e.g. Drake, 2007, 2008, 2014, 2015; Stelter, 2013; Vogel, 2012; Rogers, 2004; Whitmore, 2002). For instance, Drake calls narrative coaching "both gentle and robust" and believes that it is "a valuable combination at a time when people yearn for more meaningful connections and faster, more adaptive results" (2014, p. 120).

Also, practitioners seem to increasingly rely on narrative methods. In a recent study, Vogel found that coaches essentially use narrative approaches to develop "the client's story-telling ability", to "frame the client's objectives in narrative terms", and to help clients in their "narrative construction of meaning (Vogel, 2012, p.6). He concludes that "a narrative-aware approach to coaching can be helpful because it is consistent with of how we think and construe reality" (Vogel, 2012, p. 9).

Against this background, there is reason to believe that it is important for coaches to be familiar with basic structures and elements of stories. However, as it is argued here, it is of particular interest to give them at hand an easy-to-use model to work with stories in their daily coaching work. To that end, the present paper proposes the "ABC of narrative" which aims at helping coaches better understand the elements of narrative and to e.g. formulate more focused and powerful questions concerning their client's narratives. Also, the paper will suggest a variety of examples for how coaches can apply the model within the CCC framework. Finally, it shows where further research at the intersection of executive coaching and narrative theory could be very promising.

Methodology

The paper uses an integrated literature review to outline the scientific status quo at the intersection of narrative theory and executive coaching. It builds on and further elaborates an approach presented by Ehrhardt (2014) at the first Columbia Coaching Conference. To do so, it reviews various attempts to marry findings from narrative theory with executive coaching (e.g. Drake, 2007, 2014, 2015; Stelter, 2013; Vogel, 2012; Ehrhardt, 2014, 2015). In addition, it will try to integrate specific findings from narrative into the *context-content-conduct framework (CCC)* of the *Columbia Coaching Model*. Doing so, the paper shows that there's no other way for clients than to use stories in all phases of the *CCC* framework (Ehrhardt, 2014). Furthermore, it proposes a model using central elements of narrative ("the ABC of narrative") and briefly outlines the Columbia Coaching process framework. The paper finally suggests how practitioners can use the "ABC of narrative" model in all phases of the Columbia Coaching process framework.

Conceptual Framework

The paper presents findings and recommendations at the intersection of two models. In a first step, it gives a short overview of the Columbia Coaching process model. This framework, which is based on the work of Jackson (1991), represents a central part of the Columbia Coaching Framework. It distinguishes three basic phases: context, content, and conduct (Maltbia, 2014). In a second step, the paper proposes the "ABC of narrative" model. This model consists of five elements (the events "**A** and **B**", the "**C**ore", the "**D**irection", and the "**E**ffect" of stories) and aims at helping practitioners better understand the essence of narrative and how to use it in practice, especially within the Columbia coaching framework.

The Columbia Coaching process model

Each of these phases has a "guiding question" and three components which contain various coaching tasks.

Figure 1. The CCC framework, guiding questions, and components (Maltbia, 2014).

CCC Phase	Context	Content	Conduct
Guiding question	• What's up?	• What matters?	• What next?
Components	• Entry and contracting	• Feedback	• Action strategies
	• Developmental frames	• Exploring options	• Growth and renewal
	• Situation analysis	• Planning	• Execution

The first phase, *context*, aims at understanding presented events, challenges, or opportunities. Also, its purpose is to clarify expectations concerning the coaching relationship, to surface related hopes and concerns, and to get insights into a client's developmental frames. The focus of the second phase, *content*, is to understand what really matters for the client and to explore and outline options and steps to achieve the client's goals. The main purpose of phase three, *conduct*, is to help clients translate "talking and thinking to action" and to help them observe their own progress and possible learnings (reflection-on-action as well as reflection-in-action) (Maltbia, 2014; Ehrhardt, 2014)

Here is a graphical description of the context – content - conduct framework:

Figure 2. The CCC framework (Maltbia, 2014).

The following table contains the sub-components and related tasks of the model in detail:

Figure 3. The CCC framework. Phases and components descriptions (Maltbia, 2014).

Coaching Process

PHASES & COMPONENT DESCRIPTIONS		
Context	**Content**	**Conduct**
Entry and Contracting (ICF #2) (Trigger/Framing - Engagement & Session) **Inquiring** about the nature of the presenting problem, trigger event, challenge or opportunity **Surfacing** hopes and concerns **Clarifying** expectations about the parameters of the coaching process	**Feedback** (ICF #7 & 8) (Giving and Receiving) **Inviting** clients to pay attention to observational feedback (in action and from others) **Urging** clients to summarize and interpret **Facilitating** the examination of hunches about potential disparities	**Action Strategies** (ICF #9) (Experimentation & Pilots/Reflection-on-Action) **Helping** clients discover opportunities for ongoing learning (sessions/work/life) **Combining** challenge with support **Celebrating** client's successes and capabilities for continued growth
Developmental Frames (ICF #8) (Mental Models/Worldview) **Clarifying** client's relationship (identity/concept) to self and to others **Determining** emotional & social capacities (strengths & limitations) **Building** the client's capability for growth and change	**Exploring Options** (ICF #9) (Payoffs & Unintended Consequences) **Asking** provocative questions to stimulate imaginative thinking about the future **Practicing** "feed-forward" with various options to help clients illuminate possible futures **Prompting** clients to consider potential benefits and costs of options before taking action	**Growth & Renewal** (ICF #9-11) (Strategic Insight) **Creating** opportunities for clients to conduct honest, ongoing self-appraisal **Translating** insights about strengths and limitations to focused & aligned commitments **Findings** ways to promote self-renewal (e.g., work-life balance)
Situation Analysis (ICF #8) (Data Collection & Synthesis) **Engaging** clients in the identifying questions to focus data collection and feedback **Co-creating** data collection strategies to determine what information is needed **Working** with clients to diagnose the situation	**Planning** (ICF #10) (Priorities, Goals & Critical Success Factors) **Stimulating** clients to integrate insights and define focus **Collaborating** with clients to create a coaching plan and SMART goals, while attending to emergent goals **Reaffirming** client's agenda (align goals with personal values & organizational priorities)	**Execution** (ICF #11) (Reflection-in-Action) **Holding** client's attention on what's important by following up on commitments **Building** client's capacity to recognize "teachable moments" **Modeling** flexibility and adaptation by moving back and forth (e.g., "big picture" focus & making daily adjustments)
Outcome: Focus (learn for perspective)	**Outcome:** Alignment (learn for knowledge)	**Outcome:** Performance (learn from experience)

It is important to note that the CCC framework should be seen as a rigorous distinction of phases, sub-components, or single tasks. In other words, it is a *directional,* and not a strictly *linear*, model. Although there might be a very general direction from the upper left-hand component (entry and contracting) to the lower right-hand component (execution), a coaching process or session does not have to follow a specific order. However, the CCC model can serve as a general overview of important phases, components, and tasks in a coaching process. Therefore, it is also seen as the "map" within the entire Columbia Coaching framework (Maltbia, 2014; Ehrhardt, 2014).

Narrative Connections to the Context, Content, and Conduct Framework

It has been suggested how central findings from narratology can be integrated into Columbia's *context – content – conduct* process model (Ehrhardt, 2014). The following section reviews these suggestions and further builds on them.

Context. There are various points in which central narrative functions intersect with the tasks and components of the context phase. For instance, Bruner believes that we "seem to have no other way of describing lived time save in the form of narrative" (Bruner, 2004, p. 692). Other authors have made a case that we tend to organize our life experiences as stories (Tarragona, 2013; Polkinghorne, 1988). Also, we use narrative to insinuate connections between events. Bruner writes: "Our stories impose a structure, a compelling reality on what we experience, even a philosophical stance" (2004, p. 89). Given that the same events can be "storied" in different ways, this will make a difference in how life is experienced (Freedman & Combs, 1996). Therefore, stories can reveal a lot about a client's worldview (White, 2007). Drake believes that "working with peoples' stories and the characters in them is powerful because it gives them access to aspects of themselves that are often hidden yet in motion in the psyche" (Drake, 2014, p.120). Hence, there is reason to believe that stories can play a major role in the analysis of a situation and tell us about our developmental frames – essential tasks of the context phase. In the light of the Columbia Coaching Conference's topic of "space as context", we might also refer to these components and tasks as describing space. More precisely, we can understand space to be our client's reality as they perceive it and that in which they live their life stories.

Content. Many authors have argued that narratives play a central role in *identity finding, meaning making,* and *complexity reduction* (e.g. Bruner, 1991, 2004; Czarniawska-Joerges, 1998; McAdams, 1993, 2013, Maitlis, 2009; Tarragona, 2013). Bruner thinks that "the method of negotiating and re-negotiating meanings by the mediation of narrative and interpretation is one of the crowning achievements of human development in the ontogenetic, cultural, and phylogenetic senses of that expression" (Bruner, 1990, p. 67). Similarly, Drake writes: "The stories clients tell in coaching are windows into their identities, their pattern of authorship, and openings for new narratives about who they are and who they want to be in the world" (2007, p. 284).
Also, stories can be a way to illuminate goals and aspirations and to weigh potential outcomes (White, 2007; Stelter, 2013), especially when not only a dialectic weighing of arguments is needed but the narrator wants values, feelings, or visions to be elicited, discussed, evoked, or conveyed (Zwack, 2010). In other words, stories seem to be an adequate tool to unveil values and emotions, help clients make meaning of situations, and to explore future options. This smoothly aligns with tasks of the content phase which, in the conference's terms, we will understand as "exploring space".

Conduct. Furthermore, scholars have described stories as *instruments of organizational and behavior change,* and *learning* (e.g. Craven, 2013; Denning, 2011; Gabriel, 2000; Gardner & Laskin, 2011; Merriam, 2014). Drake believes that "ultimately people can only see as far as their stories will take them and they only act as far as their stories will back them" (Drake, 2014, p. 128). Also, stories serve as guidance and, especially in exceptional situations, can give courage and hope (Booker, 2004; Bruner, 1991, 2000; Lopez, 2013; Zwack, 2011; Ehrhardt, 2015). Similar to what has been said about the narrative description of our past, there is reason to believe that we think about our future in terms of stories. Vogel is convinced that "if clients do the work of narrative exploration, they will bring more wisdom to their decision-making and their action in the world – and, ultimately, live with a sense of ease about who they are" (Vogel, 2012, p. 10). Or, in the words of Bruner: "Eventually the culturally shaped cognitive and linguistic processes that guide the self-telling of life narratives achieve the power to structure perceptual experience, to organize memory, to segment and purpose-build the very "events" of a life. And given the cultural shaping to which I referred, we also become variants of the culture's canonical forms" (Bruner 2004, pp. 694, 695). Bruner even goes so far as to state that we become the narratives which we construct to tell our lives (Bruner, 1987). These narrative functions connect to the third phase, *conduct*. This phase can be crucial to "expand our boundaries" in various ways. From a narrative perspective, we might imagine different outcomes of our current story. More precisely, we can, based on our narrative set of that of our coach or of others, play with different versions of our future stories. Thus leaving the boundaries of our current narrative sets can be a first step to concretely embracing change and moving out of our current professional or private situation.

We will come back to the practical implications of the findings in a moment. For the time being, it suffices to sum up that narrative seems to play a major role throughout the entire CCC process. In essence, the descriptive function of narratives corresponds to the major purpose of the context phase which essentially consists of determining "what's up". Similarly, the *meaning making* and *identity finding* functions relate to the purpose of the content phase which is to clarify "what matters". Finally, the "outlook and learning" function corresponds to the central aim of the conduct phase which is to answer the question of "what next".
In summation, there is reason to believe that we have no other way but to use stories when navigating

through the CCC map.

Figure 4. The CCC framework and narrative elements (Maltbia, 2014).

CCC Phase	Context	Content	Conduct
Guiding question	• What's up?	• What matters?	• What next?
Components	• Entry and contracting • Developmental frames • Situation analysis	• Feedback • Exploring options • Planning	• Action strategies • Growth and renewal • Execution
Narrative elements	• Description of "reality" • "Storied memories" • Narrative frames	• Identity building • Meaning making • Narrative exploring	• "Restorying" • Extrapolation • "Towards a happy end"

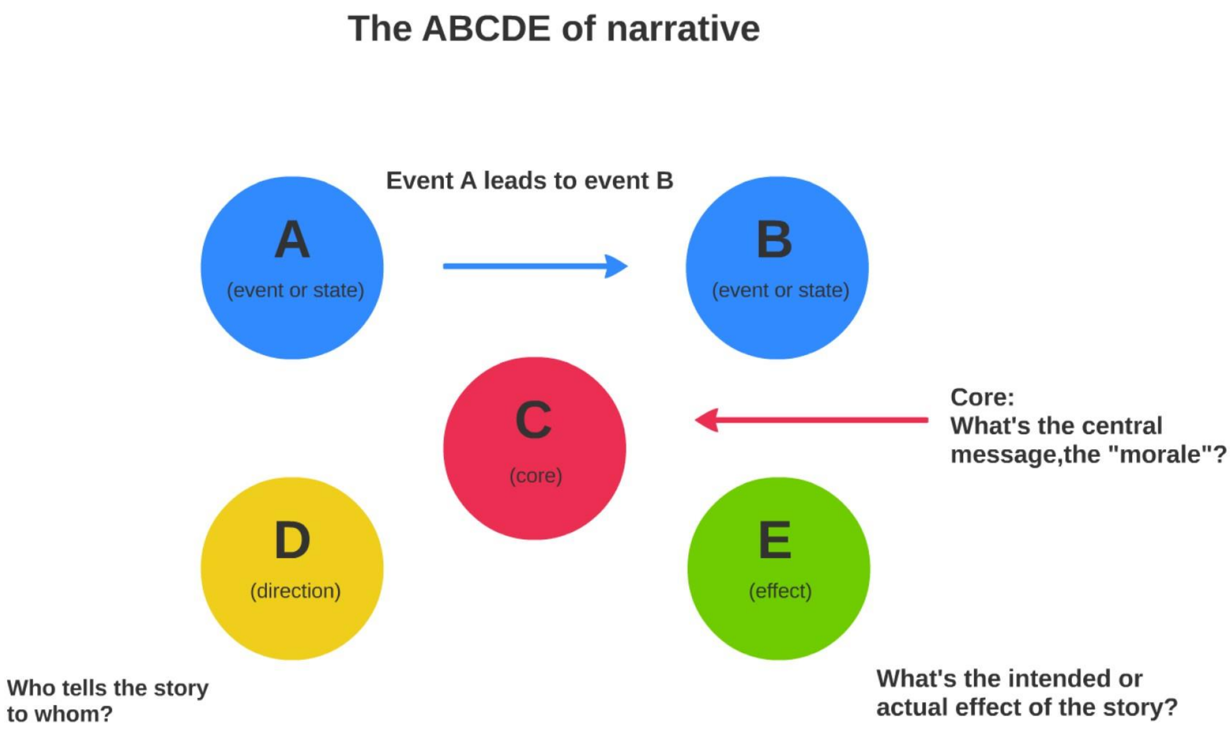
The ABC of Narrative

What do our clients say when they tell a story? What, in essence, is the story they tell us? This leads us to the question of the *elements of a story*. Several authors have suggested a variety of theories in this regard (Drake, 2014; Gergen, 1994; Bruner, 2004; Ehrhardt, 2014). Some of the discussions revolve around the questions of whether a story must consist of *more than one event*, or if the recounted occurrences must have a *causal relationship* (Tarragona, 2013). Other authors argue that the events or characters of a narrative are normally arranged in a more or less well-defined and coherent plot and a *meaningful manner* (Czarniawska-Joerges, 1998). For the time being, we will understand *stories* or *narratives* as "an account of connected events" (Oxford Dictionary, 2013; Drake, 2007). This basic definition brings us to some essential elements of narratives.

- To begin with, a story consists of *events*. In other words, there must be at least an event or state ***A*** that leads to another event or state ***B***.
- These events are *connected* in some way. In this regard, we might speak of **C**onnection as a central element of stories. This connection, as we will see, can sometimes be the very **C**ore, the central message or the "morale", of a story.
- Narratives have a *narrator* and an *audience*. In other words, there must be a narrator that tells stories ("direct them") to specific audiences.
- Stories have effects. The ***Effects*** of narrative describe how stories affect their audiences.

Here is a graphical depiction of the "ABC of narrative":

Figure 5. The ABC of narrative (Maltbia, 2014).



Narrative Questions and Tools within the CCC Framework

As it was argued above, our clients will use stories to describe their past or current situation, make meaning of a given situation, explore options, plan concrete steps into the future, etc. This is so important because narratives can be the limiting or the enhancing factors of our situation analysis, our ability to make meaning, and our vision for the future. Therefore, it could be helpful to aid our clients to enrich, emphasize, discover, reframe, omit, or otherwise work with the elements of their stories. Or, as Drake writes: “A core feature of narrative coaching is the search for elements in peoples’ stories that are “amendable to challenge, redefinition, or alternative interpretation so that a new definition of the problem can emerge” (2014, p. 119). To that end, it is suggested here that coaches may find it helpful to “play” with the elements of the stories clients tell (Ehrhardt, 2014). Here are some examples:
Elements A and B. It has been widely shown that we even tend to focus on all kinds of data and information that reinforce our assumptions while we might tend to ignore circumstances that perhaps challenge them. We know that narrators often tend to emphasize specific actions or events that are deemed relevant or cause specific attention or suspense (Bruner, 1990; Phoel, 2006). From a narrative standpoint, we should therefore pay specific attention to what events our clients tell us or even emphasize. Also, we should recognize “what is not being said” (Drake, 2014, p. 125). As a matter of fact, stories of given occurrences oftentimes omit facts or circumstances and are not told from beginning to end (McKee, 2003). Hence, we could ask for potentially important events our clients seem to overlook, maybe on purpose, maybe subconsciously. Also, as many authors in the field of narrative theory have shown, the constant

retelling of a story in a specific way will make it more "realistic", "believable", and therefore "true" to us and to others each time. This is why it can be helpful to invite our clients to retell that story with more details to get a fuller picture of the situation and to help clients unveil such hidden assumptions about narratively constructed "realities" (Ehrhardt, 2014).

Potential questions in this regard might be:

- What other events occurred?
- What else happened?
- What events would have (x (e.g. another involved person) seen/emphasized?
- What other outcomes did the story have?
- What are the most important events (or outcomes) for you? Why? What is less important?
- What other events might have played a role?
- What will happen next?

Also, it can be interesting to invite our clients to give titles to the chapters of their past, present, or future stories. Similarly, how would our clients call the plot or genre of the action strategy? Is it a drama, a comedy, a turnaround story?

Connection or "core message". The connection between events A and B. We all have a *narrative set* in mind which is based on our past experiences, our knowledge, or our beliefs (Ehrhardt, 2014, 2015). Some authors have made a case that such *narrative sets* can even constitute the very identity of an organization or society (McAdams, 1993, 2013). These sets also include assumptions about specific connections between events ("A always leads to B"). For instance, our clients may recount a series of events and assume that one of them has "automatically" caused past experiences (e.g. "post hoc ergo propter hoc"). Or they may tell us about other protagonists in that story and subtly make them responsible for a specific outcome (Dattner & Dahl, 2011). Unveiling such, sometimes unknown, patterns can be a promising way of giving feedback and helping clients discover and explore new connections. Then, it could be interesting to explicitly invite our clients, based on the alternative connection, to tell their stories into the future. Finally, we can ask them what they have learned about adapting their narrative set.

Questions about our clients' narrative connections can be:

- What could be other outcomes of event A?
- How often has that happened to you? Always with the same outcome?
- What would it take to have A lead to B1?
- What if event A leads to B1 instead of B?
- What would be the ideal final state?

Direction. As mentioned above, a story has a narrator that tells the story to an audience (the "direction" of a story). The types of narrators and audiences can vary significantly. We can tell stories to another person, to teams, to organizations, or simply to ourselves, in which case the narrator and the audience would be identical. Similarly, stories can be told by individuals, by groups of people, by companies, and also by cultures.

Many times, the narrator and the protagonist will be one and the same person in our client's stories. This can lead to challenges, especially if they (as the narrator and protagonist) are about to face a difficult future. For instance, if our client must make a difficult decision on a major strategic investment, they may not be happy with their coach asking for the consequences of the investment in a downturn. In the context of such stories, it might be useful to retell the narrative with a different "hero", in other words, to split the union of narrator and protagonist. Instead of inviting our clients to think about their future, we might ask them what would happen to a competitor in that situation. By replacing the protagonist, we then shift their perspective on a story. This might help our clients to not take specific events too personally and defend themselves.

A protagonist overcoming challenges in life is often seen as one of the most important narrative plots (McAdams, 1993, 2013; Booker, 2004; Phoel, 2006). The reason for this is that patterns of the *protagonist's fight against all odds* (Vogler 2007) or the *adventure of the hero* (Campbell, 2008) reflect an age-old human experience which includes some of humanity's deepest uncertainties and anxieties but also hopes, visions, and dreams (Vogler, 2007; Booker, 2004). Sometimes, it can be useful to ask our clients to tell a specific story from another perspective **(**Shifting the narrator). This can be from a first or third-person perspective. There is reason to believe that this kind of "impersonal" way of telling our narratives might help our clients overcome emotional or social limitations. Also, it could be interesting to retell a story through the lens of narrators from different cultural or professional backgrounds.

Another very interesting way of helping our clients "restory" their narratives is to invite them to tell the story to another audience. For instance, we could encourage them to tell the story of their past experiences or future steps to a child. This could be their own child or a niece or nephew who can create an emotional bond between narrator and audience. The rational of this is that by telling a story to ourselves or to an audience we are very familiar with, we assume that they have specific knowledge or an identical understanding of terms we use. Changing the audience, however, forces us to simplify stories and most probably to use a different vocabulary (Ehrhardt, 2014).

Questions in this regard can be:

- How would X (another person) tell the story?
- How would the story look like if you told it to another person? To a child?
- Similarly, we might also invite our clients to think about questions another audience might have concerning our story.

Effect. As it was argued above, stories have effects. Or, as Bruner succinctly puts it:" Narrative imitates life, life imitates narrative" (Bruner, 2004, p. 692). They can influence behaviour, instil hope, serve as examples, motivate, change perspectives, and serve as guidelines, especially in critical times (Ehrhardt, 2015).

In this regard, it is crucial for coaches to be aware of the effects of their own stories, narrative frames, and narrative sets to not direct our client's plot. This corresponds to what Kimsey-House et al. (2011) have described as effective *self-management*. In the words of Vogel: "The immersive and engaging nature of stories creates risks for a coach unwarily using narrative techniques. A coach can become engrossed in a client's story for its own sake (Vogel, 2012, p.10). It is important to make sure that the coaches' work is in the service of the "client's narrative, not arranging it (Vogel, 2012, p. 10). Here are some examples of "effect" questions:

- What was the effect of the story on you (even as the narrator)?
- What is its effect on other people (on person X)?
- What is it about that story that has this effect on you (on others)?
- What's the intended effect? What would be the ideal effect of the story? What else would the story have to have to cause that effect?
- What could help "restory" them?

Findings: Using the ABC of narrative within the CCCP Framework
As it was argued above, stories play an important role in all three phases of Columbia's *context – content – conduct* coaching framework (Ehrhardt, 2015). In more detail:

- *context*: the events of a narrative can *describe and help analyze a situation*. Other authors posit that we tend to organize our life experiences as stories (Tarragona, 2013).
- *content*: Several authors have argued that the stories our clients tell can give insight into what really *matters to them* (e.g. Bruner, 2004; McAdams, 2013; Tarragona, 2013).
- *conduct*: Stories have been described as *instruments of organizational and behavior change*, and *learning* (e.g. Craven, 2013; Denning, 2011; Merriam, 2014). Bruner even goes so far as to state that we become the narratives which we construct to tell our lives (Bruner, 2003). Or, as he states: "Narrative imitates life, life imitates narrative" (Bruner, 2004, p. 692).

Against that background, there is reason to believe that we have no other way but to use stories in all three phases of the CCC process (Ehrhardt, 2014). In particular,

- stories seem to play a crucial role in "bridging coach and client", thus helping them to relate and fostering insight and mutual understanding. In this regard, Drake believes that "stories are windows into our identities" (2007, p. 284).
- stories seem to be "bridges to the past, present and future" of clients, helping them better understand where they come from, who they are and where they want to go. For instance, Bruner argues that we "seem to have no other way of describing lived time save in the form of narrative" (Bruner, 2004, p. 692). Or, as Russel pragmatically puts it: "The hardest thing in life to know which bridge to cross and which to burn".
- Finally, narrative seems to be essential for us to expand our boundaries (and thus the boundaries of coaching). Along these lines, Drake believes that "ultimately people can only see as far as their stories will take them and they only act as far as their stories will back them" (Drake, 2014, p. 128).

Based on these findings, it can be most valuable for coaches to understand what the basic elements of narrative are to help clients make new discoveries, reframe, or find meaning. To make the above-mentioned findings applicable for practitioners, the "ABC of narrative" might be a promising approach.

Conclusions and Recommendations

Along the lines of Columbia's 2016 Coaching Conference theme, "The Future of Coaching: Building Bridges and Expanding Boundaries", the paper argued that stories can have many functions in coaching. Hence, it can be extremely valuable for coaches to be familiar with basic structures of narrative and to have an easy-to-use tool to apply insights from narrative in their daily coaching practice. To that end, and in order to help coaches work more effectively with their client's narratives, the paper presented the "ABC of narrative" model. It also described various examples of how coaches could play with narrative elements to ask powerful and focused questions concerning their client's stories. Finally, the paper tried to show how the model could be smoothly integrated and used within the Columbia coaching framework. The aim of all this is to make the best of our stories and the stories our clients tell us.

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Measuring the Impact of Race in Coaching:
An Examination of Whether Coaches Exhibit Bias When Working with Clients of Color

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Abstract. Do coaches have the skillsets necessary for effective partnership with an increasingly diverse workforce? Such inquiry remains unexamined, yet research from similar disciplines casts doubt. Drawing on these findings, a study was designed that found 43 coaches-in-training provided less constructive feedback and engaged in fewer race-based conversations with Black clients than White clients. Significant implications hold for the coaching community. Future scholars should seek to replicate these findings with a larger sample of coaching practitioners.

Key Words: Executive coaching, Cross-racial feedback, Racial dialogue

Introduction

Organizations across the world are becoming more diverse. With the advances of technology, globalization, and transportation, workforces are more diverse than ever before (Passmore, 2013). The percentage of Whites in the United States workforce has trended downward for several decades. After comprising 82% of the labor market in 1980 and 72% in 2000, it is reported that the proportion of Whites in organizations now sits at 63% (Bureau of Labor Statistics, 2012). In fact, census data suggest that by the year 2050 America will no longer maintain a clear racial or ethnic majority (United States Census Bureau, 2015). Related, racial minorities continue to make strides into the boardrooms and onto executive teams, albeit at slower rates (Davidson, 2011; Kaiser et al., 2013).

Simultaneously, the world of executive and business coaching has surged in the past two decades. Companies are investing unprecedented amounts of money and time into developing their talent, with industry estimates nearing $2 billion in annual revenues (Blumberg, 2016). Overall, it is reported that 93% of U.S.-based global companies use coaching (Grant, Passmore, Cavanagh, & Parker, 2010). Academic interest has followed suit. A search of the database PsycINFO conducted in July 2016 using the keywords ‘executive coaching’ found a total of 770 citations. Such results are striking: a similar search of the 1990s yielded only 19 publications.

The intersection of these two trends—an increasingly diverse workforce and a greater dependence on executive coaches—remains largely unexplored. Interestingly, the coaching industry does not require licensure or certification to self-identify as a coaching professional (de Haan, Duckworth, Birch, & Jones, 2012). The field additionally lacks a regulatory body that monitors best practices. As a result, unlike other helping professionals such as teachers, counselors, and doctors, coaches—the vast majority of whom are White—need not complete sensitivity awareness training (Peltier, 2011). In fact, the International Coach Federation (ICF), a worldwide network of more than 20,000 coaches, makes no mention of *culture*; *diversity*; or *difference* in outlining its list of core competencies (ICF, 2016). With such little attention paid to multicultural awareness, a particular question looms large: do coaches possess the skillsets necessary for effective partnership with an increasingly diverse workforce?

Previous research from similar disciplines casts doubt. Working across demographic differences has evoked misunderstanding, bias, and discrimination from even well-intentioned White professionals working with clients of color. Such cultural missteps have been illustrated among teachers (Yeager et al., 2014); physicians (Burgess, Warren, Phelan, Dovidio, & Van Ryn, 2010); clinical therapists (Sue et al., 2008); mentors (Cohen & Steele, 2002); and counseling supervisors (Constantine & Sue, 2007). Whether a similar dynamic exists in coaching contexts remains unknown. However, the extant literature on interracial interactions provides similar cause for concern that White coaches may be ill suited to serve as effective thought partners for Black clients.

Methodology

As a result, a quantitative, controlled study was designed to explore whether 43 graduate students coaches-in-training (a) provided less constructive feedback and (b) exhibited a reluctance to engage in racial dialogue when presented with a hypothetical client of color. Coaches were told they had been contracted for a new engagement and that to prepare, they were to review the results of their client's recent multi-rater assessment. Half of the coaches received a White client; half received a Black client. Coaches then provided their reactions to the assessment and impressions of their client. Scales used in previous similar researcher were leveraged to measure whether coaches' responses differed depending on the race of their client.

Conceptual Framework

Interracial interactions pose a difficult terrain to navigate. Many conversations between Blacks and Whites are uncomfortable and threatening for both parties (Crocker, Major, & Steele, 1998; Shelton & Richeson, 2005). The history of US race relations, coupled with prejudices that continue to pervade social and corporate America (Chung-Herrera & Lankau, 2005; Stephan et al., 2002), create a potential minefield of misstep and social sanction. Blacks report concern their behavior will be viewed through the lens of negative social stereotypes (Crocker et al., 1998; Steele & Aronson, 1995). Whites, meanwhile, often fear they will appear racist when interacting with people of color (Cohen & Steele, 2002; Toosi, Babbitt, Ambady, & Sommers, 2012). The result, scholars have found, is a consistent pattern of ineffective cross-racial partnership. The implications of such are far-reaching, yet two specific findings offer particular importance to coaches working with clients of color: (1) Whites' reluctance to engage in racial dialogue; and (2) Whites' inability to provide constructive feedback.

Whites' reluctance to engage in racial dialogue

Whites struggle to talk about race with ethnic minorities. Researchers maintain that Whites' difficulty engaging in race-based conversations emanates from concern they will unintentionally—and unknowingly—say something offensive (Dovidio & Gaertner, 2004). In fact, the uncertainty of knowing what to say or how to say it, for many Whites, motivates them to sidestep conversations about race altogether. Scholars refer to this approach as *strategic colorblindness:* the avoidance of talking about race—or even acknowledging racial difference—in an effort to avoid the appearance of bias (Apfelbaum, Sommers, & Norton, 2008). The authors contend that those who evade racial dialogue are not in fact "racists" seeking to withhold their malicious attitudes. Instead, they are likely well-intentioned individuals who believe colorblindness is a culturally sensitive approach to intergroup relations. At first glance, in fact, such a strategy seems to offer a simple solution to complex issues of race and racism in contemporary society: if we fail to notice race, the logic goes, then it would be impossible to act in a discriminatory manner.

However, science demonstrates that colorblindness fails to guard against bias. Most notably, the capacity to "not see race" defies biology. Studies show that amid one-on-one interactions, race is among the quickest and most automatic dimensions on which people categorize others. In fact, differentiation of race occurs rapidly—in less than one-seventh of a second—and emerges as early as 6 months of age (Ito & Urland, 2003).

Beyond its implausibility, colorblindness offers several unintended consequences. In a series of experiments, Apfelbaum, Sommers, & Norton (2008) presented White participants with photographs of both Black and White people. The authors then paired all participants with either a White or a Black interaction partner surreptitiously serving as a confederate. Participants were tasked with deciphering which photo their partner was holding by asking as few questions as possible. The research revealed that when assigned a Black interaction partner, respondents were significantly less likely to probe or mention race than when paired with a White interaction partner, a finding replicated in several similar studies (Apfelbaum, Sommers, & Norton, 2012). Importantly, colorblind tactics predicted subsequent suboptimal behaviors. Compared to White participants who spoke openly about race, Whites who engaged in colorblindness exerted more cognitive resources; exhibited less friendly nonverbal behavior (as rated by naïve judges); and most strikingly were experienced as more prejudiced by Black observers (Apfelbaum, Sommers, & Norton, 2008). Such findings signal that enacting colorblind behavior backfires in its attempt to distance oneself from conveying bias—and ultimately creates more problems than it solves.

White's inability to provide constructive feedback

A colorblind philosophy has coincided with dramatic decline over the past generation in the expression of racial prejudice (Dovidio & Gaertner, 2004). Academics maintain that such shift in social tides reflect a move toward implicit or covert forms of bias more than they do true change in racial attitudes (Banaji & Greenwald, 1994). In a world where bigotry is now social sin, many majority group members will go to great lengths to avoid accusations of prejudice. In fact, Whites' efforts to evade wrongdoing drive them to "bend over backwards" (Gaertner & Dovidio, 1981), or provide overly lenient feedback to minority members.

Specifically, the motivation to appear non-racist impedes Whites' capacity to deliver critical, albeit objective feedback. In a series of now seminal experiments, Harber (1998) tasked participants with evaluating an essay purportedly written by either a Black or White student. Respondents then provided feedback on the essay's grammar, structure, and content. The essays were identical across conditions, yet the author's race seemed to influence how the essays were perceived. The studies unearthed that participants writing to a Black author exhibited greater reluctance to provide constructive criticism than in their critiques of essays presumably written by White authors. The near twenty years since have witnessed this *positive feedback bias*—the tendency to give more praise and less criticism to Blacks than to Whites for work of equal merit—replicated across several populations and contexts. Undergraduates (Harber, 1998, 2004), teacher trainees (Harber, Stafford, & Kennedy, 2010), and credentialed public school teachers (Harber et al., 2012) within the American Midwest, Northeast and West Coast have inflated praise and curtailed criticism intended for Black recipients. Croft & Schmader (2012) found consonant results in a near identical experimental design, dubbing their findings the *feedback withholding bias*, also revealed that participants assigned higher grades for essays ostensibly penned by Blacks. Related, Crosby & Monin (2007) revealed Black students interested in taking on a challenging academic course load were less likely to receive feedback that the schedule was overly demanding, less likely to be told they would need tutoring, and were informed they would have more time for extracurricular activities. The authors deemed this the *failure to warn,* a reduced likelihood of cautioning Black students against potential academic difficulty.

The relevance of racial dialogue in coaching

The fear many Whites hold partnering across the racial divide has significant implications for coaches. Black employees often perceive the workplace as a microcosm that perpetuates social inequities, inciting feelings of isolation and corresponding mental health impairments (Bell, & Nkomo, 2001; Wingfield, 2010). Related, research asserts people associate Whites with the concepts *leader* and *manager,* yet do not make the same associations of Blacks (Chung-Herrera & Lankau, 2005). This implies that people of color encounter an elevated threshold that demands greater competency, motivation, and work ethic as compared to their White counterparts. Similarly, Blacks must contend with stereotypes suggesting they are lazy, unambitious, and lacking in intelligence (Stephan et al., 2002). In response, they fear their actions will be viewed through this lens, which precipitates adverse effects on their behavior (Steele, 1997). The psychological consequences of experiencing this hardship—both inside and outside of work—is taxing. In all, scholars contend that stereotypes levied against ethnic minorities engender diminished organizational commitment, domain identification, and career aspirations— compromising both on-the-job performance and psychological well-being (Purdie Vaughns et al., 2008).

Given the focus on performance and well-being in coaching (Grant et al., 2010), clients of color would benefit from the opportunity to discuss the impact race has on them at work. However, the empirical examination of interracial interactions within organizations remains scant, and is even less prevalent within coaching contexts (Ely, Padavic, & Thomas, 2012). To understand the value of racial dialogue in coaching, then, it is wise to survey the influence of such dynamics in counseling. Indeed, their theoretical similarity has spawned suggestion that future scholars leverage our understanding of psychotherapy in an effort to better isolate the processes and outcomes of effective coaching (Smither, 2011).

Along that vein, qualitative counseling research suggests coaches may struggle the same way White therapists have in talking about race with clients of color. Hare (2015) revealed White clinicians hesitate to engage in racial dialogue despite acknowledging its importance. Ultimately the therapists' desire to avoid discomfort, as well as their fear of being seen as racist, shut the door to racial dialogue. Constantine & Sue (2007), meanwhile, documented that Black doctoral clinicians-in-training experienced their White supervisors as dismissive of racial-cultural issues. In response, the burgeoning therapists reported frustration, sadness, and anger. The transgressions ultimately undermined the supervisees' clinical development; the relationship with their own clients of color; and unsurprisingly, the relationship with their White supervisor. This latter implication aligns with previous research that links the failure of White supervisors to process racial issues with a breakdown of trust in interracial relationships (Terrell & Terrell, 1984).

The importance of such cannot be overstated. As in counseling, coaching involves behavioral change that requires client vulnerability and risk-taking (Kauffman & Coutu, 2009). Thus, it remains essential clients view their coach as a trusted and supportive confidant. In fact, recent research gleaned the variable most underlying coaching success is neither perceived similarity in personality (Bozer, Joo, & Santora, 2015), nor similarity in gender (Boozer et al., 2015). It is not match in MBTI profiles (de Haan et al., 2012). Nor is it even the modality or specific coaching interventions practitioners use (de Haan, Cuplin, & Curd, 2011). Instead, research reveals the strength of the working alliance—the quality of the dyadic partnership—is the variable *most predictive* of coaching (de Haan et al., 2012; McGovern et al., 2001). If perceived inability to discuss race is associated with a tenuous relationship, and the quality of the relationship is tantamount to coaching success, it follows that the absence of racial dialogue is likely associated with ineffective coaching.

The relevance of constructive feedback in coaching

Honest feedback is essential for a productive coaching relationship. Initiating and sustaining change requires fair appraisal addressing developmental needs. In fact, Gregory, Beck, & Carr (2011, p.33) claim, "negative process feedback provides the most specific and useful information for goal attainment." Related studies indicate the value of honest labeling transcends the coach- client relationship. Researchers posit coaches serve as role models for executives, demonstrating effective feedback delivery (Gregory, Levy, & Jeffers, 2008). Receiving tactful feedback is likely to promote executives' capacity to supply quality feedback to subordinates and peers. In fact, an ancillary goal of coaching is executives harnessing greater ability to develop those around them. In this regard, effective coaching is not only likely to facilitate client growth, but is also likely to spur performance from the entire organization.

However, delivering constructive feedback poses risk. Executives frequently undergo “multi- rater” feedback assessments prior to coaching engagements. Though ratings are culled from opinions of third-party stakeholders, coaches serve as messengers of such content. These exchanges often elicit evocative responses of resistance, anxiety, even anger (Grant et al., 2010). Executives also frequently receive feedback directly from their coach once rapport and trust are established (Peltier, 2011). Such conversations are difficult to initiate and require delicate precision; inherent to critical feedback is a degree of uncertainty as to how the recipient will respond. As a result, criticism is often withheld to avoid confrontation and to maintain the regard of the other (Jeffries & Hornsey, 2012). Thus, the choice to deliver constructive feedback requires a leap of faith by the coach.

Coaches who withhold constructive feedback rob clients of developmental opportunities: it is impossible to learn from our mistakes if we remain unaware they exist. This truism holds for all coaching contexts, yet the volume of interracial feedback research intimates that clients of color are particularly susceptible to disingenuous feedback. The psychological consequences of such are dire. As mentioned before, Blacks often believe their behavior is viewed through the prism of stereotypes that doubt their ability. In response, they regularly interrogate the accuracy of feedback received across racial and status lines. More specifically, research reveals Blacks are dubious whether positive feedback signals sympathy more than it does objective assessment of their performance (Crocker et al., 1991). Intrapsychic dynamics that render Blacks unable to decipher the meaning of cross-racial feedback have been dubbed *attributional ambiguity* (Crocker et al., 1991). Such uncertainty in linked to discounting of feedback among Black students (Mendoza-Denton, 2009); doctoral clinicians-in-training (Constanine & Sue, 2007); and notably organizational managers (Roberson, Deitch, Brief, & Block, 2003). Black executives receiving coaching are unlikely immune to such responses. Overly praiseworthy or curtailed critical feedback may undermine feelings of self-esteem, as well as trust towards their coach (Crocker et al., 1991). Such ramifications are vital for organizations: evaluation seen as untrustworthy is associated with decreased trust, motivation, and performance among minorities (Cohen & Steele, 2002).

Current Study Overview and Hypotheses

Therefore a study was designed to investigate whether coaches exhibit bias working with a Black client. The experiment aimed to document whether coaches have the requisite knowledge, willingness, and ability for effective partnership with minorities in positions of leadership.

Potential findings would add to the nascent exploration of diversity dynamics within coaching contexts (De Vries, Rock, & Engellau, 2016). Four hypotheses were tested:

Hypothesis 1: Black clients will receive more positive perceptions than White clients.

a) Black clients will be perceived as more competent than White clients.
b) Black clients will be perceived as more warm than White clients.
c) Black clients will be perceived as more “coachable” than White clients.

Hypothesis 2: Black clients’ performance will receive more positive perceptions than White clients’ performance.

a) Black clients’ multi-rater scores will be perceived as more positive than White clients’ scores.
b) Black clients will receive fewer Areas of Development (and more Areas of Strength) than will White clients.
c) Black clients will receive greater organizational rewards than White clients.

Hypothesis 3: Black clients will receive less constructive feedback than White clients.

a) Black clients will receive less time dedicated to Areas of Development than will White clients.
b) Black clients will receive feedback that is more praiseworthy than will White clients.

c) Black clients will receive feedback that is less critical than will White clients.

Hypothesis 4: Coaches will be less inclined to engage in racial dialogue with Black clients than White clients.

a) Black clients will receive fewer inquiries about their low Valuing Diversity scores than will White clients.
b) Coaches will express less comfort in discussing Valuing Diversity than all other behavioral competencies, irrespective of client race.

Findings

Perceptions of client

The perceptions participants held of their respective clients were measured along attributions of warmth, competence, and coachability. As indicated in *Table 1*, participants, on average, perceived Black James as more warm, competent, and coachable than White James. A set of independent samples t-tests was conducted to examine whether such differences in means were statistically significant. These tests revealed that Black James's perceived greater warmth was statistically significant, $t(41) = -2.44$, $p = .019$. However, the differences in mean scores of perceived competence were not statistically significant, $t(41) = -0.37$, $p = .710$. Nor were differences perceived coachability, $t(41) = -0.38$, $p = .704$. Thus, Hypothesis 1 was partially supported.

Table 1. Perceptions of client.
Note: All values range from 1-9 on a Likert scale.

Variable	Race	n	Mean	SD
Warmth Average	White	23	5.20	1.20
	Black	20	6.03	1.03
Competence Average	White	23	7.05	1.13
	Black	20	7.19	1.20
Coachability Average	White	23	6.23	1.21
	Black	20	6.36	1.07

Perceptions of client performance

Positivity associated with multi-rater scores, the number of areas of strength (and simultaneous areas of development), and the allocation of organizational rewards measured participants' perceptions of client performance. *Table 2* reveals participants, on average, saw Black James as receiving more positive multi-rater scores, possessing more areas of strength, and deserving of greater organizational rewards, as compared to White James. However, a set of independent samples t-test found none of the scores was statistically significant. Specifically, the differences in means associated with the positivity of multi-rater scores were non significant, $t(40) = -0.02$, $p = .981$; as were differences in areas of strength, $t(41) = 0.06$, $p = .952$; and recommendation of organizational rewards, $t(41) = 0.07$, $p = .945$. Thus, Hypothesis 2 was in no way supported.

Table 2. Perceptions of client performance.
[1] Values range from 1-100; [2] Values range from 0-10; [3] Values range from 1-5 on a Likert scale

Variable	Race	n	Mean	SD
Positivity of multi-rater scores[1]	White	23	66.33	10.43

	Black	19	66.41	11.49
Areas of Strength[2]	White	23	5.17	1.15
	Black	20	5.15	1.42
Areas of Development[2]	White	23	4.83	1.15
	Black	20	4.85	1.42
Organizational Rewards Average[3]	White	23	3.11	0.65
	Black	20	3.10	0.57

Type of feedback provided

The type of feedback participants provided was measured by the extent they reported an intention to provide praiseworthy feedback, critical feedback, and how many minutes they planned to discuss identified areas of strength (as opposed to areas of development). *Table 3* highlights that Black James, on average, was the recipient of more praiseworthy feedback, less critical feedback, and more time discussing his areas of strength (which meant less time allocated to talking about his areas of development). A set of independent samples t-tests determined the differences in mean scores of praiseworthy feedback was not significant, $t(41) = -0.72$, $p = .475$. However, the lower levels of critical feedback provided to Black James were significant, $t(41) = 2.24$, $p = .033$. The findings that Black James received less time allocated for discussing his areas of development were not significant, $t(41) = 1.42$, $p = .162$. However, it should be noted these results approach and seem to *trend toward* significance. It is therefore possible that a larger sample would yield significant differences. Overall, Hypothesis 3 was partially supported.

Table 3. Types of feedback provided.
[1] Values range from a 1-9 on a Likert scale; [2] Values range from 0-60

Variable	Race	n	Mean	SD
Praiseworthy Feedback[1]	White	23	6.17	0.83
	Black	20	6.45	1.61
Critical Feedback[1]	White	23	5.74	1.25
	Black	20	4.60	1.96
Minutes Discussing Areas of Strength[2]	White	23	20.13	6.50
	Black	20	23.35	8.32
Minutes Discussing Areas of Development[2]	White	23	39.87	6.50
	Black	20	36.65	8.32

Willingness and comfort engaging in racial dialogue

Participant willingness to engage in race-based conversations was measured by whether they expressed intention to discuss "Valuing Diversity" in lieu of other identified areas of as development. A chi-squared test of independence was used to examine whether the proportion of participants choosing to discuss diversity with White versus Black James differed from what would be expected due to chance. The analysis revealed non-significant findings, $\chi^2(43,1) = 2.39$, $p = .122$. However, it should be highlighted that again, these results approach and seem to trend toward significance. In fact, it is notable that Black James was virtually half as likely as White James to receive inquiries into his valuing diversity score. As depicted in *Figure 1*, 48% participants reported an intention to discuss diversity with White James, whereas only 25% declared intention to do so with Black James. In light of these results, it remains possible that a larger sample would yield results that signal more conclusive bias.

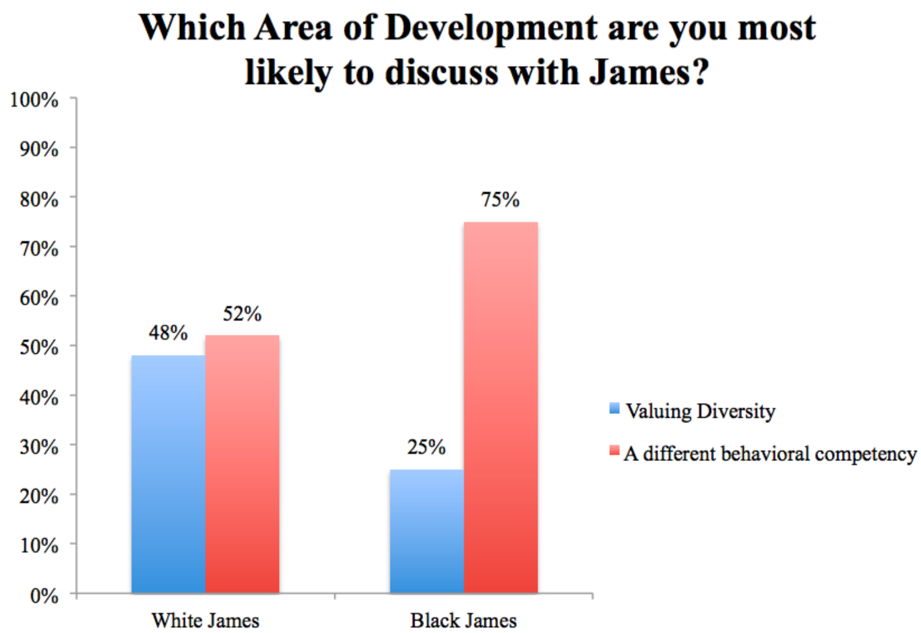
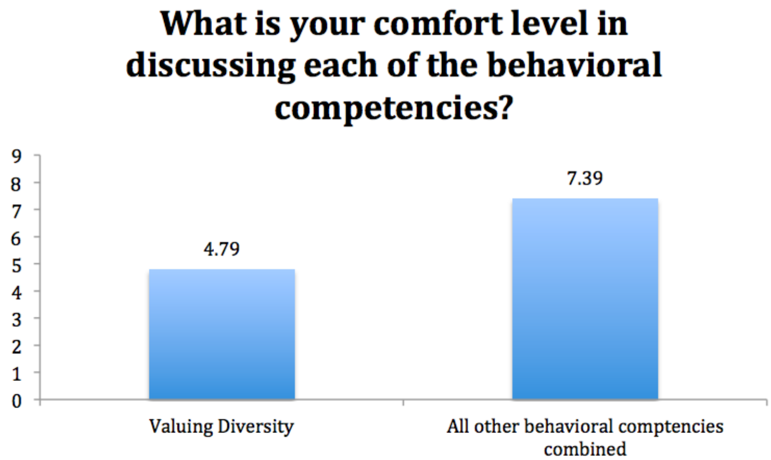


Figure 1. Willingness to engage in racial dialogue.

Participant comfort engaging in racial dialogue was measured by their reported comfort discussing the valuing diversity competency, as compared to all other competencies. A paired samples t-test examining within participant ratings of comfort with discussing valuing diversity versus all other competencies revealed significant findings, $t(43) = 2.60$, $p < .001$. As *Figure 2* illustrates participants were significantly less comfortable addressing diversity issues (M = 4.79) than they were all other behavioral dimensions combined (M = 7.39). These results, coupled with participants' opposition to discussing diversity issues, lend partial support to Hypothesis 4.

Figure 2. *Comfort engaging in racial dialogue.*



Conclusions and Recommendations

This research tested whether aspiring coaches exhibited bias when working with Black clients. The study hypothesized that coaches would display embellished positive feedback, insufficient criticism, and an unwillingness to engage in racial dialogue with a Black client. Support or partial support was confirmed for each of these hypotheses. Interestingly, participants saw no differences in organizational performance between Black and White clients. And yet, client race seemed to influence participant strategies in preparing for and navigating the session. Consistent with Whites' fear of appearing prejudiced amid interracial interactions, participants perceived Black clients as "warmer" and provided them less critical feedback for work of equal merit. Findings that trended toward significance similarly found Black clients received less time discussing their areas of development. This suggests that Black leaders may be deprived of the developmental opportunities inherent to effective coaching. The additional criticism, as well as time dedicated to discussing areas of development White clients received suggests that majority member organizational leaders may be afforded implicit advantages unseen in interracial partnerships.

Whites' self-image concerns may have also influenced participants' decision to avoid racial dialogue with Black clients. The study revealed a statistical trend that Black clients were half as likely to receive questions pertaining to diversity than White clients. While a t-test failed to demonstrate significance, there is reason to believe a larger sample would yield different results. Participants similarly reported significant discomfort in discussing issues of diversity, as compared to all other behavioral competencies on which their client was rated. This finding lends empirical credence to the notion that the coaching community should pay additional attention to ensuring coaches are adequately prepared for working with an increasingly diverse workforce. In all, it is recommended that additional research conduct a similar study with a more robust set of real-world coaching practitioners.

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Maintaining Engagement for Female Third-Phase Career Managers

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Abstract. Maintaining an engaged and integrated management team across four age cohorts presents a novel organizational challenge. This paper examines research on women in management, retention efforts, lifespan development, coaching, and anecdotal reports related to women over fifty in management and recommends strategies to increase participation and job satisfaction. Older female managers often lack both challenge and promotional opportunities and some report feeling bored and sidelined.

Key Words: Executive Coaching, Re-engagement and Retention Programs, Third-phase Career Concerns, Older Female Executives

Introduction

This is a description of the specialized practice area of coaching initiatives for women over fifty who are underutilized and feeing disenfranchised in their current positions. Particularly in my work with government agencies, I have found a significant number of female managers in the third phase of their career have become stuck in place as promotional opportunities vanish and choice assignments go to others. Research on women's career trajectory (Wichert 2011, Williams and Dempsey 2014, Hewlett and Coles 2014) suggests three career phases that I am labeling as: Phase 1 - Entry and Establishment; Phase 2 - Promotion and Growth; and Phase 3 - Consolidation and Exit. They also outline specific barriers and biases, especially during phase two that limit promotional opportunities for women. These limitations would seem to contribute to lack of motivation during phase three, leading to the loss of initiative and productivity sometimes described as "retired in place".

Methodology

Literature related to retention, women's development, career development, adult development, age cohorts in the workplace, and leadership, integrated with data from coaching clients, and data from interviews and conversations with coaches, and successful female executives over fifty and created a framework within which to suggest coaching initiative that will increase retention and engagement of women in this third phase.

While theory and interview sources support, despite documented success with programs for women returning to the workforce (including women over forty), that there is a gap in developmental initiatives for this population. It also suggests enormous organizational, cultural, and personal barriers to their implementation. This paper suggests that executive and organizational coaches can contribute to the research in this area and can create targeted individual and group programs for this population.

Conceptual Framework

This exploration began with a simple question. I wondered what initiatives existed for women in the last phase of their career. I examined how the literature informs the development of age- and gender-based strategies for reengaging third-phase career women. Core concepts from the literature and interviews serve as the basis for recommendations. Examining the needs and possible coaching efforts to address those needs proved to require delving into several interconnected areas of the literature by reviewing popular press (i.e. blogs, magazines and newspapers) as well as books reporting current research and theory and peer reviewed journals. As is clear in the review that follows, there were often contradictory reports and an emphasis on a model of women's development that may be outdated.

Anecdotal evidence suggests that many women in this category felt sidetracked, underutilized and ignored. Some have seen others promoted around them; some find no possibilities for challenge and growth in their current assignments. Some seem to no longer have the self-confidence or drive to push for change. Still, women over fifty will spend between five and thirty additional years in the workplace.

Areas of Literature Reviewed

Areas of the literature reviewed included adult development theory (with a particular focus on women's development), employee retention strategies, the impact of gender bias on women's promotional opportunities, and characteristics of the four age cohorts present in the workplace.

Adult Development. Adult development theories and age demographics frame the discussion of women over fifty in the workplace. Although these is some disagreement about the number and length of stages, there seems to be a consensus that Jung's (1933) concept of a shift from achievement in youth to meaning-making in middle age and thoughts of legacy and self-evaluation in old age. Levinson (1986) lists the following eras: early adult transition (17 – 45), midlife transition (40 – 45), middle adulthood (40 – 60), and late adulthood (65 on).

Age Cohorts. There are currently at least four age cohorts in management in today's workplace, ranging in age from mid-twenties to eighties. Research indicates that each cohort, with the possible addition of two more, representing subdivisions of Boomers into three distinct groups (early, middle and late), each group has distinct wants and needs. Boomers not only living longer but also are retiring later (Johnson, Indvik, and Rawlins). In addition, they are needed to fill workplace gaps (Kaur and Verma). Researchers identify different traits for each cohort, as outlined in the table below:

Cohort	**Traits and Motivators**	**Source**
Veterans (Silent Generation) Born before 1945	Long-term employment, Like structure, Accept authority *Conservative, sense of obligation* *Decision-making based on what worked in the past* *Risk averse*	Kaur and Verma (2011) *Neimic 2002 in Tolbize 2008* *Kersten 2002 in in Tolbize 2008* *Jenkins 2007 in in Tolbize 2008*
Boomers Born 1945* - 1964	Results driven, Long-term employment, Hard-working *Experienced social and political turmoil, protested against power, felt capable of changing the world, believe in hard work and sacrifice, Workaholics*	Kaur and Verma (2011) *Neimic 2000 in in Tolbize 2008* *Karp, Fuller and Sirias 2002 in in Tolbize 2008* *Yang and Guy 2006 in in Tolbize 2008* *Glass 2007 in in Tolbize 2008*

Gen X Born 1965 - 1980	Tech savvy, Learn quickly, Seek work/life balance *Grew up in a period of insecurity, corporate downsizing, lower earnings than parents; less loyalty to employer*	Kaur and Verma (2011) *Karp et al 2002 in in Tolbize 2008*
Gen Y	Tech savvy, Like informality,	Kaur and Verma (2011)
Born 1980 - 2000	Embrace diversity Like teamwork and collective action *Shaped by technology*	*(Kersten 2002 in in Tolbize 2008* *Zemke et al. 2000 in Tolbize 2008*

* Note that the majority of researchers use 1946 while a few use 1943

While developmental efforts, including coaching, exist for entry-level and mid-career executives, and, more recently, off and on ramping programs for women and men, there have been few efforts to reach out to third-phase careerists, who, if supported, could potentially provide more than fifteen years of added value.

It is expected that, for both genders, a shift from an emphasis on achievement to one on making meaning and creating legacy will shape the nature of appropriate interventions. Further, as Ruderman & Ohlott (2002) point out, women have an increased interest in interconnectedness and personal clarity and growth, which are likely to suggest appropriate programmatic choices. They report that women are more interested in preparing the next generation of leaders.

Retention. While mentoring has been mentioned as a retention strategy for Millennials, the expectations of this group change the form of mentoring to include reverse mentoring (Bloomquist 2014 in Aruna and Anitha 2015). In this model, the younger partner mentors the older in areas like technology and in return learns about leadership from the older partner. Stewart (2006) also describes generational mentoring as a retention strategy. She cites Smith-Trudeau's (2001) discussion of cross-cohort mentoring as a strategy for improving communication within organizations.

Findings

A preliminary review indicates that older female executives are often sidelined and excluded from promotional or growth opportunities. One coach reports an executive in an entrepreneurial organization telling her that they had "outgrown" a senior manager in her fifties. No efforts were made to integrate the female manager into the current direction of the organization. This attitude is supported by Hewlett (2007), who reported that, "Particularly in the wake of an off-ramp, employers and bosses tend to be skeptical about a woman's worth."

Armstrong-Stratten and Cameron (2012) propose that career satisfaction of older women is related to training opportunities and that women over 50 have less access, leading to hierarchical plateauing and lower levels of satisfaction. Although opportunities decrease for both genders, women perceive fewer opportunities than men. More women have lateral career paths than men. They suggest that career satisfaction for women is linked to organization demonstrating commitment to them. Wichert (2014) and Hewlett (2014) suggest that women are stalled because of lack of opportunities, lack of powerful sponsors, gender bias (being held to different standards) and, past fifty, age bias.

The situation is far from simple. A decade ago, it was felt that discontinuous career paths short-circuited women's careers. Although dozens of more recent studies have proved this false, the perception nonetheless persists. Women are caught in a double bind (Williams and Dempsey, 2014) where they can be seen as not dedicated if they have children (whether or not they take time off) or not normal if they do not have children.

Millennial Participation. Much of the current research on retention describes the natural affinity between Boomers and Millennials and suggests there are good possibilities to increase retention for both groups through mentoring programs.

While both cohorts are proponents of fairness and equality in the workplace, their approaches are very different.

It's not that we are blind to discrimination; indeed, our classmates are hyper-conscious of the daily slights of implicit bias against women. However, by and large, Millennials have yet to discover the identity-transforming barriers to success that our boomer counterparts battled (Maron, 2016)

Millennials tend to have a different approach to dealing with issues in the workplace, relying more on social media than other forms of protest than their Boomer counterparts.

My investigation, so far, has uncovered initiatives designed to retain older employees, yet none specifically retain third-phase career women or to integrate them into the fiber of changing organizations. My own experience, in contrast, reveals many women eager to reengage with their organizations. They report feeling passed over, bored and depressed. Those who, through individual coaching, found ways to reengage, including projects, committees and mentoring, reported increased job satisfaction, improved self-esteem and increased levels of happiness.

Formal programs are most likely to be successful with low- to mid-level managers in across settings. As a group of women from the Financial Women's Association (2016) reminded me recently, older senior executives are unlikely to admit feeling bored or stuck as this simply serves to underscore issues of sexism and ageism that are part of their everyday existence and further limit any promotional possibilities. This reinforces Williams and Dempsey's (2014) findings that women are caught up in a net of biases that limit their career options, suggesting dissatisfaction may be an opening to be pushed out the door.

Initiatives. Initiatives for third phase career women that have proven successful include:

1. mentoring;
2. project management;
3. committee leadership or membership;
4. training and
5. group and individual coaching.

Formal and informal mentoring allows women to pass institutional knowledge to younger employees. Formal mentoring programs matching Boomers and Millennial employees, as described earlier, have proven to be a successful retention tools for both groups. These age cohorts are most similar in values and Millennials are often called Echo Boomers. Mentoring meets third phase women's desire to give back and create a legacy as well as Millennials need to learn in less formal ways. Several of my clients experienced a renewed interest in their work life when they engaged in informal mentoring within their own department. They found great satisfaction in mentoring and grooming their successor.

While leading project management teams may be a role that goes to a younger manager, being part of a team working on a significant project including third phase career women on a project team both supports the manager and enriches the team. As with mentoring, this is a strategy that allows for transmittal of institutional knowledge. Older managers know what has and has not worked in the past and are in a good position to suggest modifications that will improve the project plan. They also have a proven record of good performance. Finally, if they are, as is often the case, underutilized in their current position, they will have ample time to devote to the project. The same benefits apply to appointing third phase women to committees that have significant functions.

Formal training programs exist from entry through mid-career, including, more recently, programs related to on ramping. Although training was included as a recommendation in many discussions of retention strategies, I was not able to uncover specific examples designed for third phase women. I my own work, however, I coached several older female managers who used training to enrich their staff's skill set and to renew their own interest in work. These women used regularly scheduled staff meetings as training opportunities. One senior manager set a training agenda and invited her staff to add topics to the list. She reported that they were arriving early for staff meetings, were excited about the training, and were disappointed if every meeting did not include a training component. She also reported increased involvement with her staff and with her own work and excitement about coming to work.

Group and individual coaching initiatives have been successful in increasing career satisfaction for third-phase women. In a long-term initiative, I facilitated monthly group coaching sessions that provided ongoing support and information exchange. For third-phase career women, these groups were an opportunity to connect with peers, to receive positive feedback that increased lagging self-esteem and to gain exposure to other parts of the organization. On a few occasions, this lead to recognition and recommendations for promotional opportunities otherwise out of the network of the participant. For these women, group coaching provided an opportunity to have access to a sponsor outside of their area.

Individual coaching for this group might focus on restoring self-esteem as well as exploring growth opportunities. In my experience, a significant number of women were able to request long-delayed promotions or salary increases, explore and attain career opportunities outside their units. Others focused on growing their involvement through initiatives within their area, including reorganization, improving data management and providing training.

Conclusions and Recommendations

Shortages continue to exist, due to the smaller size of subsequent cohorts and Boomers remain in the workplace as long as two decades past traditional retirement. Organizations are beginning to look for ways to both retain institutional knowledge and Millennial employees. These factors may well increase focus on making better use of older workers. More men than women have reached higher levels of achievement and remain more fully engaged in their career. Third phase women, then, become prime candidates for activities that bring Boomers and Millennials together.

Organizations might investigate how to create programs for this group that were free from the potential of stigmatization. These could begin with lunch and learn events and grow into longer programs focused on growth and renewal. Such groups would provide peer support and would focus on active experimentation of strategies to broaden and deepen the contributions of participants or to explore exit strategies and alternative career choices as needed.

Executive coaching focused for this group is beneficial in assisting the women in shaping the third phase of their career. Exploration should address a whole life approach, helping coaches review all available internal and external options. As we tend to think of coaching as a process to improve performance within an organization, it can be easy to overlook that planning a successful exit is also beneficial for both the client and the organization.

Finally, exploring nontraditional options within mentoring and training are beneficial to both third-phase women and their employers. Reverse mentoring is one recent option that deserves further exploration.

As the population in the workplace ages, there are many opportunities for research in the areas of retention, motivation and career satisfaction. Executive coaches, many of whom may have gone through similar transitions of their own, can be valuable contributors to this research and creators of innovative initiatives.

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21st Century Life and Leadership:
Addressing the Challenges of Being a 21st Century Leader

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Abstract. The 21st century is challenging even the best leaders; their old leadership models are increasingly ineffective and yet the pressure for even greater performance is relentless. Using a narrative inquiry methodology to describe the lived experiences of three senior leaders in diverse business sectors, this paper presents a coach practitioner's perspective of the impact of a holistic approach to leadership development that incorporates intentional change theory and schema therapy.
Key Words: 21st century leaders, intentional change theory, schema therapy.

Introduction

The 21st century is putting unprecedented demands on today's leaders, and coaches are being sought out to help clients adapt their leadership behaviours. While leadership models can be learned, it takes time, the right conditions, experimentation and practice. The behavioural neurosciences offer insight into why making and sustaining such behavioural change is difficult, and why creating time and space for reflection is critical. While short-term results are possible through a traditional coaching approach, long-term sustainable change can remain elusive because the underlying issues can have their roots firmly planted beyond the workplace.

This qualitative research paper describes a theoretical model, based on intentional change theory (ICT) (Goleman, Boyatzis & McKee, 2013) and incorporating practices from schema therapy (Young, Klosko & Weishaar, 2003). It explores its effectiveness in improving leadership approaches, through a narrative study of three Australian business leaders and offers insights and practical suggestions for coaches to supplement their coaching knowledge and practice.

Methodology and Method

This paper uses a narrative inquiry methodology (Clandinin and Connelly, 2001). Narrative inquiry is a qualitative research approach, which captures people's lived experiences and, through a thematic analysis, allows the stories to be contextualised and theorised. The stories provide researchers with a rich source of data that allows the sociocultural Grand Narrative (Lyons, 2014) to be challenged to give a rich interpretation of how people are experiencing their work and lives. Specifically, within this paper, the narratives provide an insider's perspective of how a coaching methodology using ICT and aspects of schema therapy helped leaders navigate the complexities of a 21st century landscape.

Three leaders agreed to participate in this study. They were shown the following research questions prior to a 90-minute semi-structured interview:

1. How do you characterize effective 21st century leadership and how does it differ from the models of leadership you understood previously?
2. What are the barriers to self-reflection and consideration of possible alternative ways of behaving?
3. What is the impact of creating a vision of your ideal future self on how you engage today?
4. How do patterns of a lifetime, often sub-conscious and with their origins outside the workplace, impact the way you lead?

The transcripts were thematically coded and interpreted through the lens of the research questions.

Conceptual Framework

Areas of Literature Review

Considering the changing nature of leadership. The landscape in which leaders operate today is dramatically different from that in which they grew up. Curry and Peck (2014) describe the 21st century as "networked, open and fluid" compared to a 20th century that was "disconnected, closed and fixed" (p. 12-13). The typical command and control 20th century leadership models struggle to be effective in today's environment and yet it is difficult to discern a common definition of effective 21st century leadership. Synthesising the leadership literature reviewed for this paper, I would suggest a common thread underpinning 21st century leadership models is the notion of situational leadership; the need for the leader to have a variety of styles, e.g. visionary, coaching, participative, directive, etc., to deploy in response to a particular setting.

There is also a growing voice in the literature suggesting that while "leaders need the prerequisite business acumen and thinking skills to be decisive, if they try to lead solely from intellect, they'll miss a crucial piece of the equation" (Goleman et al, 2013, p. 27). Technical skills are now threshold, and the emotional and social intelligence competencies are the currency of today's leaders (Goleman et al (2013) and Crosbie (2005)).

Evolving to be a 21st century leader isn't for the faint-hearted. While historically it was suggested that leaders were born, and that the skills and characteristics required for effective leadership were innate, a number of authors, including Goleman et al 2013, Crosbie 2005, and Allio 2008, are challenging that notion, suggesting leadership behaviours *can* be learned through experimentation and practice. However for even the most determined leader, there are barriers to making the desired changes.

Environmental factors: Self-awareness is the starting point for change and growth (Allio (2008), Crossan & Mazutis (2008), Goleman et al (2013)) and it correlates with superior business performance (Goleman et al, 2013, p 94). However, in today's highly collaborative work environment it is tough to find time for self-reflection. A recent study suggested that in one organisation "people spent 300,000 hours a year just supporting the weekly executive committee meeting" (Mankins, 2014, p. 2). Leaders are expected to be available 24/7. Cross and Gray (2013) suggest that white-collar employees spend between 70% and 85% of their time in meetings, on the phone or attending to emails. The figure is as high as 95% for some leaders (p. 1).

Leadership habits: Leaders learn their leadership lessons very early in life, from observing teachers, coaches, anyone who has been in the role of the leader in their lives (Goleman et al, 2013, p. 27). Those leaders were operating in the 20th century, at a time when leadership was about "getting followers to do what the leader wants" (Northouse, 2012, p. 4). As Goleman et al (2013) observe, as leaders step into their first leadership role they put those models into practice, they encounter new leaders and try out new leadership behaviours, adding on to the early initial scaffolding. While few of those lessons involve explicit instruction in leadership, they laid down the brain circuitry for leadership habits, determining how leaders will automatically behave in similar situations throughout life. Each time they repeat the behaviour, the neural connections for that habit become stronger (p. 155).

Stress: Boyatzis, Smith and Blaize (2006) suggest leaders in the 21st century are under a steady flow of "power stress" related to the exercise of power and its responsibility (p. 9). Like most forms of stress, power stress arouses the sympathetic nervous system, which initiates the classic fight or flight response. While potentially helpful in the short run, chronic or repeated activation of the stress response over the long run, negatively affects health outcomes. Importantly as it relates to leaders and their performance, it drains the individual's energy and capability to function and innovate, closing down the leader cognitively and emotionally (p. 10-11).

Physiological challenges: The work of Boyatzis, Rochford and Jack (2014) into two antagonistic neural networks (the task positive network or TPN and the default mode network or DMN) suggests that when a leader is focused on a task-oriented role (activating the TPN), their ability and desire to attend to the relationship needs of their followers (requiring activation of the DMN) is diminished (p. 7). As problem solving and other activities that require focused attention typically crowd a leader's weekly diary, it is likely that the leader isn't spending extended periods of time in the DMN. This is a problem as "the default network is critically involved in self-management, in particular mindfulness, motivation, and affective meaning" (p. 11): activities central to contemplating and sustaining behavioural change. This suggests that actively creating time and space for reflection and renewal should be an essential component of leader development.

Self-regulation: "To master leadership [in the 21st century], you need to change the brain's default option by breaking old habits and learning new ones, which requires an extended period of practice to create the new neural pathway and then strengthen it. The self-regulation competencies, particularly emotional self-control, may require special effort at first to get to the point of mastery" (Goleman et al, 2013, p. 158).

One reason that self-regulation can be challenging is that we each carry into adulthood, lifelong patterns of behaviour that in many cases date back to our early childhood and our families of origin. Young et al (2003) describe these as schemas, "a structure, framework, or... broad organising principle for making sense of one's life experience, ...an abstract cognitive plan that serves as a guide for interpreting information and solving problems" (p. 6). The problem is that these schemas "continue to be elaborated and then superimposed on later life experiences, even when they are no longer applicable" (p. 6). Faced with a situation that triggers one or more of these schemas, people tend to adopt one of three 'coping styles'; over-compensation, avoidance or surrender (p. 33), which closely mirror the fight, flight or freeze responses that all humans have to threat situations.

The work of Young et al (2003) suggests that in addition to practising the desired new behaviours, leaders may also need to deal with their underlying schemas and coping styles, otherwise certain situations will trigger old responses. They outline four steps:

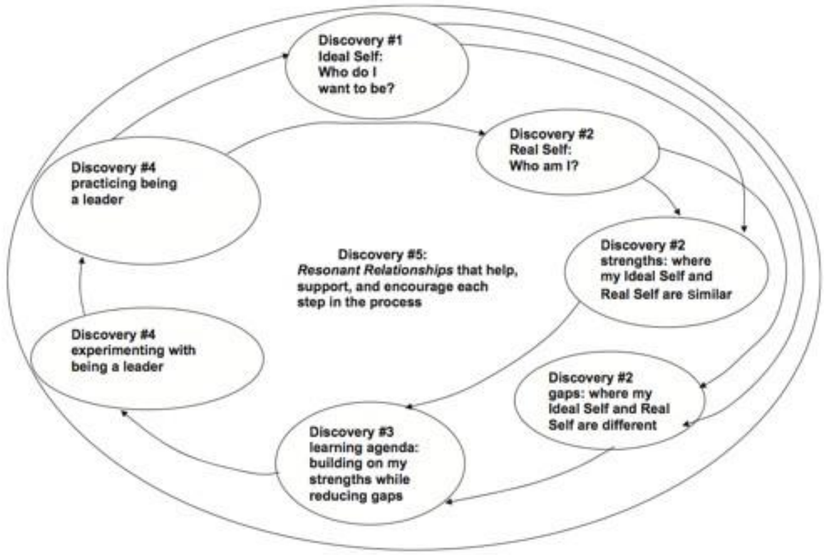
- Education – discovering unhelpful life patterns and associated triggers, understanding their origins, and identifying predominant coping styles and responses (p. 63).
- Cognitive strategies – building a logical, rational case against the schema, which is critical as people typically accept their schemas as 'givens' or 'truths' (p. 91).
- Experiential strategies – helping people identify and then fight their schemas on an affective level and linking the schema and its origins to the presenting problem (p. 110).
- Behavioural pattern breaking – replacing schema-driven patterns of behaviour with healthier coping styles (p. 145).

To overcome the barriers listed is hard work and takes time and commitment. According to Goleman et al (2013) "the brain's ability to sprout fresh connections continues throughout life. It just takes more effort and energy to learn in adulthood, lessons that would have come more readily in our early years, because these new lessons fight an uphill battle against the ingrained patterns the brain has already in place" (p. 104). "Whenever people try to change habits of how they think and act, they must reverse decades of learning that reside in heavily travelled, highly reinforced neural circuitry, built up over the years of repeating that habit" (p. 111).

ICT provides a useful model for leader development. ICT offers a useful framework to support desired, intentional change, the first discovery of which is the conceptualisation of an ideal self (Figure

1). Without this, leaders "may feel compelled to recreate conditions of the past in order to continue to utilise their 'strengths' and not experiment with new behaviour" (Boyatzis and Akrivou, 2006, p. 633).

Figure 1. *Intentional Change Theory*



Source: Boyatzis, R. E. (2008). Leadership Development from a Complexity Perspective. *Consulting Psychology Journal* 60(4) 298-313.

The second discovery in ICT, uncovering the real self, is "akin to looking into a mirror to discover who you actually are now – how you act, how others view you, and what your deep beliefs comprise" (Goleman et al, 2013, p. 111).

The third discovery in ICT is the articulation of a way to get to the desired ideal self through the development of a learning agenda. Critically, this should be a plan for things the person wants (and maybe even is excited) to try and explore (Goleman et al, 2013, p. 141).

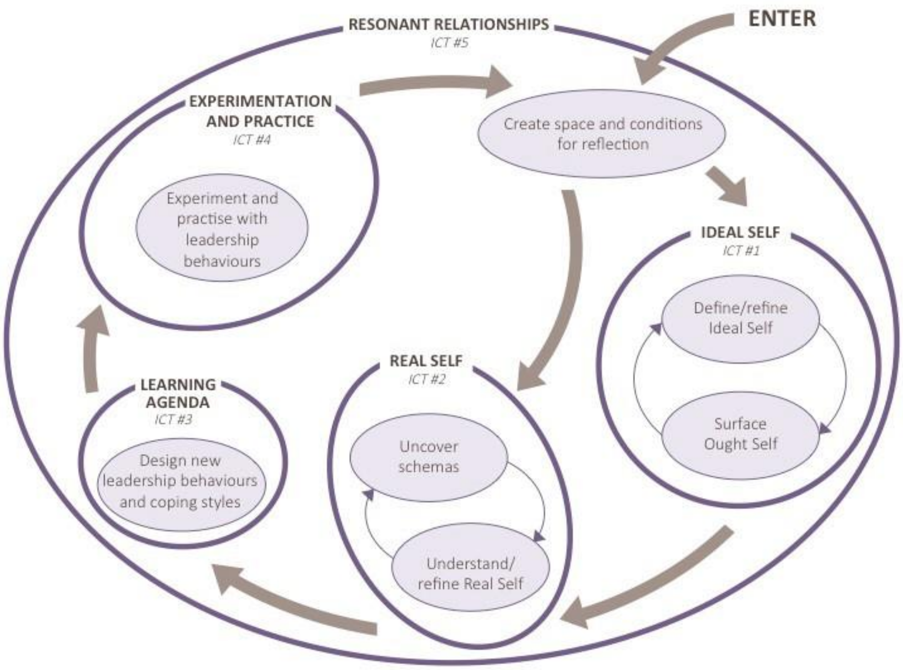
The fourth discovery comes in the form of experimentation and practice until the desired behaviours become second nature. It is possible to improve your leadership skills if you do three things: "bring bad habits into awareness, consciously practice a better way, and rehearse that new behaviour at every opportunity until it becomes automatic" (Goleman et al, 2013, p. 156).

Finally, and critically, each of the discoveries is facilitated by the observations, interpretation, feedback, and encouragement of others with whom the person has a trusting (or resonant) relationship (Boyatzis, 2008, p. 307).

A Theoretical Framework for Achieving Sustainable Change

Based on the review of the literature, my work as a coach, and my own lived experience, I would like to offer a theoretical framework that builds on ICT, incorporates practices from schema therapy and importantly is tailored to the challenges I see leaders facing in the field (Figure 2).

Figure 2. Modified Intentional Change Theory



The model begins with helping leaders build into their lives regular opportunities for reflection and renewal, thus creating the conditions for growth.

Next comes the process of invoking the ideal self (the second discovery of ICT). However while Boyatzis (2008) recommends avoiding triggering the 'ought self', or version of ourselves given to us by important others, e.g. parents, spouses, bosses etc., (p. 304), my experience suggests that the power of the narratives leaders hold in their heads about what constitutes effective leadership, where those leadership models came from and the influences of important others on their current view of leadership, is such that if you don't deliberately invoke and interrogate the ought self, it can sabotage the good work the leader is attempting.

The next step is to uncover the real self, which is notoriously difficult because, as Boyatzis (2008) suggests, "the human psyche protects itself from the automatic intake of information, but this ego defence mechanism can confuse us into an image of who we are" (Boyatzis, 2008, p. 305). While traditional methods of gaining self-awareness, e.g. through 360 feedback, psychometric testing and observational feedback, are useful, in some cases it may be necessary to 'go deeper' and, using the approach outlined by Young et al (2003), explore the underlying schemas that are colouring the leaders' views of their real selves.

Next comes the creation of a learning agenda (the third discovery in ICT), which is a great place to design coping styles that more effectively deal with the schemas that have been uncovered.

Finally, during the process of experimenting and practising with new behaviours (the fourth discovery of ICT), leaders may well get 'tripped' by their schemas, which as Young et al (2003) state, "fight for survival" (p. 8), and thus there may be a need to return to (and refine) the real self as they gain greater awareness of what is helping/hindering the changes they are trying to make. At times it may also require revisiting the ideal self.

Findings

Introducing the Participants

The three participants interviewed for this study sought out coaching because they were restless with who they were and were being challenged by the leadership roles they held. Each was also considering whether they wanted to stay in their organisation.

Fred. Fred is a senior leader in a financial services organisation. He is a member of the executive leadership team reporting to the CEO. Fred felt that he wasn't "being the person he wanted to be" and he was "burdened by his leadership role", which was affecting him more broadly. In our early conversations Fred expressed concern about whether he needed to contemplate a career move as a way of addressing some of the issues he had identified.

Leo. At the time Leo entered coaching, he held a school leadership role, having returned to schools after completing a Masters in Leadership in the UK and then a PhD in Australia. Leo's background included teaching and leadership roles in schools, and academic and teaching roles in universities. Leo described himself as "confused professionally and personally". He had taken the school leadership/teaching role because it was 'safe' but quickly realised that it was not what he wanted. He was unsure of his long-term objectives and how to pursue them.

Lara. Lara holds a senior leadership role, reporting to the CEO of the Australian business of a global consumer goods company. Recognised as a high potential leader, Lara had completed an internal leadership development program and coaching was offered as part of her ongoing development plan. She has a passion for continuous improvement and knew she could improve her leadership approach, but "needed a different perspective to help her" make those changes. She too was uncertain as to whether her future lay with her current company.

Analysis of the Data

Considering the changing nature of leadership. The leaders in this study talked about the leadership models with which they grew up and they reflected the command and control styles typical of the 20th century. Lara commented that 20th century styles were "more dictatorial, instructional and task driven" and about "being in control" with the approach "primarily benefiting the person in the leadership position", a leader who was "typically more ego-centric". Using a sporting metaphor, Fred's views were similar, "if the coach told you to run through the wall, you did it, without asking why". Leo agreed, adding that telling people what to do is now "very dated." He saw 20th century leadership as being "much more about process, with clear
choices to be made that were more 'black and white'.

By contrast, they spoke of 21st century leadership being characterised by "walking with" rather than "walking in front" of others and being able "to read people, invite them into the conversation, understand and value their lived experiences and link them to the vision" (Leo), and by needing to "challenge teams and move them out of their comfort zones to optimize their contribution... by supporting, empowering, enabling, but not micro-managing" (Lara). "You need to be an orchestrator, look into people's worlds, engage their hearts and minds and connect that to the vision. The big difference is that today's situations are vastly more complex, and you need to be okay with that level of ambiguity" (Leo). "You need to be a facilitator of a conversation, helping senior executives grapple with change and make choices... you need to help others solve problems, give them the space, the tools, put up the guard rails, and then get out of the way – theirs and yours” (Fred).

Their views also echoed the idea that knowledge and technical qualifications are now threshold. “There is so much emphasis on the CV – you see CVs that have been managed since the person was seven years old and yet the half-life of technical qualifications is getting shorter and shorter” (Fred). “Leaders have to have to have the smarts and the knowledge, but the mix is changing ... maybe 60:40 to emotional intelligence, to being an effective communicator, to inspiring others, to providing support and genuinely investing in your team, to being strategic and more adaptable than ever before” (Lara).

Evolving to be a 21st century leader isn’t for the faint-hearted. In reflecting on their own leadership journeys the leaders interviewed all talked about shifting from “doing (talking and lecturing) to leading (listening, thinking and reflecting)” (Fred), to “coming alongside and asking more questions” (Leo), from “being a playing coach to a person sitting in the box above, helping, supporting, offering insight and experience but not actually on the field” (Fred), and from “*knowing* that a leader needs to be able to inspire, enable and empower” to actually “*being* comfortable with less control and asking more questions” (Lara).

Environmental factors: The study participants agreed that the changes they are attempting to make are made all the more difficult due to:

- A lack of time and space for reflection: Creating a space to reflect is rare and precious in a constantly changing, uncertain world that demands so much of the leader’s time. Each of the leaders interviewed struggled with doing this on a sustainable basis and yet they were unanimous in their view that it is a prerequisite to initiating change. “It's about the headspace; you can't think about new ways of doing things when you are totally under the pump, exhausted and just focused on pushing through” (Leo).
- Organisational culture: All the participants described the challenge of swimming against the tide; making changes to their leadership approach in the face of a culture that actively rewards and recognises more of a 20th century approach. “Leaders are constructed to be problem solvers” and “the voices that reinforce the old approach are covert; if you don't behave in a certain (and narrow) way, you get negative messages” (Leo). “The system rewards you ‘for doing’; you are good at what you do and so you are given more to do”
- (Fred).

Stress. Each of the participants was experiencing levels of stress, whether that was due to “facing an uncertain outcome” in a role where your performance is measured in very quantifiable ways (Fred), or where you are constantly being “aware of how others perceive you” (Lara).

Physiological challenges. All three leaders are highly successful individuals who are also high achievers; they set their own performance bar higher than for anyone else. Their working weeks are characterised by problems needing to be solved. For these leaders, taking the time to step back and coach and build capability in others, rather than stepping in and ‘doing’, is time consuming. “When there is a time crunch, it is easy to go back to ‘here's what we need to do, off we go’; in that moment you stop asking questions” (Leo). “Leading takes a lot of energy; so does doing, but it is a different kind of energy and the latter is easier and more comfortable” (Fred). “As the pressure increases, I tend to go more inwards to address issues and find answers ... you become a barrier to yourself ...it is hard to give yourself permission” (Lara).

Leadership habits: The power of the ought self was evident in the stories of these leaders and the roots of their perceptions of leadership lay in the messages they received (consciously or otherwise) from their families of origin and their lived experiences. Each leader grew up in a family with high levels of expectations of performance (academic and/or sporting related). Other messages included 'leading is about doing', leaders need to be 'the public figure out in front', and 'leaders fix things and don't ask for help'.

Interestingly all three made early career choices that actually reinforced these messages, and the organisational systems in which they operated rewarded and strengthened the definitions of leadership they described.

- In the case of Leo, good leadership was about "being a good person", which was a strong family value; "you are not only a leader in a business context, you are a leader in your local community". Leo's early teaching roles were in smaller regional communities where the teacher was also a community figure and led from the front.
- Fred also pointed to the contribution of family values/messages to his early career leadership style. In his case the message was "don't just sit there, do something". Fred found himself in early career leadership roles in investment banking where he was "in the weeds, 'doing it' more efficiently [than others]" and being rewarded for that.
- The message to Lara from early childhood was about independence and self-sufficiency, "you don't ask for help, you need to be across everything and you just step in and make it happen..." and "in times of increased pressure, you just run harder and faster". Lara's early career choices landed her in highly aggressive, results driven, competitive cultures, which embedded her early childhood messages and behaviour.

Self-regulation: One of the 'ah ha' moments for these leaders came with identifying their life patterns (schemas) and realising just how strongly they *continue* to influence how they behave in their leadership roles and beyond. "At times of pressure, the old behaviours come to the fore, like the hamster on the wheel, you just run harder and faster" (Lara). They also talked about the fact that their schemas and self-narratives influenced not just how they lead, but how they viewed themselves and life more generally. They described this insight as important, commenting that they were not sure that they would have been able to make sustainable progress without it. "It is about having a different lens through which to see yourself and an ability to access more active, productive, positive ways with which to interact" (Leo) and moving from being "stuck, to understanding the connections" (Lara).

ICT provides a useful model for leader development. Each of the study participants had engaged in work to identify their ideal self, including their 'leadership self' and they saw this process as helpful, for both their leadership selves and beyond. Fred found an ideal self "empowering and liberating as it gives you insights into yourself and something to work towards in the medium to long term... you are less buffeted, more grounded, able to withstand more, and have greater resilience". Lara "wanted a sense of where [she] was going, to not give it up to chance". For her, greater clarity of the ideal self-brought "greater conviction and a process and way of measuring progress". For Leo it stabilised and empowered what had previously been a fluctuating view of how he wanted to live his life.

While the study participants saw the benefits of invoking an ideal self, "far outweighing the potential negatives", it can be "disheartening in the short term when you inevitably fall short of that vision on occasions" (Fred). This is a point worth noting for coaches; clients need support, and at times reassurance, to move towards even the most powerful ideal self, as the schemas and ought selves will "fight to survive".

The process of uncovering their ought selves (which in all three cases were strong), understanding where they came from, and their impact, was also an important step in letting the ideal self-emerge. It was this separation that on the one hand propelled Leo to leave his school leadership role and return to academia, and on the other convinced Fred, that contrary to his initial perception, he could remain in his current role, but approach it and execute it differently.

The role of coaching in the process. Consistent with the fifth discovery of ICT, the resonant relationship with a coach and the coaching conversations themselves created the space for these leaders to reflect on their current leadership styles and the factors (personal and professional) influencing them, to consider what they wanted to be like as leaders, professionals and people, and then to identify the changes they wanted to make. For Lara it was "having a circuit breaker" and "gaining a different perspective". For Fred it was about recognising that he couldn't do or control everything and that meant "letting go" and "trusting others". For Leo it was about "empowering a version of leadership, both self and professional, that [he] valued"; valuing his own innate leadership style that was naturally more inclined towards a 21st century approach, but which was not valued or rewarded.

The combination of the discipline of a coaching engagement (which created the necessary time to reflect and challenge their behaviours and perceptions), an understanding of their patterns and from where they originated, together with a clear view of what they really wanted from their lives, was central to these leaders' success in embarking on and, thus far, sustaining the changes they wanted to make.

Conclusions and Recommendations

The leaders in this study can see the leadership landscape of the 21st century; they know that it is different from that in which they grew up, and intellectually they know what they should be doing to adapt. However, knowing and doing are very different; numerous physical, physiological and psychological barriers stand in the way.

Repeatedly I have watched leaders struggle to make changes, and to do so whilst in the midst of an ambiguous, constantly shifting environment, where the pressure to perform is relentless, the vast majority of days are spent solving urgent problems and chronic stress is evident. Paying attention to physical health, and creating time and the conditions for reflection and renewal is underemphasised in the coaching literature, and yet essential to create the resilience and mental health necessary to undertake the journey of leadership transformation. Thus the starting point in the model I offer in this paper is to help leaders create a routine that builds time and space for this reflection into their busy schedules.

Explicitly exploring and understanding the 'ought self', was a key learning from the narratives of the leaders interviewed. The 'important others' who have contributed to the leaders' ought selves, often have their own narratives, and operate in contexts that don't reassemble the conditions in which the leaders are operating. Understanding this gives leaders 'permission' to let go of this version of themselves, which otherwise can undermine their intentions.

Similarly, taking time when addressing the real self to uncover schemas can provide an awakening for people. Previously invisible lifetime patterns that exert a powerful hold over how leaders behave, become visible, thus creating an opportunity for leaders to build healthier coping styles, that not only improve leadership performance, but also can enhance other aspects of the leaders' lives.

Articulating trigger points, designing new healthier coping styles as part of the learning agenda, and focusing on small incremental steps made the change process easier and, as suggested by the work of Boyatzis and his colleagues, leaders interviewed for this paper found conceptualising an 'ideal self' helpful to anchor their change efforts when the 'going was tough'.

The theoretical framework offered in this paper, which builds on Boyatis and Goleman's work on Intentional Change Theory and incorporates Young et al's approaches from schema therapy, appears well suited to supporting sustainable leadership behavioural change and potentially reawakening the leader's passion for their work and for life more generally.

In adopting this holistic framework, leadership coaches can build bridges into, but not overstep the boundaries of, the arena traditionally occupied by behavioural therapists and holistic health and wellbeing specialists and help leaders create lasting positive change both within and beyond the teams they lead.

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Educating Managers-as-Coaches:
The Role of Transformative Learning

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Abstract. This theoretical paper discusses the specific challenges posed to educate managers to be effective manager-as-coaches. We first explore the requisite skills and capacities that managers need to effectively coach their employees as part of their managerial responsibilities and the challenges that this added portfolio of responsibilities pose. Second we review the implications for managerial coaching education, pointing out the role of transformative education.

Key Words: Managerial Coaching; Coach Education; Transformation Learning

Introduction

While continuous learning and development become a core function in organizations as a key strategy to enhance performance, there is a growing expectation in the workplace that managers endorse coaching activities in addition to their traditional managerial responsibilities (Beattie, et al. 2014; McCarthy & Milner, 2013). In this context, the term "managerial coaching" (Ellinger & Bostrom, 1999), also called "workplace coaching" (Grant, 2010), or "employee coaching" (Heslin, Wandevalle, Latham, 2006) emerged to designate the activity of "a manager or supervisor serving as a coach, or facilitator of learning, in which she or he enacts specific behaviors that enable his/her employee (coachee) to learn and develop" (Beattie et al., 2014, p. 3). However, there is more to managerial coaching than meets the eye. Rather than making a simple shift in responsibilities that require additional knowledge and skills, *managers-as-coaches*, as we will call them throughout this paper, need to learn how to wear multiple hats (Fatien Diochon & Otter, 2015) and navigate back and forth between various, sometimes contradictory, roles.

In this paper we examine the various challenges managerial coaching presents to managers and their organization associated with such a deep change in managers' roles. Our investigation first involves an integrative literature review defining this fundamental change, where we emphasize the unique terrain of managerial coaching by identifying some key challenges posed by wearing a manager-as-coach hat, to become a distinct coaching specialty and complement internal and external coaching to enhance organizational learning and performance. Then follows a discussion of the implications it has for education in managerial coaching, where we specifically highlight the role of transformative learning in instigating the kind of change in mindset that managerial coaching requires.

Methodology

An integrative review of the literature is most often employed as a way to frame and focus a particular research project, but it can be a research strategy itself (Comerasamy, 2012). As a research methodology, the literature on a subject is the sole empirical material under investigation using quantitative and/or qualitative methods (Siu & Comerasamy, 2013). This literature review used generic tools search such as *Google Search* and *Google Scholar* as well as specific academic databases (Ebsco) to identify trade publications, web-based articles as well as academic publications in peer-reviewed journals and books. We referred to such key words as *managerial, workplace* and *employee coaching, manager as coach, coach training,* and *coach education*.

In the data collection phase we identified instances in the research in managerial coaching that discussed the commonalities and distinctions with specialized coaching, the unique challenges it poses to managers, and the implications for coach training and education designs. We then used an "inductive and comparative" data analysis method to arrive at our findings (Merriam, 2009, p. 175). By inductive, we refer to the meaning made that emerges from the data. By comparative, we refer to moving back and forth between discrete units of data and larger, more abstract categories of data or themes that explain the data. From "this conversation with the data" certain themes emerged that reflected the unique terrain of managerial coaching and the implications this has in the future of managerial coach education and training.

Conceptual Framework

Illustrative Case Study

To introduce our literature review and put it into perspective with practice, we start with an illustrative case study.

Beatrice is a manager in a health services department in a large public university. Recently, her director, in partnership with Human Resources, has required that all managers incorporate coaching as part of their practice of developing people who report to them. This initiative has come about to develop a greater range and diversity of skills and competencies among employees of the University, such as cross-cultural communication and critical thinking, as the University strives to adapt to the turbulent changes in Higher Education. Enthusiastically, Beatrice signed up for the first Manager as Coach training offered through HR. After completing it, she immediately began coaching her staff but quickly ran into trouble. Following initial meetings with just two of her eight direct reports, Beatrice canceled all remaining meetings. She confided in her supervisor that having to wear two hats—that of a supervisor and that of a coach, was much more challenging than she had expected. She found the shift from providing direction, resources, and tactics to allowing her "coachee" to take ownership was particularly challenging. In her two sessions with her staff, she believed she saw clearly what they needed to do. Beatrice described that she impulsively took off her coaching hat and replaced it with her supervisor hat, despite the warnings received in her coach training to not do that. Realizing that there is more to adding coaching to her managerial repertoire, Beatrice requested that she receive additional training before she resumes adding the role of coach to her managerial responsibilities.

From the "Command and Control" to the "Empowering and Facilitating" Paradigm

Beatrice's University is one among many workplaces (Heslin et al., 2006) that have become "learning organizations" (Senge, 1990) and focus on facilitating the learning of its members to continuously transform themselves to remain competitive in dynamic and often ambiguous contexts. Factors for this move include globalized, decentralized, flattened and hyper-connected work environments (Anderson, 2013; Hamlin, Ellinger & Beattie, 2008; McGonagill & Doerffer, 2011) that require line employees to develop more complex capacities and skills in order to effectively perform. These capacities and skills comprise critical thinking, self-awareness, interpersonal and cross-cultural communication, systems thinking, and collaboration (Neville, 2008; Otter, 2009). Their acquisition by line employees challenges the traditional role of managers: they are expected to move from directivity and knowing, to supportive, non-controlling and co-learning facilitation (Elliott & Reynolds, 2002; Joo, Sushko, & McLean, 2012). They now have to 'coach', meaning endorsing a non-directive posture based on more positive, humanistic and motivating communication styles (Megginson & Clutterbuck, 2006) to empower people to make their own decisions, as well as become analytical and critical thinkers. As put by Ellinger and Bostrom (1999, p. 767), they "must learn to 'unfreeze' or let go of old behaviors associated with the 'command and control' paradigm" to transition to the "empowering and facilitating paradigm". However, this is still a tough one for managers. If the literature has long established that employee development is an important managerial responsibility, from a practical perspective, few managers regard themselves as facilitators of learning (Ellinger & Bostrom, 1999). Indeed, “managers often lack the skills, perceive it to be a distraction from work, are not rewarded or recognized, or assume it is the responsibility of the training and human resource departments” (Ellinger & Bostrom, 1999, p. 766). Given these specificities, preparing managers to be managers-as-coaches present particular challenges; we cannot just train managers as we would train coaches. This is what we explore next.

The Unique Terrain of Managerial Coaching

While managerial coaching shares many commonalities with specialized internal and external coaching, such as being client centric, collaborative, learning oriented, and the use of interpersonal and relational skills by the coach, there are some important distinctions. Being a manager-as-coach poses unique challenges that specialized coaches, particularly external coaches, are less likely to face. These challenges include navigating multiple roles and identities, being able to move back and forth between a supervisory and facilitative orientation (McCarthy & Milner, 2013), shifting from an expert and knower to learner (Hamlin, Ellinger, & Beattie, 2006), and experiencing power dynamics (Louis & Fatien Diochon, 2014). In synthesis, managers may experience role conflict as their relationship with the employee will shift, depending on the role they are adopting at a particular time (McCarthy & Milner, 2013). In fact, managers need to learn how to navigate back and forth between the “command and control” hat to the “empowering and facilitating” one (Ellinger & Bostrom, 1999). To effectively operate in this shifting landscape, several key factors stand out: increased self-awareness (McLean et al., 2005), self-efficacy (Bandura, 1977), evolution in values and mindsets, all of which reflect more complex “orders of consciousness” (Hall, 1994; Kegan, 1994; McCauley, Kanaga, & Lafferty, 2010). In brief, managers-as-coaches need to developing a wide range of personal, interpersonal, and systems competencies and intelligences in order to effectively navigate the complex and ambiguous landscape of managerial coaching (Grant, 2007; Choy, 2009).

This complex landscape has implications for educating and training managers in coaching. For some researchers these challenges are significant enough to warrant that managerial coaching becomes a distinct coaching specialty (Anderson, 2013; McCarthy & Milner, 2013). Such a move legitimizes the distinctions present in the different types of coaching and suggests that they can complement each other in service of individual and organizational learning. Moreover, instead of coach training programs that are adapted from curricula used in training specialized coaches, the research suggests that managerial coaching need to account for the unique needs of the manager as coach (Bond & Seneque, 2012; McCarthy & Milner, 2013).

Findings

From Managerial Coaching Training to Managerial Coaching Education

A scan in the literature of coach training programs for managers show that these programs are often just a ‘cut-down’ version of specialized *coaching training* programs (Anderson, 2013). Indeed, first curricula for coach training courses and programs for managers-as-coaches in the workplace tend to be much shorter in duration, address fewer content areas more superficially than the programs from which they have been adapted (Grant, 2010; Berg & Karlsen, 2012), replacing some of this content to add workplace or managerial related topics. Second, these courses tend to mirror prevailing learning designs in workplace *training*, which are instrumental and technical in orientation (Bennett, 2012; Kegan, 2000; Martin, Kolomitro & Lam, 2014). Given the specific challenges that managers-as-coaches face and the skills needed to navigate them, a different and specific orientation for learning seems beneficial. For example, Bennett (2012) suggests that essential for the manager-as-coach is a learning approach that involves critical thinking and knowledge exploration that extend one’s existing cognitive boundaries, reconfigure the intellectual architecture of a problem, and help to identify challenges or opportunities in the midst of workplace experience. In fact, learning designs should be more *transformative* in nature than instrumental, e.g. managers-as-coaches should benefit more from *transformative education* than *instrumental training*. Thus if the term *managerial coaching training* programs is used here to designate learning programs that are technical and instrumental in orientation, *managerial coaching education* is used to designate programs that develop the whole person and has a transformative learning orientation. *Managerial coaching education* programs will involve similar components as managerial coach training but will go beyond them. Participants will develop a wide range of competencies and intelligences, generate shifts in development, mindset, values, and intelligences, all of which reflect more complex cognitive capacity required for effectively working in the ambiguous landscape of managerial coaching (Choy, 2009; Kegan, 2000; Mezirow, 2000).

Transformative Learning and Managerial Coaching Education

A similar, but still burgeoning, move from instrumental to transformative learning has been taking place in the field of leadership development over the past 15 years (Allen & Roberts, 2011; Barker, 2002; Burke & Collins, 2005; Ciporen, 2008) as well as in coaching (Gray, 2006; Laske, 2006). This form of transformative learning designs has emerged to help a growing population precisely adapt to the complex, uncertain, ambiguous and dynamic nature of change in the worlds. As a result, a growing but still emerging number of programs offered for people working in or with organizations are more transformative than instrumental in orientation (Daloz-Parks, 2005; Otter, 2012). Transformative learning generates shifts in development, mindset, values, and intelligences (Mezirow, 2000). These programs employ experiential and self-reflective learning (Brookfield, 1987), case-in-point methodology (Heifetz, Grashow, & Linksy, 2009), values clarification and development (Hall, 1994), and multiple ways of knowing (Kasl & Yorks, 2002) to bring about the requisite shifts in mindset, world-views and intelligences for leadership and learning in the 21st century.

Managerial coaching education that promotes transformative learning should definitely include immersive learning programs, but also every day in-the-midst-of-action learning (Allen & Roberts, 2011; Otter, 2012). Immersive learning experiences in courses and programs provide sustained attention to learning, as well as the necessary “holding environment” necessary for the catalytic shifts that come with personally transformative learning (Ciporen, 2007; Drago-Severson, 2004). For these shifts to become applied and integrated into one’s work and live, intentional continuous and action-based learning is necessary. Action learning, individual and group coaching, mentoring, communities of practice, are examples of this in-the-midst-of-action learning (Dugan, 2011).

Again, the sophistication and complexity needed to develop coaching capabilities in managers and the ability to wear multiple hats requires some individualization and ongoing attention that is best achieved through coaching, mentoring, and communities of practice, to support the learning that immersive learning events provide (Allen & Roberts, 2011; Hawkins & Smith, 2006). We argue for an *educational* oriented coach training for managers that is longer term, transformative and whole person oriented learning as the future of managerial coaching.

Table 1 below summarizes the recommended move from managerial coaching training to managerial coaching education.

Table 1. Manager-as-coach training versus Manager-as-coach education (adapted from Fatien Diochon & Otter, 2015)

	Manager-as-Coach Training	**Manager-as-Coach Education**
Type of learning	Instrumental	Transformative
Format of learning	Immersive only	Immersive and in-the-midst-of-action
Emphasis	Practical Application/capability	Critical Thinking, knowledge and self-exploration, whole person learning, and multiple intelligences
Outcomes	New knowledge, skills and methods	New knowledge, skills, and methods and shifts in behaviors, attitudes, values and mindset

Conclusion and Recommendations

The specific challenges that managers face when adding coaching to their repertoire of responsibilities, such as issues related to role ambiguity, identity and politics, call for an education that is partially distinct from external and internal specialized coaching and incorporates transformative learning, and both immersive and in the midst of action designs. We assert that for the future of managerial coaching will increasingly be viewed as an increasingly important for professional coaching with other types of executive and organizational coaching, and when working in concert, can help coaching better fulfill its promise for organizational learning and performance. Using the literature, we have proposed to model learning designs for managerial coaching from the field of leadership development. As is the case in the field of leadership, future research in the efficacy of managerial education is necessary if we are to understand better how to develop managers as coaches, in the complex landscape of managerial coaching.

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Leveraging Emotional, Social, and Cultural Intelligence

Devora Miller

Abstract. While businesses are comprised of individuals, groups, and organizations there is yet to be an executive coaching model that encompasses all three levels. This paper builds bridges between the principles of multiple intelligences, systems theory, and executive and organizational coaching - integrating them into a new comprehensive coaching model. This is achieved by developing self-awareness in both coach and coacheee, at the individual level with EQ; enhancing group dynamics with SQ; and enriching organizational effectiveness with CQ. Thus expanding boundaries beyond individuals to groups and organizations, whilst leveraging multiple intelligences and systemic coaching. This model impacts the future of coaching – 'leader as coach'; as leaders operate as coaches within the organizational system.

Keywords: executive coaching, emotional intelligence (EQ), social intelligence (SQ), cultural intelligence (CQ), organizational behavior, organizational effectiveness, levels of organizational behavior, systems theory

Introduction

The purpose of this research paper is to expand what is known about utilizing multiple intelligences in executive coaching for organizational effectiveness. Specifically, to explore the coaching process of mapping emotional (EQ), social (SQ), and cultural intelligence (CQ) to the levels of organizational behavior. This new model enables coaches to systemically impact organizational effectiveness at every level. This paper will examine the potential applications for professional executive coaching practices and implications to the coaching field in general. The target audience for this paper is both professional coaching practitioners and leaders whom operate as coaches within the organizational system.

The concept of emotional intelligence became popular with the success of Daniel Goleman's (1995) work. The business world was astounded by the research that overwhelmingly showed that up to 90 per cent of one's performance effectiveness was due to emotional savvy rather than technical knowledge alone. The evidence is now clear that people skills are far more important than IQ when it comes to organizational effectiveness. The evidence behind the study of emotional intelligence gave way to language that encouraged the opportunity to talk about feelings, and their effect on workplace relationships. Today's corporate leaders now see these soft skills as essential to a productive and resilient workplace, and how they impact the bottom line. The work of Howard Gardner (1983) sparked a shift in our traditional thinking by suggesting that one's multiple intelligences are as important as one's ability to reason.

The good news is that these intelligences can be developed. The researcher addresses the missing link between the promise of multiple intelligences and the practical application of the learning. That missing link is the coaching approach. Coaching is what creates sustainability of change over time. Empowered with increased emotional, social, and cultural intelligence, one can even learn to self, peer, and leader-coach effectively, hence 'leader as coach'.

This paper aims to synthesize groundbreaking research in multiple intelligences theory by mapping emotional intelligence (EQ), social intelligence (SQ), and cultural intelligence (CQ) to the levels of organizational behavior (individual, group, organization). This new model enables coaches to systemically impact organizational effectiveness at every level of the organization.

This paper is organized into the following major sections: (1) rationale, (2) a review of selected literature, (3) application and implications for coaching, (4), summary of major findings, and (5) conclusions.

Rationale

The researcher's rationale for this paper is to raise awareness of the importance of EQ, SQ, and, CQ. Multiple Intelligence and coaching are inseparable – in fact people who display multiple intelligences tend to behave in a coaching perspective even if they are not certified coaches. Aspiring coaches need to attend to their own 'inner' work if they are to become effective coaches. At the heart of humans are emotions, feelings, and the behavioral manifestations that come from those inner motivations. If people had the awareness to understand that every moment is one of choice, much of which is unconscious, they would be able to manage those 'inner voices'. Coaching assists clients to understand that as self-aware people we can *choose* to respond rather than react to situations in our life and work. If we can become more emotionally, socially, and culturally intelligent, we become capable of an expanded consciousness that leads to the ultimate goal of coaching in organizations: personal and organizational responsibility and efficiency.

Conceptual Framework Review of Selected Literature

The researcher identified a limited number of comprehensive and rigorous studies that focus on the role of multiple intelligences for coaching for organizational effectiveness. There appears to be a dearth of literature on mapping emotional (EQ), social (SQ), and cultural (CQ) intelligence to the levels of organizational behavior via coaching. There is literature around emotional intelligence and coaching, however the researcher wanted to take it to the next level—applying and integrating the appropriate intelligence model at each organizational level.

The researcher conducted major searches using Google Scholar and the Columbia University electronic library database. Key terms in these major searches included combinations of the following words: executive coaching, multiple intelligences (MI) emotional intelligence (EQ), social intelligence (SQ), cultural intelligence (CQ), organizational behavior, organizational level analysis, organizational effectiveness and systems/field theory. The researcher sought empirical and theoretical information in peer-reviewed journals such the Academy of Human Resource Development, Journal of Applied Psychology, combined with sources from the popular press such as the Harvard Business Review and books from authors such as Goleman and Gardner.

Definitions. The researcher reviewed the literature and documented meta-themes around the definitions, descriptions and components of organizational behavior and multiple intelligences. The researcher used Maltbia's (2013) anatomy of a concept as a tool to help define and describe organizational behavior and multiple intelligences across different sources. The anatomy of a concept includes a label (1-3 words), a description and indicators or examples of the concept. Table 1 below includes the label and description of for each source as indicated by the column headers. The cases are indicated along the left side of the table as rows. The labels and descriptions are a result of the researcher's open coding process and shed light onto how the authors respectively define inquiry in theoretical terms.

Table 1. Theoretical Concept of Inquiry

DEFINITIONS OF EXECUTIVE COACHING & EMOTIONAL, SOCIAL, CULTURAL INTELLIGENCE & ORGANIZATIONAL BEHAVIOR		
Author/ Source	**Term**	**Description**
Gardner (1983, 1993)	Multiple Intelligences (MI)	Gardner's work challenged the traditional view that intelligence could only be measured through linguistic or logical-mathematical means. He argued that there are at least eight 'intelligences' that individuals use to solve problems: Linguistic, Logical-mathematical, Spatial, Bodily kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist.
Goleman (2006)	Emotional Intelligence (EQ)	The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships
Goelman (2006)	Social Intelligence (SQ)	Extension of emotional intelligence that deals with group interaction Social intelligence is shorthand for being intelligent, not just about our relationships, but also in them – a two-person dynamic.
Earley & Ang (2003)	Cultural Intelligence (CQ)	A person's capability to adapt appropriately and effectively to new contexts characterized by diversity.
Kreitner & Kinicki, (2013)	Organizational Effectiveness (OE)	How effective an organization is in achieving the outcomes it intends to produce.
Kreitner & Kinicki, (2013)	Organizational Behavior	Interdisciplinary field dedicated to better understanding and managing people at work.

R. R. Kilbury (2000)	Executive Coaching	Executive coaching is defined as a helping relationship formed between the client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to assist the client to achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and consequently to improve the effectiveness of the client's organization within a formally defined coaching agreement.
Scott (1961)	Systems Theory/ Levels of Organizational Behavior	The distinctive qualities of modern organization theory are its conceptual-analytical base, its reliance on empirical research data, and above all, its integrating nature. These qualities are framed in a philosophy which accepts the premise that the only meaningful way to study an organization is to study it as a system . . . Modern organization theory and general system theory are similar in that they look at organization as an integrated whole.

Multiple Intelligences (MI) Theory

There has been considerable controversy around the concept of intelligence and how to define it. The challenge resides in the fact that intelligence is an abstract concept. It does not have any tangible, exact and physical basis. Intelligence is a general concept for a group of processes that are inferred from people's explicit behaviors and responses. There are different approaches to understanding intelligence. The psychometric view is the most traditional one. According to this approach, there is a single intelligence, which is often called general intelligence. Every individual is born with a certain intelligence or potential intelligence, which is difficult to alter. Psychologists can assess one's intelligence (IQ) by means of short-answer tests and other purer measures (Gardner, 2004). But the traditional IQ tests did not satisfy the researchers, so they developed a number of alternative theories, all of which suggest that intelligence is the result of a number of independent abilities that uniquely contribute to human performance. These theories suggest that rather than being fixed, unitary, and predetermined, intelligence is modifiable, multi-faceted, and capable of development through education (Gardner, 1993).

In addition to psychometric data, Gardner takes into account numerous sources of interdisciplinary evidence from developmental psychology, neuropsychology, biology, and anthropology in formulating his theory. Gardner's MI theory posits that human beings possess at least eight intelligences, to a greater or lesser extent. Once this broader and more pragmatic perspective was taken, the concept of intelligence began to lose its mystique and became a functional concept that could be seen working in people's lives in a variety of ways. Gardner provided a means of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or "intelligences".

- Linguistic: The capacity to use words effectively, orally or in writing.
- Logical-mathematical: The capacity to use numbers effectively and to reason well.
- Spatial: The ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions.
- Bodily kinesthetic: Expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things.
- Musical: The capacity to perceive, discriminate, transform, and express musical forms.
  Interpersonal: The ability to perceive and make distinctions in the moods, intentions,

- motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow a certain line of action). This is social intelligence (SQ).
- Intrapersonal: Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem. This is emotional intelligence (EQ).
- Naturalist: Expertise in the recognition and classification of the numerous species and other natural phenomena.

Emotional Intelligence

Emotional Intelligence (EQ) is an important predictor of success. Comprising EQ is having the capacity for recognizing one's own feelings and those of others, motivating oneself, and managing emotions effectively in others and oneself. An emotional and social competency is a learned capability that contributes to success in all aspects of life. Mayer, Salovey, & Caruso (2000) define EQ as the ability to accurately *identify* and *understand* one's own emotional reactions and those of others. It is the ability to *regulat*e one's emotions, to *use* them to make good decisions and act effectively. Goleman (1995) defines EQ as the capacity for *recognizing* one's own feelings and those of others, for *motivating* oneself, for *managing* emotions well in oneself and in our relationships.

Theory/Lens of Emotions and EQ. The word 'Emotions' is derived from the root word *motere*, the Latin verb "to move" plus the prefix "e-'', meaning move away. Emotions are impulses to act, instant tactics for handling life. They are any strong agitation of the feelings actuated by experiencing love, hate, fear, anger or jealousy, and usually are accompanied by certain physiological changes, as increased heartbeat or respiration, and often overt manifestation, as crying or shaking. These strong emotions often push aside logic and rationality. Emotions play a role in human behavior as they are an affective state of consciousness in which the tendency to act is implicit in every emotion. This action or behavior is a potential trigger of conflict.

Emotional Intelligence (EQ) is the ability to manage oneself and one's relationships in mature and constructive manners (Goleman, 1995). It has four key components. The first two involve personal competence; the second two include social competence. The first stage in both personal and social emotions is awareness. The next consideration is consequential behavior. It is imperative to be aware of one's emotions and those of others, and to act and react appropriately in order to enhance constructive resolution of conflicts.

Fisher & Shapiro (2005) profoundly state that strong emotions happen often when we least expect and in order to manage them effectively it is imperative to be prepared. Preparation involves 'taking our emotional temperature' and having 'an emergency plan' to soothe strong negative emotions, to diagnose the triggers and to act with a clear purpose in mind. These tools can be developed in coaching, It is important to be educated in the 'Emotional vocab' and to train oneself to label one's emotions effectively (Lieberman, Eisenberger, Crockett, Tom, Pfeifer & Way, 2007), as awareness is the first step in the process.

EQ is one of the foundations of individual difference behavior: some people are more emotionally intelligent than others. EQ develops over a person's life span and can be enhanced through training and coaching. EQ involves a person's ability to identify and perceive emotions (in self and others) and skills to understand and manage those emotions successfully.

EQ is increasingly relevant to organizational development and developing people because people do not check their emotions at the door when they arrive at work. EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills and potential. As an Executive coach, it is imperative to utilize EQ as a tool to promote constructive conflict resolution. Coaches should administer an EQ Assessment, and should work together with clients to analyze the results using the EQ lens and set concrete controls in place to follow the EQ model. This process will enable clients to listen more intently to their inner emotions and display a firmer sense of self-worth and capabilities. It will allow one to be a more competent leader.

Social Intelligence

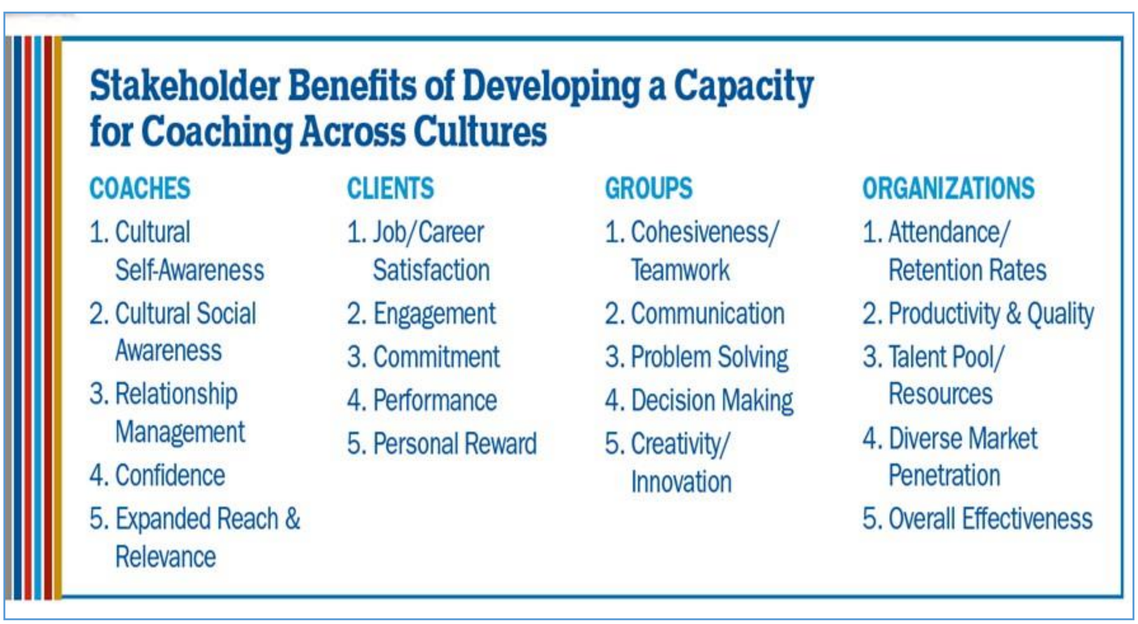
Social intelligence is an extension of emotional intelligence that deals with group interaction. "Social intelligence is shorthand for being intelligent, not just about our relationships, but also in them – a two person dynamic." (Goleman, 2006). It is important to recognize that what distinguishes preeminent business leaders from the merely competent is often Social Intelligence rather than strictly technical intelligence. Learning about Social Intelligence will enable accurate judgment and adept handling of people, whether as individuals, teams, organizations, or networks.

Cultural Intelligence

A person's capability to adapt appropriately and effectively to new contexts characterized by diversity." Earley & Ang (2003)

Human Diversity. "Collective and unique mixtures characterized by similarities and differences of identity group membership at the personal, group, organizational and social levels of the system." Maltbia (2001).

Figure 1.
Cultural Intelligence Benefits by Level (Maltbia & Prior, 2011)



In the context of human interaction, we define diversity, and by extension cultural diversity, as “a learning and change process” (Maltbia & Power, 2009). Living in a global world requires us to be able to navigate cultural diversity. “We belong to groups, communities, organizations, professions, and nations, all of which have distinct cultural patterns, acceptable ways of thinking and behaving based on the “set of beliefs and values about what is desirable and undesirable in a social system or community” (Maltbia & Power, 2009).

Schmidt and Hunter’s (2000, p. 3) define general intelligence as ‘the ability to grasp and reason correctly with abstractions (concepts) and solve problems’. Thus, cultural intelligence (CQ) is defined as an individual’s capability to function and manage effectively in culturally diverse settings. CQ has four-core dimensions (1) meta-cognition, (2) cognition, (3) behavioral, and (4) affective, each are described by (Maltbia & Power, 2009) briefly here:

Meta-cognition—reflects the mental capability to acquire and understand cultural knowledge; this lens of CQ focuses on higher-order cognitive processes. Those with high meta-cognition recognize patterns across cultural context, consciously question their own cultural assumptions, spend time reflecting during interactions, and adjust their cultural knowledge when they interact with those from other cultures.

Cognition - CQ reflects knowledge of the norms, practices and conventions in different cultures acquired from education and personal experiences. This includes knowledge of the economic, legal and social systems of different cultures and subcultures and knowledge of basic frameworks of cultural values. Those with high cognitive CQ understand similarities and differences across cultures.

Affective - or motivational CQ reflects the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences. Those with high motivational CQ direct attention and energy toward cross-cultural situations based on intrinsic interest (Deci & Ryan, 1985) and confidence in their cross-cultural effectiveness (Bandura, 2002).

Behavioral - this form of CQ reflects the capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures. Mental capabilities for cultural understanding and motivation must be complemented with the ability to exhibit appropriate verbal and nonverbal actions, based on cultural values of specific settings. This includes having a wide and flexible repertoire of behaviors. Those with high behavioral CQ exhibit situationally appropriate behaviors based on their broad range of verbal and nonverbal capabilities, such as exhibiting culturally appropriate words, tone, gestures and facial expressions.

Why Emotional & Social Intelligence is critical for leaders to succeed. Studies show that highly conscientious leaders who lack social and emotional intelligence perform more poorly than those high in both conscientiousness and emotional intelligence (Barrick & Mount, 1991). On average, strengths in purely cognitive capacities are approximately 27% more frequent in high performers than in the average performers, whereas strengths in social and emotional competencies are 53% more frequent. The highest performing leaders have significantly more “multiple intelligences competencies” than other leaders. Poor social and multiple intelligences are strong predictors of executive and management “derailment”. Contrary to popular belief, IQ accounts for only 4% to 25% of variation in performance. A group’s performance measured on a wide variety of tasks was not strongly correlated with average or maximum IQ of individual members, but rather it was correlated with: average social sensitivity of group members, equality in distribution of conversational turn-taking and, proportion of females in the group (Wooley et al., 2010).

IQ and Leadership. A meta-analysis discovered that IQ accounts for about 8% of variance in IQ and leadership (Judge et al., 2004). According to Hay/McBer, those executives who became president of a company, compared to those who were passed over, were:

- 7 times more likely to score high in Self-Control
- 3 times more likely to score high in Empathy
- 2.5 times more likely to score high in Teamwork
- 1.5 times more likely to score high in Conceptual thinking
- 1.2 times more likely to score high in Analytical thinking

Egon Zehnder International's study of 515 senior executives revealed that emotional and social competence were a better predictor of success than either relevant previous experience or high IQ. The executive was high in emotional and social competence in 74% of the successes compared to 24% of the failures. Identical results occurred in Latin America, Germany, and Japan. (Maltbia, 2013).

A multiple intelligences framework is a useful approach to executive coaching. The notion that it is possible to use MI as a vehicle for changing minds has relevance for the world of coaching. Organizations and individuals are using coaching relationships to help facilitate the change process, as it provides an opportunity to design a personalized development program, which can help an individual to 'learn how to learn'. In this approach to development, the individual acquires the learning from within him/herself with the aid of a coach, rather than being taught through hints and facts, and this is what separates coaching from traditional teaching (Whitmore, 2003).

Coaching "To coach is to convey a valued person from where he or she was to where he or she wants to be", (Witherspoon & White, 2000). Coaching is a process. The literature resides within Organizational Behavior field. Coaching executives/leaders is the mainstream way to improve individual and organizational performance. Influencing the leader spearheads influencing the entire organization. An executive/leader can take on a coaching role in the organization. This should be the primary way for leaders to manage their employees.

Executive Coaching Executive coaching can be defined as the process that unlocks a person's potential to maximize his/her own performance. It is empowering them to learn rather than teaching them. It is a development process that builds a leader's capabilities to achieve professional and organizational goals. The focus is on leaders who are in a position to make a significant contribution to the mission and purpose of their organization. The form of coaching is conducted through one-on-one and group interactions; is driven by evidence – data from multiple perspectives, and is built on a solid foundation of mutual trust and respect.

Figure 2.
Organizational *Behavior: three levels of analysis*

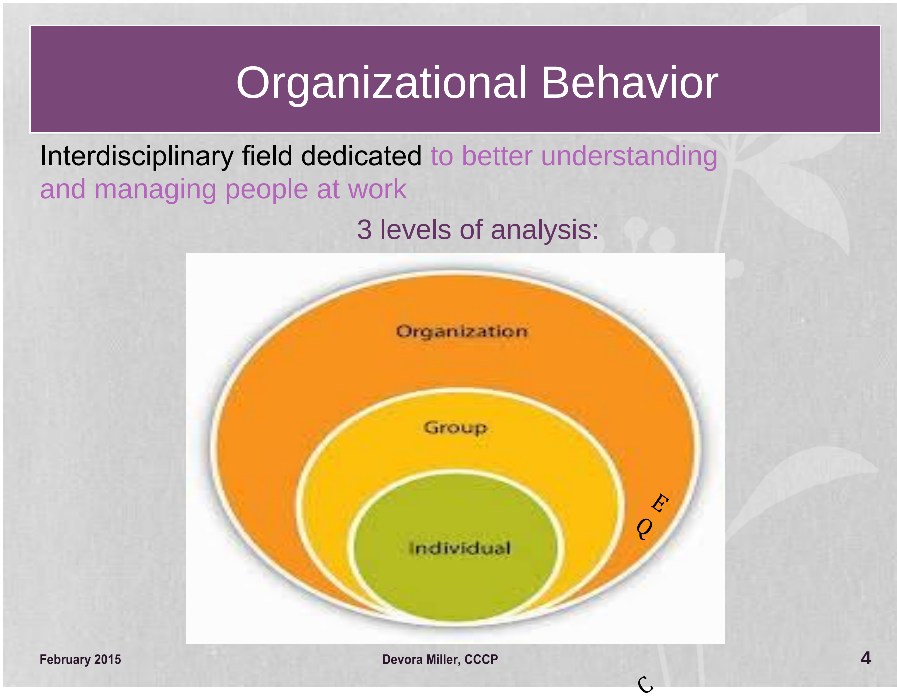
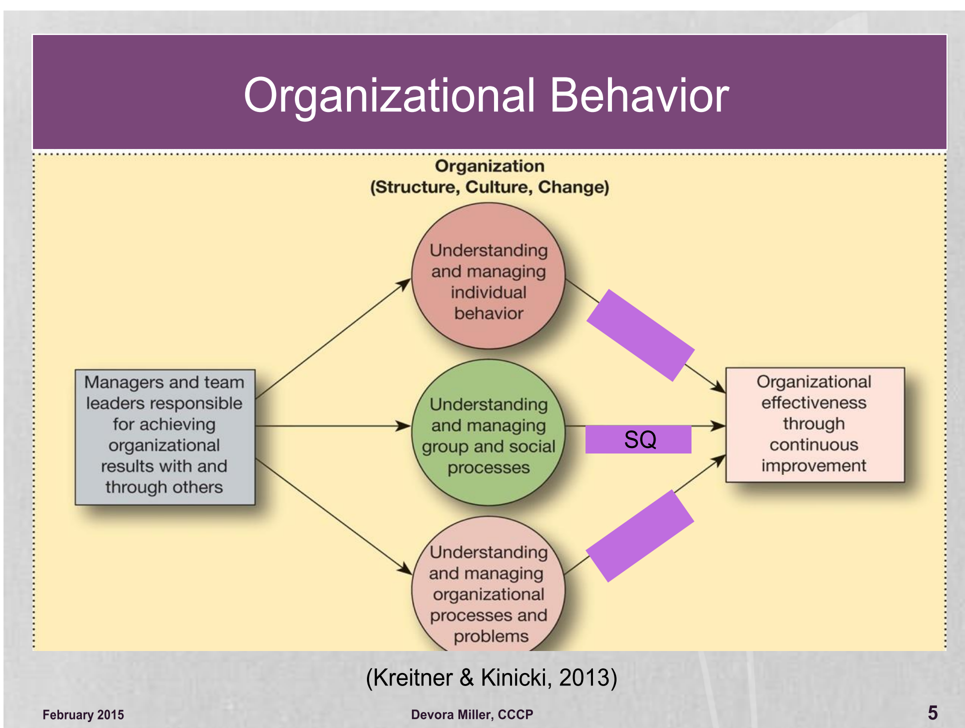


Figure 3.
Organizational Behavior: three levels of analysis mapped to Organizational Effectiveness via EQ, SQ, and CQ coaching



Organizational Behavior Organizational behavior deals with how people act and react in all types of organizations. The organizational psychology lens starts with the individual and moves to team and then to the organization. Originations are designed as collections. Kurt Lewin (1939) challenged the popularly held belief at the time that one acts according to his/her personality. It was believed that one's intrinsic motivations dictate his/her behavior. Lewin proposed that behavior was a result of both personality *and environment*. He expressed this in an equation B=f (P, E). This concept, unlike the previously held notion, does not require one to take sides in the 'nature versus nurture' debate. It instead allows for the person and his/her environment to both have influence on his/her behavior in complex and profound ways. Therefore, one ought to attend to the sum of the parts and the collection as a whole.

An organization is the system of consciously coordinated activities of two or more people. Organizations are a social invention helping us to achieve things collectively that we could not do alone. They are the chessboards on which the game of life is played. Organizational behavior is the life within organizations, and to understand it, we need to comprehend the nature, possibilities, and rules of that game.

Organizational behavior is the interdisciplinary field dedicated to better understanding and managing people at work (Kreitner & Kinicki, 2013). Three levels of analysis in organizational behavior are individual, group, and organization. It is a field of study that strives to understand, explain, predict, and change human behavior as it occurs in organizational settings. Additionally, organization behavior is a body of knowledge built on systematic study and scientific evidence.

Organizational Effectiveness Kreitner & Kinicki (2013) define organizational effectiveness as "How effective an organization is in achieving the outcomes it intends to produce". The key determinants are talent management, leadership development & effectiveness, organizational design & structure, and design of measurements & scorecards.

Future of Coaching - Manager/Leader as Coach

The 21st century workspace is increasingly characterized as a 'VUCA' world, i.e., volatile, uncertain, complex, and ambiguous. Leaders who have a good grasp on multiple intelligences can better navigate these challenges. This leader is the "executive" of organizational intelligence. They must establish and encourage norms, roles, and rules for efficient application to known tasks, but must also be sensitive and responsive to change by employing sensitivity, problem solving and decision making strategies that allow for adaptation (Cherniss 2001).

This model impacts the future of coaching – 'leader as coach', as leaders act as coaches within the organizational system. Waldroop & Butler (1996) describe coaching as "simply good management" requiring many of the same skills that are critical to effective management, such as keen powers of observation, sensible judgment, and an ability to take appropriate action. Similarly, the goal of coaching is the goal of good management: to make the most of an organization's valuable resources. Additionally, they convey that many executives today recognize that it is their people management skills—working with and developing people—that have been the key both to their personal success and to that of their business. Being an effective coach is one essential part of that key to success

Hence, we need managers/leaders to operate as coaches within the organizational system. The presented coaching process of mapping emotional (EQ), social (SQ), and cultural intelligence (CQ) to the levels of organizational behavior is the 'how' – the roadmap.

Application and Implication for Coaching Practice

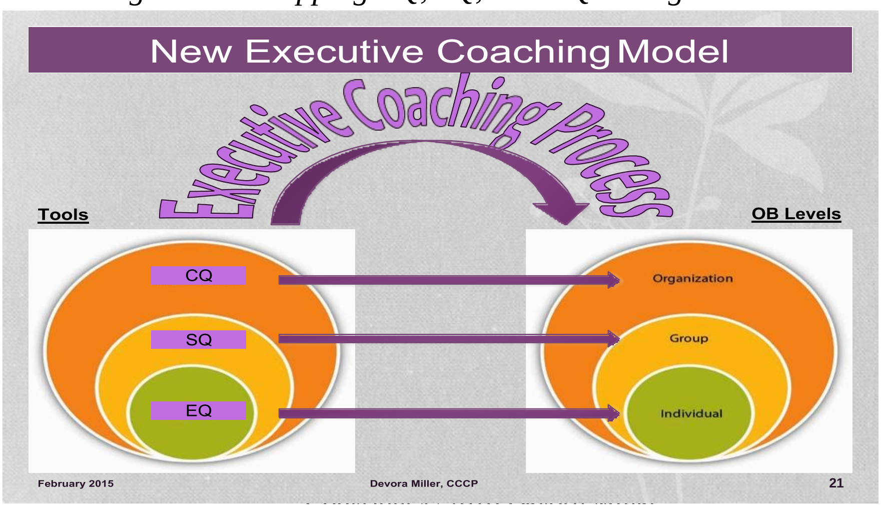
One of the biggest challenges facing coaches is how to devise interventions to emphasize the multiple intelligences (MI) that would be appropriate for the context in which they are working and that would empower clients to achieve their goals. It is acknowledged how necessary it is to strategize the interventions to be used in the coaching sessions to emphasize the MI. It is necessary to be able to respond, 'in the moment' with the client, and to be able to respond appropriately is a critical requirement in coaching (Skiffington & Zeus, 2003). Thus, it would it be helpful to have a 'toolbox' of interventions to call upon in a coaching session.

The 'toolbox' constitutes interventions for emotional intelligence (EQ), social intelligence (SQ), and cultural intelligence (CQ) mapped to the levels of organizational behavior (individual, group, organization).

- Executive Coaching as the process to apply tools of EQ, SQ, CQ allowing for organizational effectiveness at every level:
  - EQ ➔ individual level,
  - SQ ➔ group level,
  - CQ ➔ organizational level

This set of interventions closes the gap between what consultants do at the organizational level, what coaches do at the individual level, and what leaders do at every level. It requires integration between coaching and the organizational departments responsible for learning and development, change management, organizational development, and conflict resolution. My model offers integration in the coaching process with a set of interventions: EQ then layer SQ then layer CQ – a layering and building process.

Figure 4.
New Executive Coaching Model: Mapping EQ, SQ, and CQ to Organizational Levels



Why Coaching – Contextual Awareness.

- ➢ To increase performance
- ➢ To develop high potentials
- ➢ To adapt to changes in the external environment - agility

- ❖ Individual Outcomes
  - Reaching Individual Goals
  - Producing Desired Results
  - Maximizing Performance
  - Increased Personal Fulfillment
  - Finding Meaning in Work
  - Work-life Management
  - Becoming More Competent
  - Employee Satisfaction
- ❖ Collective Outcomes
  - Goal and Role Clarity
  - Delivering Business Results
  - Productive Conversations
  - Improved Strategic Thinking
  - Facilitating Change
  - Retaining High Potentials
  - Enhancing Innovation
  - Customer Loyalty
  - Leadership Effectiveness

Coaches should coach leaders to be able to do the following:

- Review the origins and current status of the multiple intelligences in organizations
- Explore and research, best practices and future directions of MI and OE
- Select context appropriate MI assessment and measurement tools
- Distinguish between cognitive learning and multiple intelligences based learning strategies
- Learn to build the "business case" for MI & evaluate the effectiveness of MI learning strategies

Also managers should do the following practical guides for their staff to enhance MI competencies:

- Strategic-learning framework for developing emotional competence in organizations
- Introduction to MI-based action learning projects
- Overview of MI (i.e., history, definitions, theoretical basis, research highlights, the "business case" and general applications)
- Application: MI and Organizational Coaching Processes (e.g., executive coaching and peer coaching)
- Application: Connections between emotional competence, customer loyalty and competitive advantage
- The Measurement and Assessment of MI
- Evaluate the Effectiveness of MI interventions

- Application: MI, Diversity and Cultural Competence
- Application: MI and Leadership Development (i.e., integrating MI competencies in various leadership development interventions and processes such as succession planning)
- Share preliminary ideas for MI-based action learning projects

Summary of Major Findings

1. *EQ Matters*
    - Most important overall success factor in careers
    - Accounts for 85-90% of the success of organizational leaders

2. *EQ, SQ, CQ influences organizational effectiveness*

Being emotionally intelligent at every level of the organization (individual, group and organizational) impacts factors such as employee recruitment and retention, development of talent, teamwork, employee commitment, morale, and health, efficiency.

3. *Executive Coaching as The Process*

Executive coaching is the development process that leverages EQ, SQ, and CQ to build a leader's capabilities to achieve professional and organizational goals.

4. *Future of Coaching – Leader as Coach*

Coaching is a leadership style.

Conclusions and Recommendations

Given that there exists a high competition for leaders' attention, time constraints, emphasis on efficiency and pressure to unfailingly increase the bottom-line, leaders are expected and required to excel at the soft skills - EQ, SQ, and CQ. In light of this shift, leaders perceive EQ, SQ, CQ skills as a critical management skill - key stakeholders are placing a high value on the opportunity to participate in workplace strategy, and those capable of facilitating high impact conversations will be at a premium.

According to Cherniss the most effective leaders are those who have the ability to intuit how their employees feel about their work environment and know how to motivate them. The risk of leaders not managing their own emotions and multiple intelligences, is disengaged, dissatisfied and mistrusting employees. Essentially, leaders who accomplish retention of their employees are leaders who manage with multiple intelligences (Cherniss, 2001).

This model impacts the future of coaching – manager/leader as coach, as managers/leaders operate as coaches within the organizational system. Emphasizing a range of multiple intelligences instruments provides interesting learning moments for some clients, but involves the coach/leader taking risks and moving outside of his/her comfort zones. Coaches/leaders are encouraged to introduce more experiential activities that help to integrate individual, group, and organization in the coaching experience. With a more comprehensive understanding of EQ, SQ, and CQ models and their application in organizations, an area for future research is building and developing these interventions and then the next step is to conduct an empirical research study of their effectiveness.

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Coaching the Whole Person:
Empowering Individual and Organizational Performance via Neurosciences!

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Abstract: Selected literature is reviewed (i.e., thinking styles, experiential learning, and structured dialogue) as a basis for building bridges across select academic disciplines to inform the redesign of a graduate-level coach preparation program underway at Columbia University, as well as, establishing a platform for expanding the practice of executive and organization coaching beyond one-on-one interactions (e.g., peers, groups, teams, and organizational cultures). The ultimate aim is grounding evidence-based practices for coaching the whole person (i.e., head, heart and hand).

Key Words: Executive Coaching, Neurosciences, Experiential Learning and Thinking Styles

Interests in neuroscience has exploded over the past decade—with potential applications from emerging research ranging from cognitive rehabilitation and medicine to economics, politics and leadership development (Collins, 2016). This paper will present early findings from redesign efforts underway at Columbia University focused on transforming an existing professional coach preparation program to one that positions neuroscience at its core.

Methodology

This *theoretical paper* represents the first phase of boarder program redesign initiative. Specifically, an intensive scan of available research and related studies in the areas of *cognitive, social,* and *behavioral neurosciences*, using an *integrated literature approach*, is underway to provide foundational grounding to: (a) catalogue relevant concepts to be translated into evidence-based executive coaching tools and (b) update the program's 3-coach foundations (i.e., guiding principles, core coaching competencies, and 3-phased coaching process).

An integrative literature review was selected as the method of choice to ground future research on this topic in "what is known." This approach is a "form of research that reviews, critiques, and synthesizes representative literature on a topic in an integrated way such that new frameworks and perspectives on the topic are generated" (Torraco 2005, p. 356). The intent of this university-based redesign initiative is to create a comprehensive, evidence-based framework that sets the standard of excellence in executive coach preparation well into the future.

Areas of Literature Review

Prior studies reveal executive coaching draws on numerous academic disciplines (e.g., Feldman, D. C., & Lankau, M. J. (2005). Columbia University enjoys a legacy of thought leadership in fields informing the practice of coaching: *adult learning* (e.g., experiential learning); *four quadrant brain theory* (e.g., thinking styles); *psychology* (e.g., intentional change theory); *management science* (e.g., leadership); *adult development* (e.g., constructive-developmental theory); *communication* (e.g., story-telling); and *action research* (i.e., a systematic approach to inquiry, learning and change).

Columbia's coach preparation program draws on many disciplines listed above, yet the university's recent commitment to *neuroscience* (as an interdisciplinary hub) provides an opportunity to generate evidence-based tools and practices grounded in the 21st century's greatest scientific frontier: the human mind and brain—resulting in an approach for coaching the whole person! At its core, executive coaching can be framed as a learning and change process. This paper will focus on integrating three areas of literature: (1) *thinking styles*; (2) *experiential learning theory*; and (3) *inquiry-based conversation* (i.e., major interactive tool used in executive coaching, e.g., Spencer, 1989)—informed by supporting evidence from neuroscience (e.g., Lieberman, 2007). Each area of literature will include: (a) summary of *definitions;* (b) research-based *components;* and (c) key *insights*.

Thinking Style

Thinking preferences has its roots in brain science—which dates back to 400 BC when Hippocrates discovered that the "brain of man is double" and that each side has different functions (Neethling, 2005). We begin this integrated review with a primer on *whole brain thinking* (or four-quadrant brain theory) as foundation for our exploration of *coaching the whole person*, given research that links thinking to learning, behavior, performance, results, and a wide variety of human processes (Herrmann, 1990, p. 1). See Table 1 for sample definitions and descriptions of four quadrant brain theory. While many key thinkers occupy this space (e.g., Roger Sperry, Jacquelyn Wonder, Priscilla Donovan, and Beverly Moore), we leverage two core sources: (1) Ned Herrman and (2) Kobus Neethling, for their pioneering work as the creators of commercially popular, and extensively researched, thinking styles assessments (i.e., Herrmann Brain Dominance Instrument and Neethling Brain Instruments). Specifically, we provide a summary of the two components of whole brain thinking theory: (a) understanding the brain's hemispheres, along with (b) primary brain structures and related functions.

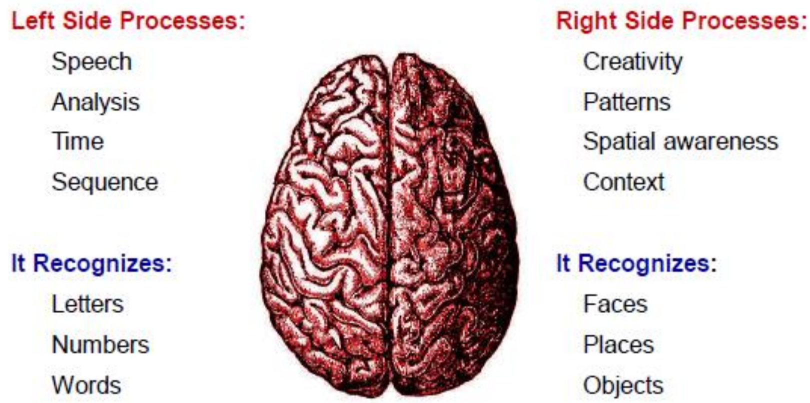
Table 1.
Four-Quadrant Brain Theory – Definitions

Author/Source	Definition
Neethling (2005)	"Four preferences can be distinguished, partly based on the specific hemisphere of the brain that the individual primarily uses" p. 23.
Marsick & Maltbia (2009)	"The pattern that results from the integration between the cerebral (i.e., our conscience high-road) and limbic (i.e., our lower, more unconscious) hemispheres of the brain" p. 18.
Herrman & Herrmann-Nehdi (2015)	"Being able to fully leverage one's preferences, stretch to other styles when necessary, and adapt to, and take advantage of, the preferences of those around you to improve performance and results" (Loc 253).

Hemispheric Preference Theory. The general notion that the brain is physically divided into two halves is well established and has been substantiated by several researchers including Dr. Roger Sperry, who received a Nobel Prize in 1981 for his discovery that the two hemispheres of the brain control different aspects of though and action. This idea has become known as left-brain and right-brain dominance, suggesting that each of us have thinking preferences. Figure 1 displays the distinct manners in which the two sides process and recognize information. Specifically, the research supporting hemispheric preference theory has shown that the brain's left hemisphere is linear, logical, analytical, verbal, and deals with tangible facts and details. The right is nonlinear, intuitive, holistic, visual, and deals with imagination, feeling, design and context. While the left brain processes facts, research and memory, the right brain addresses less tangible resources of intuition, emotion, meaning and synthesis. The left brain narrows in on things while the right brain opens up to possibilities.

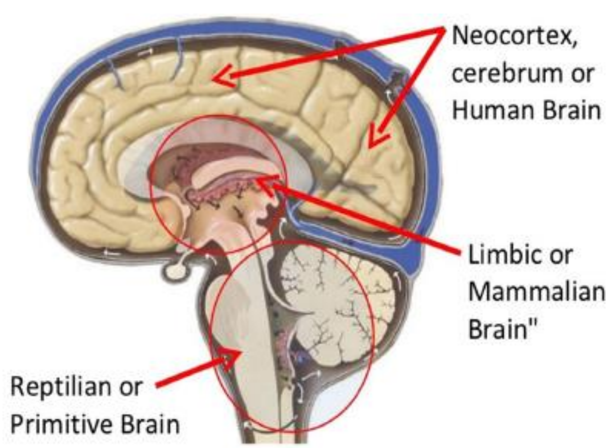
Further, the left brain narrows in on things, in contrast to the right brain, which opens up to possibilities. The left hemisphere is especially good at voluntary and social expressions of emotion, the right hemisphere deals with deeper and more complex expressions of emotion, and the reading of faces. The left hemisphere best caries out a procedure, but the meaning is most appreciated by the right. Despite their distinctive functions, the two hemispheres don't operate as on-off switches with one powering down as soon as the other starts powering up—with the corpus callosum serving as an integrator, facilitating communication the brain's hemispheres. The good news is we can enlist both halves of our brains. In fact, more recent discoveries in the cognitive, social, and behavioral neurosciences reveal that in addition to split-brain theory, consideration of what has been termed "high-road" and "low-road" capacities is essential to understanding a more comprehensive view of brain functioning.

Figure 1.
The Brain's Left-and-Right Hemispheres



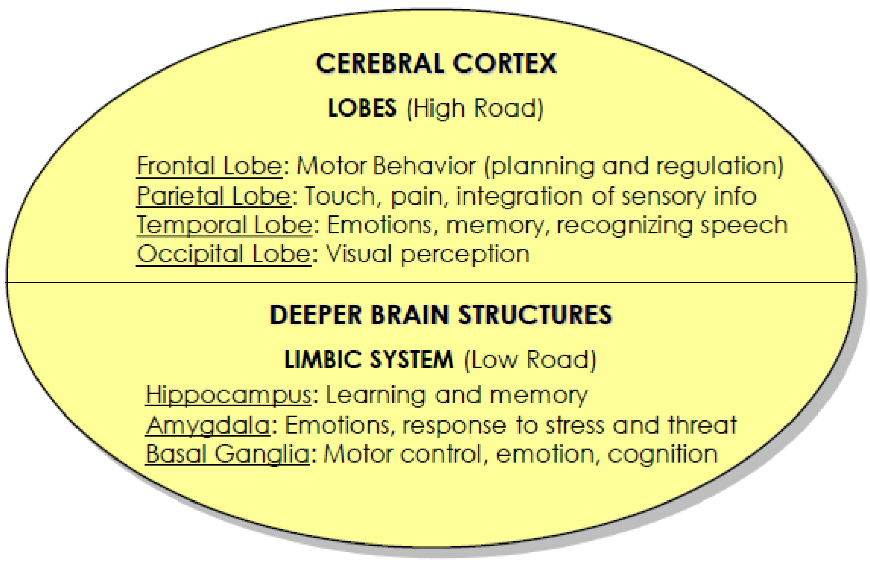
High-Road and Low-Road Capabilities: The other component of four-quadrant brain theory relates to comprehending the brain's physiology and core processes. In the 1950s, Paul MacLean, MD suggested that the brain consists of three layers (see Figure 2): (1) *reptilian*; (2) *mammalian*; and (3) *cerebrum*; with each layer representing a different stage of evolution and responsibility for different mental processes (Herrmann, 1990 p. 31).

Figure 2.
The Triune Brain



Daniel Goleman (2006) has written extensively about important connections between *brain science* and an idea he calls the *emotional economy*—indicating that emotions are contagious and literally every human interaction has an emotional subtext. Figure 3 shows a more detailed view of the *mammalian layer* (or what Goleman calls “low road,” limbic system, elements and processes) and *cerebrum layer* (or “high-road,” cerebral cortex lobes, elements and processes). Low road circuitry operates beneath the threshold of our conscious awareness, triggering automatic and effortless reactions, with immense speed; in contrast, the high road operates through the neural systems that work more methodically and with more deliberate, intentional effort, and is comparatively slower than low road operations—in short, the instant emotional systems are several times faster, in brain time, than the more rational regions (pp. 15-26). The *reptilian* layer, or what is called the brain’s stem, consists of a group of structures that lie deep within the brain and plays an important role in connecting the brain with other regions of the human body by controlling such automatic functions such as breathing, heart rate and blood pressure. The reptilian layer is capable of organizing motor movements, such as reflexes, it also coordinators with the motor cortex and associated areas to contribute to fine movements of limbs and the face.

Figure 3.
Human Brain



From Duality Toward Wholeness: As humans we are drawn to various dichotomies (e.g., right/wrong, good/bad up/down, and so on). Whole brain thinking, as a *metaphor* for how our brains prefer to take-in and process information, represents of the integration of MacLean’s and Sperry’s work by combining two separate theories into a four-quadrant model reflecting the interconnected yet, specialized thinking brain. Specifically, four-quadrant brain theory refers to the understanding that the brain is specialized into two hemispheres (left/right) with four distinct structures, including behavioral indicators that produce logical thinking, creative thinking, process development, and interpersonal connections (Maltbia & Marsick, 2009). Each person has a thinking style preference. However, utilization of the whole brain is necessary to function completely.

Ned Herrman and *Kobus Neethling* have operationalized whole brain thinking theory by creating assessments designed to clearly profile an individual’s thinking preferences. Aimed with this awareness, executive and organizational coaches are primed to partner with leaders to access the strengths embedded in the various preferred ways of thinking, while intentionally attending to areas of lesser preference to reduce the impact of blind spots. The goal is not to aspire to a whole brain profile; yet to strive to be as situationally whole-brained as possible, that is: (1) understanding the various thinking styles, and (2) knowing how to flex one's style and attention to meet the demands of various situations, ranging from problem solving, decision making, motivation, productivity, working with or leading teams, influence and the like. Figure 3 displays the model that is the basis for the Herrmann Brain Dominance Instrument (HBDI), which incorporates the two central theories that inform whole brain thinking (i.e., left-right hemispheres & high-road/low-road). Use the following link to learn more about the HBDI (http://www.herrmannsolutions.com/).

Figure 3.
Herrmann Brain Dominance Model

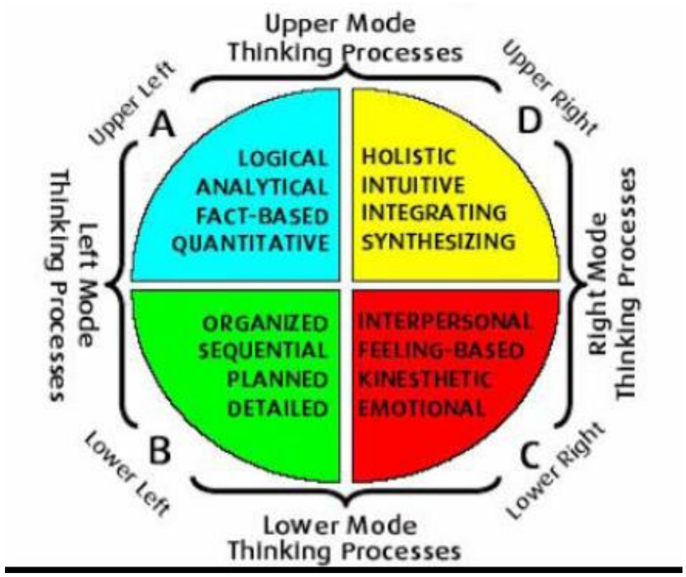


Figure 4 displays Neethling four-quadrant brain model, including: (1) guiding question that informs each and (2) dimensions that make-up each; while Figure 5 shows indicators of each of the dimensions—these factors form the basis of the Neethling Brain Instruments (NBI). NOTE: while the colors used for the HBDI are standardize, they can be tailored for the NBI. Use the following link for more information about the NBI (http://cglobal.com/products/neethling-brain-instruments/).

Figure 4.
Neethling Four-Quadrant Brain Model

Figure 5.
Neethling 8-Dimensions

L1 – Realist	L1 – Analyst	R1 – Strategist	R1 – Imagineer
Clarity	Assess	Visionary	Inner voice
No distractions	Monitor performance	Future-connected	Picture thinking
Focused	Dig deeper	Predictions	Aha
Set goals	Financial	Change	Daydream
No mental clutter	Clinical	Risk-taking	Fantasise
Define target	Logical	Big thinking	Doodle/scribble
Pros and cons	Priorities	Experience the unfamiliar	Unsystematic
Simplicity	Calculate	Variety	Unconventional
Clear guidelines	Probing	Design	Clutter
Factual	Examining	Challenge status quo	Zigzag thinking

L2 – Preserver	L2 – Organiser	R2 – Socialiser	R2 – Empathiser
Well-proven	Action	Groups	Encourage
Discipline	Hands-on	Sharing	Assist
Order	Plan	Consensus	Care
Time-conscious	Systematic	Networking	Service-oriented
Methodical	Supervise	Co-operation	Intuitive
Cautious	Persevere	Gatherings	Hopeful
Loyalty	Checklist	Entertaining	Reaching out
Experience	Schedules	Outgoing	Sensitive
Stability	To-do list	Connecting	Special attachments
Traditional	Organise	Sociable	Nurturing

While both thinking style assessments share commonalities (i.e., 4 major thinking preferences; grounded in the same two core theories, etc.), there are unique elements to each, including: (1) HBDI provides a thinking profile under stress measure, the NBI does not and (2) NBI sub-divides each quadrant with two dimensions resulting in eight across the four quadrants. Coaching can be conceived as a learning and change process—whole brain theory provides a solid, evidence-based platform for coaches to align and flex engagements to meet clients where they are; leverage client strengths, while partnering to devise strategies for attending to potential blind spots. By understanding thinking preferences (their own and that of their clients), there is an opportunity to enhance the overall efficacy of coaching in the future by attending to the interplay between *preferences*, *interest*, *motivation* (weak to strong), and *competence* (low to high).

Experiential Learning

Experiential Learning Theory (ELT) is one of the most researched sub-disciplines in the boarder filed of adult education. A recent ELT bibliography includes nearly 4,000 entries from 1971 – 2014 showing the approach applied in 30 different professions and academic disciplines (Kolb, 2015). Given its apparent, multidisciplinary appeal, ELT is a relevant line-of-inquiry for coaching the whole person. Table 2 displays sample definitions of the construct starting with *David Kolb*, viewed by many as the father of ELT; then moving to *John Heron*, a pioneer in the creation of a participatory research method and situates ELT in this broader context that has been applied by a range of professional development practitioners;

and concluding with *James Zull,* who effectively integrates biology, learning, and cognitive neurosciences.

Table 2.
Experiential Learning—Definitions

Author	**Definitions/Descriptions**
Kolb (1984)	"a holistic process of transforming experience into reliable knowledge… where "the learner is directly in touch with the realities being studied… involves direct encounter with the phenomenon being studied rather than merely `thinking about the encounter, or only considering the possibility of doing something with it" (p. 5).
Heron (1989)	"…learning by encounter, direct acquaintance, entering into some state of being—it is manifest through the process of being there, face-to-face, with the person, at the event, and/or in the experience—this is the feeling, resonance level of learning" (p.13).
Zull (2002)	"…learning is change, change in ourselves, changes in the brain (p. xiv) "…the process of changing data into knowledge; a transformation from the past to the future, of the source of knowledge from outside ourselves to inside ourselves, and of power" (p. 33).

Four major themes emerge from descriptions in Table 2 conceptually positioning *experimental learning* as: (1) a transformational process that takes place overtime and involves changes in the brain; (2) requiring direct contact and engagement with sources of knowledge outside and inside of ourselves; (3) integrating temporal dimensions of past, present, and future experience; and (4) attending to our *senses* (i.e., perceptions/feelings), *cognition* (i.e., thinking), and *actions* (i.e., behaviors). Building on these ideas, Table 3 displays research-based components of this form of learning.

Table 3.
Experiential Learning—Components

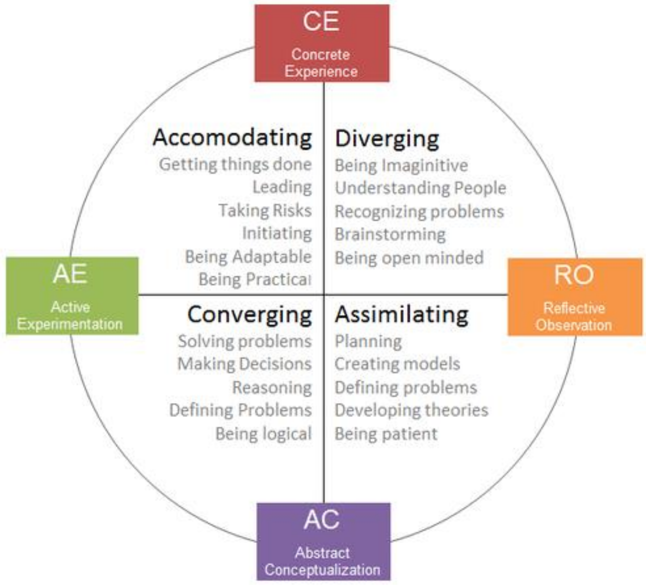
Author	**Components**
Kolb (2015)	Learning is conceived as a four stage cycle: (1) *concrete experience*-CE (i.e., focusing on the intake of information using one's senses and attending to immediate human situations—feeling); (2) *reflection and observations*-RO (i.e., focusing on understanding the meaning of ideas and situations by carefully attending to, and describing them—watching); (3) *formation of abstract concepts and generalizations*-AC (i.e., focusing on logic, ideas, and concepts, with an emphasis on building general theories—thinking); and (4) *testing implications of concepts in new situations, or active experimentation*-AE (i.e., focusing on influencing people and changing situations with an emphasis on practical application, pragmatic concerns, and getting things done—doing) – Locs 1137, 1558, 1937, 2708-2723.
Heron (1999)	Experiential learning is a holistic process that hierarchically integrates: (1) *affective* (i.e., perception combined with feeling and emotion based on

	encounters in the world); (2) *imaginal* (i.e., inner reactions including intuition, imagery, memory and the identification of patterns in form and process); (3) *conceptual* (i.e., reflection, connections to prior knowledge, making distinctions between current and prior situations); and (4) *practical* (i.e., outward action grounded in intentions) components (pp. 40-48).
Zull (2011, 2002)	Learning as a process of transformation, changing sensory experience into action experience (2011, Loc. 538) including three functions of the cerebral cortex: (1) *sensory input* (i.e., gathering information from the outside world); (2) *two integration regions*: (a) *temporal cortex* (i.e., new data flows from sensory neocortex toward the association regions in the back of the brain, where smaller bits of information are categorized, labelled and connected to existing knowledge) and (b) *frontal cortex* (i.e., where data bits merge into bigger patterns in new ways that become ideas, thoughts, and plans); and (3) *premotor and motor cortex* (i.e., plans for action); combined with (4) the major structures associated with emotion and memory, e.g., (a) basal structures (i.e., pleasure) and (b) amygdala (i.e., fear) – (2002, pp. 14-22; 34-37; 48-58).

Kolb's (2015) nearly 50 years of research resulting in experiential learning theory integrates the work of key thinkers (e.g., John Dewey—higher education, Kurt Lewin—training and OD, and Jean Piaget—cognitive development) and provides useful insights for coach educators, researchers, and practitioners. First, ELT is grounded in two primary modes of learning: (a) *grasping experience* (i.e., along AC-CE continuum, the extent to which a person emphasizes abstractness over concreteness) and (b) *transforming experience* (i.e., along AE-RO continuum, the extent a person emphasizes action over reflection)—suggesting that comprehensive learning and change requires attending to both modes (see Figure 6), while recognizing the two continuums represent opposing tensions (Locs. 392 & 2708).

Second, various combinations of each stage of the experiential learning cycle result in *5 basic learning styles* (i.e., divergence, assimilation, convergence, accommodation, or a relatively balanced style)—the Learning Styles Inventory (LSI), a measure of behavioral patterns embedded one's learning preferences is useful in raising awareness for executives and informing adaptation strategies for meeting learners where they are during coaching engagements (Locs. 2882-2926). Third, the staged-based cycle suggests effective, comprehensive learning requires *four different kinds of abilities* (i.e., involving oneself fully and without bias in new experiences-CE; reflecting on and observing experiences from multiple perspectives-RO; creating concepts that integrate observations into logically sounds theories/insights-AC; and using insights to inform problem solving and decision making-AE)—these empirically-based capabilities provide adult educators and coaches with a clear map for facilitating learning characterized by praxis, a continuous cycle of action and reflection needed agility and effective adaptation (Loc. 1339-1353).

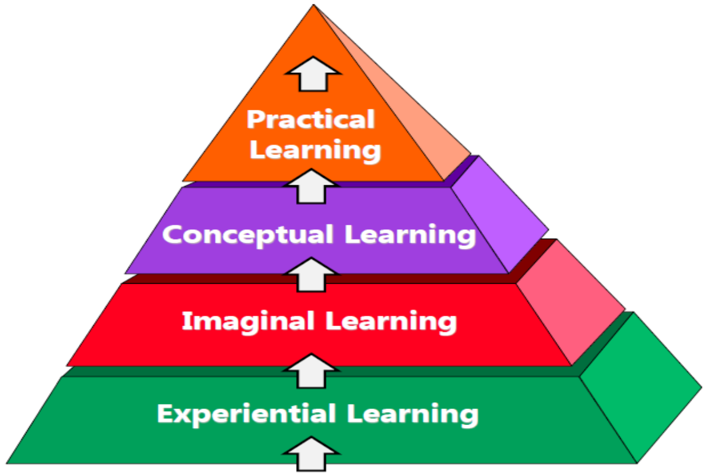
Figure 6.
Kolb's Learning Cycle/Styles



Heron (1999) situates *experiential learning* as the foundation of what he calls *manifold learning*—four interdependent, yet complementary aspects of the progressively self-directed and autonomous exercise of intelligence, choice and interests (p. 2). Each form of manifold learning align with the four components displayed in Table 3, with the aim of supporting the facilitation of learning in adulthood. Heron's conceptualization of experiential learning is similar to Kolb's, in that there is general coherence among their four components; yet each are based on fundamentally different assumptions. The forms of learning in Heron's (1999, p. 3) model constitute an up-hierarchy, or ways of knowing, with the ones higher in the pyramid being grounded in those that are lower (see Figure 7). In contrast, Kolb's model assumes a continuous cycle, where the learner can enter at any stage, yet effective learning is grounded in completing the cycle (see Figure 6).

Heron (1999) has developed a comprehensive system for the facilitation of adult learning that includes: (1) *four forms of manifest learning*; (2) *six dimensions of facilitation*, including: (a) planning—determining learning objectives and desired outcomes, (b) meaning—making sense of experience, (c) confronting—challenging to raise consciousness about potential resistance and/or avoidance, (d) feeling—attending to emotions and sources of motivation, (e) structuring—methods and approaches to foster learning, and (f) valuing—creating supportive climate, which honors learner's experience and talents (pp. 6-7); and (3) *three modes of facilitation,* including (a) hierarchical—directing the learning process by leading from the front, (b) co-operative—sharing power by learning from the side, and (c) autonomous—providing complete freedom without intervention by leading from behind (p.8). Combining the *six dimensions* (horizontal axis) and *three modes* (vertical axis) of facilitation into a matrix results in *18 options for navigating the four forms of manifest learning*, i.e., a comprehensive map of choices for facilitating the learning and change process depending on the context and learning aims (pp. 15-17).

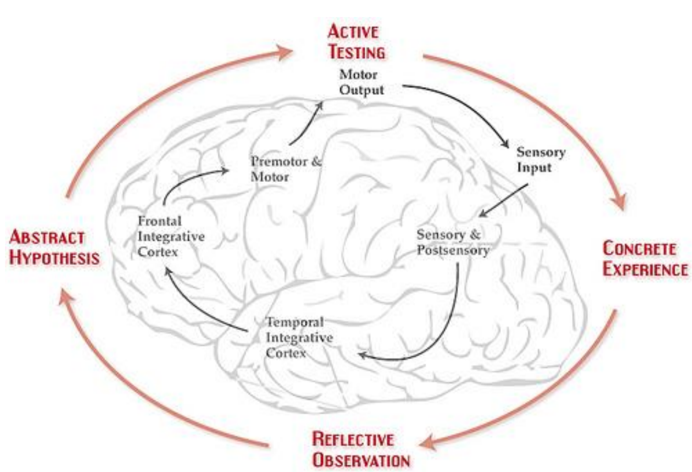
Figure 7.
Manifold Learning



Another feature of Heron's (1999) learning system is the distinction made between *task* (i.e., topic, content, the "work") and *process* (i.e., intrapersonal and interpersonal dynamics) in experiential learning (pp. 12-13)—includes learning about and learning how. Finally, Heron addresses the importance of facilitator style, or the unique way a person works with learners, be it one-to-one, one-to-some (i.e., group/team coaching), and/or one-to-all interventions (i.e., systems-level, coaching culture work). Facilitator style can be analyzed in terms of the dimensions and modes previously defined. It is also influenced by the psychological make-up, values, and experiences of the facilitator (pp. 13-14).

Drawing on research from the cognitive neurosciences, Zull (2002) makes important connections between *experiential learning* and select *functions of the brain*—thus providing additional empirical support for this extensively researched adult learning theory. The primary aim is to deepen our understanding of, and expand our capability for, facilitating learning and change processes in adults. Figure 8 makes this point by demonstrating how deep learning emerges from *sensing*, *integrating* and *acting*, and how these factors constitute a *natural learning process*. This is achieved by aligning sensory inputs via the sensory and post-sensory regions of the brain with the CE stage of Kolb's learning cycle; RO with the temporal integrative center; AC with the frontal integrative cortex; and finally AE with pre-motor and motor regions of the brain (pp. 13-23).

Figure 8.
Experiential Learning Cycle and Cerebral Brain Functions



Zull's (2002) major contribution to understanding experiential learning is his effective bridging of facts about the brain's physical structure with the theory and practice andragogy (i.e., the art and science of helping adults learn). Specifically he describes in detail how four functions of the cerebral cortex employ functions essential for all nervous systems—*sense the environment* (i.e., sensory inputs by eyes, ears, skin, mouth and nose); *react to, and make meaning, of the environment*, that is the sensory region sends individual signals to the: (a) back temporal integrative cortex (i.e., signals are recognized, small bits merge into larger patterns via images or language and connected to existing knowledge) and (b) frontal integrative cortex (i.e., meaning is transformed to new ideas, thoughts and plans); and importantly, *to the environment* (i.e., the motor regions determine what action is needed and where)—with the cycle continuing with additional sensory inputs. These routes can be *direct* (i.e., from sensory input to motor region without additional cognitive intervention, as in stimulus-reflex) or more *complex* and comprehensive involving multiple regions of the cerebral cortex.

Further, understanding what happens in the two "ends" of the cortex holds the key to the concept of transformative learning. *Sensory input* from the outside world, goes predominantly to the *back integrative cortex,* which is heavily involved in long-term memory (i.e., memory of stories, places, facts, faces, experiences, and the emotions associated with these experiences—the mapping of the past). The *front integrative cortex* is about the future, it is where we develop ideas, new things appear, plan are developed, where we organize our thoughts, solve problems, and make predictions. The brain is wired so that the back and front talk to each other through a bundles of nerves called the *fasiculi*—triggering various forms of *transformation* (i.e., the process of changing raw data from the external environment to knowledge; from past to future; and importantly from the receiver of knowledge to a producer of knowledge—each highlighting the need for integration, or balance between activities of the back and front regions of the brain (pp. 33-38).

Finally, Zull (2002) outlines critical connections between learning and emotion, the cerebral and limbic cortex—in short the gateway to motivation, which is critical to any sustainable, high-impact change process and the resulting performance. We are born with the capacity for *fear* (i.e., avoid danger or pain) and *pleasure* (i.e., curiosity and joy), which represent *two core emotional states*—represented by rather predictable flight, fight, freeze, or relate responses. Emotional learning resides in the so-called low-road regions of the brain (as discussed in the prior section). Zull effectively brings together Kolb and Heron's perspectives on experiential learning by highlighting the importance of: (1) being alert to feelings and their effects (i.e., CE/affective dimension); (2) perspective taking—seeing thing differently and in new ways (i.e., RO/imaginal dimension); (3) gaining new understanding (i.e., AC/conceptual dimension); and (4) responding appropriately for the situation (AE/practical dimension)—the essence of high-impact executive and organizational coaching.

Inquiry-based Conversation

Our third and final area of literature focuses on the central role of communication in the coaching process, with an emphasis on the *ORID Guided Dialogue Framework*, with its origins in the Art Form Method created by the Ecumenical Institute (i.e., Institute of Cultural Affairs), a faith-based organization, in the 1960s (Watts, Miller & Kloepfer, 1999). At its core, *inquiry* involves the act of *asking questions* with the aim of: augmenting knowledge and understanding, resolving doubt, and taking informed action. Effective inquiry involves *deep listening* that takes many forms ranging from appreciative, empathic, discerning, and comprehensive to evaluative. When done well, inquiry contributes to *building trusting relationships* and *facilitates better communication*. Inquiry demands *being presence* with what is going on in the here-and-now, internally and externally. In short, inquiry enables 4 of the 11 competencies the International Coach Federation (ICF) deems important for professional coaches (i.e., establishing trust and intimacy; coaching presence, active listening, and powerful questioning).

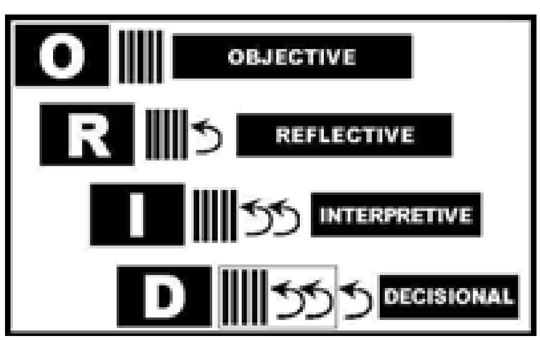
Table 4 provides an overview of four-level, guided dialogue process (Stanfield, 2000).

Table 4
ORID—Description, Components and Sample Questions

Component	Description	Sample Questions
Objective	"Attend to data, the *facts* about the situation—external reality" (p. 18).	What are you/we noticing, in the "here-and-now"? What happened?
Reflective	"Call forth immediate *personal reaction(s)* to the external data, including emotions, feelings, images and associations."	What does this remind you/us of? How does it make you feel?
Interpretative	"Draw out *meaning,* values, significance, and implications."	What are you/we learning from this? What are useful insights? Why?
Decisional	"Elicit *resolution* and new directions (as needed), regarding the situation."	What decision is called for? What are the next steps?

Collectively, these four components result in a powerful conversation frame that requires the brain to retrace its learning process, as such, it aligns with four-quadrant brain theory (i.e., thinking styles), in that each question form represents our difference selves: the *rational self* – Quadrant A/L1; *preserver self* – Quadrant B/L2; *feeling self* - Quadrant C/R2 and; *experiential self* – Quadrant D/R2. Further, while not linear, the ORID conversational framework has an embedded directionality to it that flows from a natural internal process of *perception* (or objective data taken through the sensory inputs regions of the brain), *reaction* (reflective data via the temporal integrative cortex), *judgement* (interpretative data via the frontal integrative cortex) and *action* (decisional data via the premotor & motor cortex)—which in term aligns with the way we learn from and through experience, using all of the body's resources (Stanfield, 2000 pp. 22-29). Lastly, the directionality of the ORID inquiry-based conversational framework is reinforced by evidence from the science of human performance (Jackson, 1991), which states that understanding any human phenomenon (in this case inquiry) is a function attending to: (1) *context* (i.e., the where, when, who, and ultimately the why of a situation | objective and reflective data); (2) *content* (i.e., the meaning we ascribe to the situation | interpretative data); and (3) *conduct* (i.e., the how of the situation | decisional data).

Figure 9. Directionality of ORID Inquiry-based Conversation

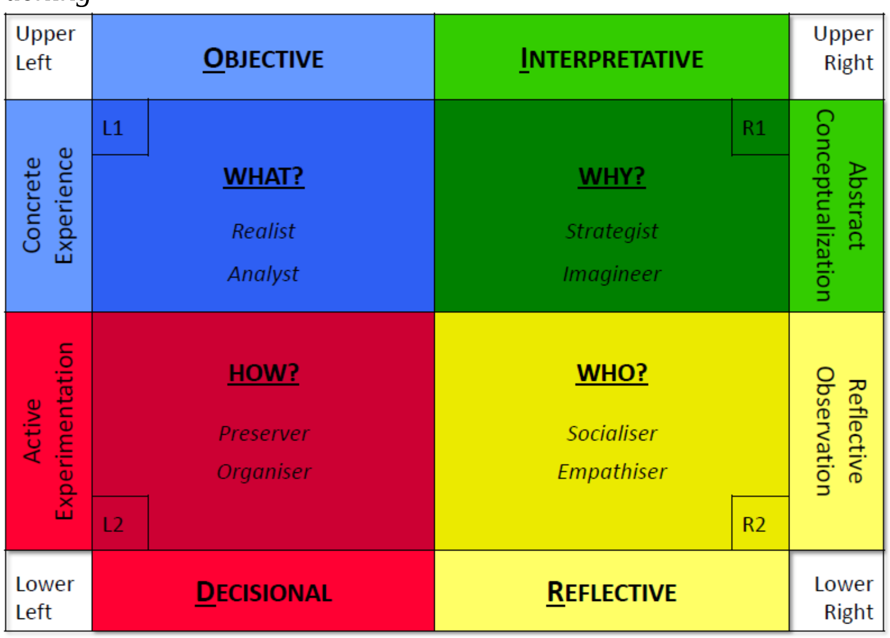


Findings

Early findings suggest the selected areas of literature have potential for creating an *integrated* and *comprehensive* framework for facilitating whole-person coaching engagements. First, the center of Figure 10 presents *four primary thinking styles* (i.e., drawing on 4-quadrant brain theory), with *cerebral left* (or L1) and *cerebral right* (or R1) aligning with the cerebral cortex regions of the brain, or our conscience high-road capabilities; while *limbic left* (or L2) and *limbic right* (or R2) align with deeper structures of the brain, or our more automatic, comparatively unconscious low-road capabilities. An understanding of thinking styles helps coaches, and their clients, gain insights to questions that guide the way topics/situations brought to the engagement are framed (i.e., What, Why, Who, and How?)—that in turn contributes to accessing client values and core orientations that research shows inform preferences for *communication* and *decisions making.*

Second, *thinking styles* combined with Kolb's *experiential learning cycle* highlight how various clients *take-in information* (i.e., concretely or abstractly) and *process information* (i.e., observation or experimentation)—as well as, the *guiding questions* and *personal orientations* (i.e., realist, analyst, strategist, imaginer, socializer, empathizer, preserver, and organizer) needed to access the learning processes that ultimately influence behavior and performance. Combining thinking styles and learning cycle arm professional coaches with a powerful structure for joining clients where they are; tailoring one's coaching approach to better access client talents (while supporting them attend to potential delimiting believes); combined with informing ways to apply the right mix of the support and challenge needed to facilitate client growth.

Figure 10.
Whole-person Coaching



Lastly, we also discovered important links between a *guided dialogue processes* (i.e., the ORID review cycle) and *experiential learning stages*—concrete experience aligns with the generation of objective data (i.e., the "facts"); abstract conceptualization aligns with interpretative data (i.e., "themes/patterns"); reflective observation aligns with relational data (i.e., "feelings/emotions"); while active experimentation aligns with decisional data (i.e., options and actions), to ensure coaching conversations are informed by the way people naturally learn from, and through experience. Figure 10 demonstrates the potential of neurosciences to integrate various academic disciplines to inform effective professional practice.

Conclusions and Recommendations

Preliminary findings suggest that when we use our "whole" brain, we expand our capacity for logical reasoning, analytical problem solving, intuition, artistic ability, solution seeking, and decision making, which in turn, contributes to increased personal and professional productivity, performance, and satisfaction—it short, the major aims of executive and organizational coaching. In reviewing this work, we see opportunities to further explore potential empirical connections between the emerging insights from the neurosciences (i.e., cognitive, social and behavioral) and a range of other academic disciplines. If accepted, our final submission will include implications and recommendations for researchers, coach educators, and practicing coaches.

Implications for Future Research

While preliminary, this integrative literature points to a number of areas for future research, including:

- Examining how the *four selves expressed* in four-quadrant brain theory (i.e., rational, preserver, feeling and experimental self) influence the *stance professional coaches bring to client engagements* (i.e., interplay between thinking preference and the ethical codes promoted by various professional coaching associations (e.g., ICF, IAC, EMCC and WABC);
- Conducting a *content analysis* focused on examining potential connections between the *indicators characteristic of each of four-brain quadrants* and the *"markers"/behavioral indicators* of select *core coaching competencies* (e.g., presence, relating, questioning and listening), as defined by both ICF and Columbia University's Coach Foundations; and
- Identifying *evidence-based practices* and *supporting tools* from the cognitive, social and behavioral neurosciences to inform strategies for planning, conducting, and evaluating coaching engagement to further *demonstrate the efficacy* of the practice of professional coaching.

Implications for Coach Educators and Trainers

Our review highlights a number of practical implications for those responsible for the professional development of coaches:

- Explicitly *attending to the two core brain states* (i.e., the anxious brain and the curious brain) when designing and facilitating adult learning experiences; in short, learning climate for content and skill-building
- Leverage *whole-brain thinking to inform instructional systems design act*ivities (i.e., profile of intended learning-task demands; profile of content aligned relevant thinking quadrants; profile of design – ensuring that is module completes the experiential learning cycle; profile of delivery – to inform the effective and comprehensive facilitation of adult learning; and profile of learning outcomes – including knowledge, comprehension, application, and success indicators)
- Build *capacity of coaches to flex their approach* to both: (1) start with the client's thinking preference (i.e., energy, interests and strengths) and (2) support client's to enhance their ability to situationally flex and focus their attention in least preferred quadrant as required.

Implications for Practicing Coaches

By definition, coaches are the instruments needed to perform their craft, and as such, our integrated literature reveal situations for coaches to expand their capacity to coach the “whole-client:”

- Start with self-awareness: (a) complete one of the two whole-brain thinking assessments outlined in this paper and (b) reflect on the implications of your preferences as it relates to what you value, as a person, and as a coach; your orientation – the “data” you attend to, and that which might escape your conscience awareness; clarify your strengths/value proposition as a coach; your preferred communication style and approach to decision making; and its influence of your questioning);
- Use expanded awareness for enhanced coach presence: by reflecting-on-action, strive to expand your capacity to reflect-in-action, that is understanding what client’s might trigger in your so you can “respond” with intention and reduce, emotional reactivity; and
- Apply knowledge of whole-brain thinking to start where clients are and flex approach as needed: strategically combine the right mix of support (i.e., working with client’s energy, preferences and interests) and challenge (i.e., honestly labeling when the task demanded embedded in their stated coaching agreement calls for them to engage in a values shift, in order to expand their situational wholeness, in order to achieve the outcomes they desire.

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Seven Coaching Types:
Toward a Better Understanding of Coaching Purposes

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Abstract. This study compiles and analyzes coaching types through a grounded theory approach including (1) a literature review (2) interviews, and (3) surveys of experienced coaches. Seven primary coaching types are identified and summarized in three groups: work, personal, and other. Also, coaching is compared with six other professional services. It is hoped that this study and follow-up exploration will help inform coaching practices and contribute to future research about coaching outcomes.

Keywords: Coaching types, Coaching definitions, Coaching comparisons

Introduction

The overall purpose of this study is to compile and review various types of coaching plus related services such as counseling and consulting, building bridges among the variety of approaches. Research goals are to clarify coaching types for the coaching field, for those seeking coaching, and for my own practice. In addition, it is hoped that the findings can provide added structure for researchers examining the benefits of coaching. In the literature and interview section, I describe various dimensions used by authors and experienced coach interviewees to explain the field; while in the summary of data and major findings, the goal is to identify and describe prominent types of coaching by purpose based on the following three sources of information.

Methodology

Interviews, surveys, and literature reviews form the basis for this study using a modified grounded-theory methodology (Glaser and Strauss, 1967; Conrad, 1978). Information is drawn from a (non-exhaustive) review of relevant books and articles plus telephone interviews and online surveys of experienced coaches – 10 interviews and 26 surveys. The majority of these coaches (19) have earned Master Coaching Certification (MCC) status through the International Coaching Federation (ICF) while the remainder (9) are experienced coaches, some of whom lead associations or teach in coaching programs. In all, 10 individuals were interviewed; surveys were sent to 79 coaches and completed by 26 (33% response rate).

Conceptual Framework

Literature Review

To inform this research, I conducted a Google Scholar search for the key phrase "coaching types," reviewed literature from the Columbia Coaching Certification Program (CCCP), and followed up on sources suggested by those responding to the interviews and surveys. One of the most useful books was MCC Marilyn Edelson's "Values-Based Coaching" (Edelson, 2010 1st edition, 2016 2nd edition draft).

Concepts

The following three charts describe various definitions of coaching, comparisons of coaching with other professional services, and dimensions of coaching. Chart 1 gives definitions of coaching from the International Coaching Federation – ICF [1] (this most prominent professional coaching organization was started in 1995 by Thomas Leonard to bring coaches together and promote the coaching industry), the Coaches Training Institute (founded in the early 1990s by Laura Whitworth, Henry Kimsey-House, Karen Kimsey-House, and Phillip Sandahl, this likely is now the largest coaching program worldwide), and a few other authors. Chart 2 compares coaching with other professional services (therapy, consulting, mentoring, training, and athletic development). And Chart 3 outlines various general dimensions of types as well as providing lists of coaching types by purpose from authors and interviewees. Coaching types are the focus of data collected for this study.

Chart 1. DEFINITIONS OF COACHING

Author/Source	Description
International Coach Federation http://coachfederation.or/prdetail.cfm?ItemNumr=1783&_ga=1.309642.447628476.1450805903D=	"ICF defines coaching as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. . . Individuals who engage in a coaching relationship can expect to experience fresh perspectives on personal challenges and opportunities, enhanced thinking and decision-making skills, enhanced interpersonal effectiveness, and increased confidence in carrying out their chosen work and life roles."
ICF Code of Ethics (Revised 2002)	"Professional Coaching is an ongoing professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life."
Coach Training Institute (2016) <http://www.thecoaches.com/why-cti>	Our program is built on the cornerstone that we are all naturally creative, resourceful and whole and that we all possess the capacity for knowing what is best for ourselves. From this place, the Co-Active Coach comes from a place of authentic being, listening and encouragement, to uncover the best in oneself and others.
Kimsey-House, Kimsey- House & Sandahl, Phillip (2011).	"In Co-Active coaching [in which the coach and coachee are active collaborators], this is a relationship—in fact an alliance— between two equals for the purpose of meeting the coachee's needs."
Edelson (2016)	"It is even difficult for many coaches to adequately define what coaching is. . . Some of the confusion . . . is that it is a relatively new discipline that is still developing. . . Standing on [the ICF] foundation, the coach's responsibility is to: • Discover, clarify, and align with what the client wants to achieve • Encourage client self-discovery • Elicit client-generated solutions and strategies • Hold the client responsible and accountable"
Hargrove (1995)	Transformational coaching: "unleashing the human spirit" and "helping people learn powerful lessons in personal change as well as expand their capacity for action." (p.6)
Grant (2003)	"A collaborative solution-focused result-oriented and systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, non-clinical clients." (p.254)
Whitmore (2003)	Unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them."
Interviewee #2	Coaching is about how to help people close the gap between where they are and where they want to be.

[1] Note that in 2016 ICF has 26,000 coach members, 35 staff around the world, and a $10M budget in contrast to 8,000 coach members, 5 staff all in Kentucky, and a $1.5M budget in 2006.

Chart 2. COMPARING COACHING WITH OTHER PROFESSIONAL SERVICES	
Author/Source	**Description**
P. Stephenson (2000)	Differences Between Coaching and Counseling “Counseling can be defined as a process entailing support, encouragement, questioning and listening by an executive to help an individual define and work through personal problems or organizational changes which affect job motivation or performance. Coaching is a similar process but also entails guidelines, examples, role plays, pre-briefing and debriefing to train and orient an individual to the realities and demands of work and to help remove any barriers to optimum work performance or behavior.” (p. 48)
Nevis (1987) quoted in Edelson (2016)	Differences Between Coaching and Consulting Ed Nevis (quoted in Edelson) has referred to the position of the coach with the metaphor "working by sitting down." In contrast, he described the consultant role as more active, calling it "working by standing up," which captures nicely the different presences that therapists and coaches bring to their practices. Others refer to it, using the sports analogy, as “being on the court” versus “in the stands” with clients” (Edelson, pp. 2-3)
Seidler (2016) <http://peterseidlercoaching.com/coaching/how-is-coaching-distinct-from-other-service-professions/>	Differences among Coaching/ Therapy/ Consulting/ Mentoring/ Training/ Athletic Development **“Professional coaching** focuses on setting goals, creating outcomes and managing personal change. Sometimes it’s helpful to understand coaching by distinguishing it from other personal or organizational support professions.” **“Therapy:** Therapy deals with healing pain, dysfunction and conflict within an individual or in relationships. The focus is often on resolving difficulties arising from the past that hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with the present in more emotionally healthy ways. Coaching, on the other hand, supports personal and professional growth based on self-initiated change in pursuit of specific actionable outcomes. These outcomes are linked to personal or professional success. Coaching is future focused. While positive feelings/emotions may be a natural outcome of coaching, the primary focus is on creating actionable strategies for achieving specific goals in one's work or personal life. The emphases in a coaching relationship are on action, accountability, and follow through. **Consulting:** Individuals or organizations retain consultants for their expertise. While consulting approaches vary widely, the assumption is the consultant will diagnose problems and prescribe and, sometimes, implement solutions. With coaching, the assumption is that individuals or teams are capable of generating their own solutions, with the coach supplying supportive, discovery-based approaches and frameworks. **Mentoring:** A mentor is an expert who provides wisdom and guidance based on his or her own experience. Mentoring may include advising, counseling and coaching. The coaching process does not include advising or counseling, and focuses instead on individuals or groups setting and reaching their own objectives. **Training:** Training programs are based on objectives set out by the trainer or instructor. Though objectives are clarified in the coaching process, they are set by the individual or team being coached, with guidance provided by the coach. Training also assumes a linear learning path that coincides with an established curriculum. Coaching is less linear without a set curriculum.

Seidler, cont.	**Athletic Development:** Though sports metaphors are often used, professional coaching is different from sports coaching. The athletic coach is often seen as an expert who guides and directs the behavior of individuals or teams based on his or her greater experience and knowledge. Professional coaches possess these qualities, but their experience and knowledge of the individual or team determines the direction. Additionally, professional coaching, unlike athletic development, does not focus on behaviors that are being executed poorly or incorrectly. Instead, the focus is on identifying opportunity for development based on individual strengths and capabilities."

Chart 3. COACHING DIMENSIONS AND TYPES

Author/Source	**Description**
Interviewee #3 Executive Director of ICF	She said that the perspective of ICF is "coaching is coaching is coaching. However, she also listed the following coaching types: Business Career Development/Change Executive External Health & Wellness Internal Leadership Life Visioning Executive/Leadership/Organizational Spiritual
Edelson (2016)	One Coaching Dimension = "Why People Seek Coaching": Career/Business/Achievement Help vs Personal/Relational Another Coaching Dimension = Directed vs Developmental Goal-oriented, Relatively Brief and Performance Driven vs Focused on Personal Change and Transformation
Grant (2005) in Edelson (2016 Draft)	Metatypology of Coaching Application: Skills Coaching/Performance Coaching/Developmental Coaching Coaching Types by Purpose: Executive/Workplace/Life (pp. 4-5)
Bennett and Bush (2009) in Edelson (2016)	Corporate Coaching Types: Leadership/Performance/Career/Executive (p. 3)

Bergquist and Mura (2005)	The three C's: consulting, counseling, and coaching. "Consulting and counseling services are usually provided by professionals with expertise, academic degrees and licenses in specific fields or disciplines. . . Coaching, on the other hand, can be provided by a trained professional and even by a wise and communication-savvy (though unlicensed and uncertified) colleague." Consulting "is a systematic process whereby a client requests and receives assistance from an expert who is not immediately involved in the ongoing operations of the organization in which the client works. . . Consulting is about the head" (cognition/thinking). Counseling, or psychotherapy, has a focus that is directed toward the individual and how that person is functioning in the larger context of their lives. . . Counseling is about the heart (affect/emotions). Coaching "Organizational coaching clients often have expectations that are not found when they seek out a counselor or therapist. Coaching is about the head, heart and guts (at the intersection between cognition and affect as well as in the domain of conation/behavior)." (pp. 2-7)
	Three strategies of organizational coaching include:
Berman and Bradt (2006)	They propose a 4-category model of executive coaching defined by the intersection of focus and technique: Focus: Business/Personal Technique: Brief-Directive vs Extended Socratic
Sherman and Freas (2004)	They state that "the broader field of coaching includes": Life planning Career counseling Health Nutritional advice New Age aura readings Training in skills from public speaking to flirtation" (p. 2)
Stein in Edelson (2016 Draft)	Coaching Types: - Irene Stein lists 17 types of coaching: Executive Evidence-based Spiritual Life Health and Wellness Performance Financial Team Integral Group Ontological Organizational Career Managerial Sales Transformational Executive/Workplace/Life
Interviewee #4	She proposed the following dimensions Directive vs Nondirective Free Form vs Prescribed Path

Findings

In the above Conceptual Framework section, coaching dimensions and types came from a review of the literature and from interviewee responses. The following Tables 1 and 2 are drawn from all three data sources: 23 responses to the survey question: "Please list what you consider to be the major types of coaching by purpose," comments from 10 interviewees, and listings in the literature reviewed.

Table 1 lists the seven coaching types named by 4 or more survey respondents. Table 2 groups the 43 reported types into three major categories: Work, Personal, Other; types are listed by group in declining numbers of survey response.

A review of the less frequently named kinds of coaching reveals that most could be incorporated into one or more of the top seven types. Some interesting exceptions include: ADHD (Attention Deficit Hyperactive Disorder), Asperger Syndrome, and Mentor coaching. David Girwic has founded a new branch of coaching certification for adults with ADHD. Another group of less frequent types refers to who and how people are coached rather than coaching purposes, e.g. Internal, External, Team, and Kids/Teens coaching.

Table 1. Coaching Types by Purpose: Top Seven Survey Responses

Group	Type	Focus	Audience
WORK	**Executive**	Executive Strategies, Management Skills	Top Leaders, e.g. CEOs and Vice Presidents
	Leadership	Unit Leadership, High Potential Development	Second-Level Leaders, e.g. Directors and Chairs
	Business	Variety of Organizational Issues, Issues, e.g. Transition, On-boarding, Out-Placement	All Work Levels
	Career	Individual Career Issues e.g. Career Transition, Supervisor	Individuals and Teams throughout an Organization with Career Issues
	Performance	Development of Particular Skills, Sometimes Corrections of Poor Performance in Particular Areas	People with Performance Issues or New to a Particular Responsibility

PERSONAL	**Life**	Personal Issues, Development, Life-Work Balance, Future Career Paths	All Individuals
	Health & Wellness	Variety of Health and Wellness Concerns, e.g. Nutrition, Fitness	All Individuals

Table 2. Survey Responses for Coaching Types: Numbers & Percentages X Coaching Groups

Group	Coaching Type	Survey Responses N	%	Interviews N	Literature N
WORK	Executive	17	74%	4	3
	Business	10	43%	3	
	Career	10	43%	1	
	Leadership	8	35%	3	
	Performance	4	17%		3
	Achievement				2
	Retirement/Transitions	2	9%		
	Entrepreneur	1	4%		
	High Potential	1	4%	1	
	On-Boarding	1	4%		
	Organizational	1	4%	1	1
	Out-Placement	1	4%		
	Sales	1	4%		
PERSONAL	Life	14	61%	5	2
	Health & Wellness	5	22%	1	
	ADHD	3	13%	1	
	Financial	2	9%		1
	Kids/Teens	2	9%		
	Parenting	2	9%	1	
	Personal	2	9%		2
	Purpose	2	9%		
	Spiritual	2	9%	2	1
	Work-Life Balance	2	9%	1	

	Addiction				1
	Asperger’s Syndrome				1
	Hospice	1	4%		
	New Age Aura			1	
	Speaking	1	4%		1
	Transformational			2	1
	Relational	1	4%	1	1
OTHER	Mentor	3	13%		
	Intercultural	2	9%		
	Alignment	1	4%		
	Behavioral	1	4%		
	College	1	4%		
	Confidence	1	4%		
	Conflict Resolution	1	4%		
	External			1	1
	Integral				1
	Internal			1	1
	Social Media	1	4%		
	Team				1
	Visionary	1	4%		

Conclusions and Recommendations

This section initially responds to the following four italicized questions (based on the three CCCP coaching foundations) to make explicit how what is learned can guide coaching practice. Although these questions were part of the CCCP Advanced Intensive curriculum, I believe they are useful to understand more broadly findings in this research. The three CCCP foundations are: Guiding Principles, Coaching Competencies, and Coaching Process.

Guiding Principles

In what ways has your understanding of the guiding principles been enhanced (i.e., ethical conduct, client focus, commitment, and earning the right to advance)?

Although at least seven distinct and another 37 related types of coaching have been identified through this research project, each involves coaching and, in my opinion, the four guiding principles undergird the purposes of all of these coaching types. In every case the coach should adhere to high standards of ethical conduct that include honoring a client’s confidentiality and privacy. Every coach, no matter what the focus of coaching, should earn the right to advance from general foundational work toward specific progress based on the client’s own and their organization’s values. Every coach should build commitment through involvement, using strong listening skills and involving the client at every stage. And finally and perhaps most importantly, the coach also should follow the fourth core coaching principle: focusing on the client’s agenda by always asking “What’s in it for the client?” So, although the purposes of these coaching types vary considerable, they all are best done when based on the four guiding principles.

Coaching Competencies

What core coaching competencies are enacted or need to be? Are there any competencies that emerged as part of this project that are not captured in the CCCP competency framework? This second coaching foundation includes three competency clusters: Co-Creating the Relationship, Making Meaning with Others, and Helping Others Succeed. Within each cluster there are three competencies; all but one relates to one or more of the ICF coaching competencies. Furthermore, each of the nine competencies is further defined by five sub competencies. Once again, all nine compentencies and all 45 sub competencies are frequently employed for the different types of coaching. I don't know if the curricula of other coach training programs are as thorough, but the CCCP curricula draws on multiple sources of coaching theory and practice. It is true that some individual types use additional, purpose-specific competencies. I especially think of the ADHD coaching which is based on ADHD research and knowledge of how the brain is "wired" for those with this affliction. Although in some ways coaching is more generic than, for example, consulting, it also is true that clients often expect particular expertise from coaches. Examples include specific education, experience, and expertise when the client's workplace is in business or higher education. Nevertheless, the nine coaching competencies can be tapped for any of the types.

Coaching Process

How are the (CCCP) coaching process phases, components, and related coaching tasks employed in understanding this research? What, if anything needs to be modified, added, or expanded?
Finally, the third foundation – coaching process – describes the three expected phases in any type of coaching: Context, Content, and Conduct. And these three stages are each broken down into three components (each linked to one or more ICF competencies), and the components further divided into three coaching tasks for a total of 27 task descriptions. While a particular coaching relationship may touch on all the components, it is not always the case that all 27 are used. Once again, these CCP coaching process tasks are generic enough to contribute to all of the types identified in this study. And, for some of the highly specific coaching types – but not the seven core types – additional tasks may be necessary.

Coaching Tools and Strategies

What coaching tools and/or strategies did you identify or create as a result of this project?
The nature of this research project has not produced any new coaching tools or strategies. However, it has given me new knowledge about and a better understanding of coaching and has reaffirmed the value of the CCCP process

Final Conclusions

On the whole, what are the 2-3 major insights that emerge for you as a result of completing this project, the "big ideas?" What did you learn about coaching, about human interaction, about yourself during this work? What unanswered questions remain for you? What are you going to do next with what you have learned?

My first insight or reaffirmation is that in the end I enjoy conducting social science research and pulling together disparate literature and data in an attempt to shed light on an issue. After teaching high school history for three years, my next 18 years were spent first earning a master's degree in educational research and then working for the Yale Office of Institutional Research – the last seven years as director. During that time and after – especially when earning my PhD – I have been involved both in leading and analyzing research studies and institutional self-studies. At every stage, completion of the process has seemed virtually impossible. But in the end I am proofreading a report or an article and I have a sense of learning something valuable that can be shared with others. This is the same experience I have had with this project – although whether this result is valuable remains to be seen. One person interviewed has asked to use my findings in a book she is writing and all but one of those surveyed asked for a copy of the results.

Second, one of the most enjoyable aspects of this particular study has been interviewing and getting to know a group of experienced coaches. They were generous with their time and knowledge, and I especially benefitted from hearing about their coaching experiences and in a few cases from books that they have written (or currently are writing). I learned about some new types of coaching, especially for adults with ADHD. At least three of my close family members have been diagnosed as ADHD and I believe that ultimately the kind of coaching developed by David Giwerc could benefit them.

Finally, I expect to continue exploring coaching types and hope eventually to come up with a coaching typology that can help inform researchers and coaches. Although I believe that I collected sufficient data to complete this particular project, there is much more to be done.

Expanding How We Define Coach Effectiveness

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Abstract. This integrated literature review brings together three streams of research that have not been directly connected in prior coaching research. Specifically, we explore the conceptual relationship of (1) intentional change theory (Boyatzis, 2008), (2) high quality relationships, and (3) emotional and social competence as they relate to coach effectiveness. We propose these components represent key criteria for the development and evaluation of coaches and collectively open a new frontier for coaching research.

Key Words: Coach Effectiveness, Competence, Intentional Change, Coaching Relationships

Introduction

Much attention has been given in research over the last few years to establishing what constitutes an effective coaching process from the perspective of those being coached. On the other hand, very little attention has been given to establish what makes for an effective coach. In this conceptual review, we bridge together three streams of research that have yet to be combined in relation to coaching. In doing so, we seek to establish criteria for what constitutes coach effectiveness.

Methodology

Our literature review explores the conceptual relationship of intentional change theory (Boyatzis, 2008; Boyatzis, Rochford, & Taylor, 2015), high quality relationships, and emotional and social competence as they relate to *coach* effectiveness. We propose these three represent key criteria that can be used by organizations for the development and evaluation of coaches.

We define effective outcomes of coaching as sustained behavior change on the part of the coachee. Our definition is consistent with others who hold that the primary aim of most executive coaching processes is leader development and change (Bennett & Bush, 2014; Feldman & Lankau, 2005; Wasylyshyn, 2003). While we acknowledge there may be other outcomes of coaching, such as a shift in mindset or improvement in health, we are interested in what enables the coach to effectively facilitate coachee behavior change.

Conceptual Framework Intentional Change Theory as a Coaching Process

According to intentional change theory (ICT; Boyatzis, 2008; Boyatzis, et al., 2015), change occurs in phases of non-linear discoveries (Boyatzis, 2008). These discoveries include: (1) discovery of one's ideal self, (2) understanding one's real self, (3) creation of a learning agenda, (4) commitment to experimentation and practice around learning goals, and (5) trusting and supportive relationships. Experiences in each phase or discovery promote commitment and motivation to change in ways that are more likely to be sustained over long periods (Boyatzis, 2008). If one of the five discoveries is ignored or restrained, the sustainability of the change desired is reduced or nonexistent.

Although a theory that seeks to explain how individuals, teams, and organizations change in sustainable ways, we operationalized ICT by drawing upon the five ICT discovery phases to create a process for coaching. This application of ICT to coaching is called the Intentional Change (IC) Coaching

Framework. We believe the IC coaching framework represents a clear process for coaches to follow to help coachees manifest self-directed, intentional change in their behavior. We also believe the framework can serve as an important guide for coach development and to assess coach effectiveness. We now discuss the five discovery phases of the IC coaching framework and how they relate to coaching.

Ideal Self. The ideal self is symbolically manifested through the expression of a vision statement or desired image (Boyatzis et al., 2015). The ideal self is the intrinsic motivation to move in a direction of self-directed change. Therefore, the ideal self represents one's hopes, dreams, aspirations, and/or desired future self. The ideal self is not experienced as an obligation or an onerous responsibility (i.e., the "ought" self).

The ideal self coaching discovery is a form of vision-based coaching and therefore encourages and supports the coachee's discovery of a personal vision through a process of future-focused questions. As Passarelli (2015) observed, vision-based coaching is a departure from traditional models of coaching that focus on the coachee's gaps and adherence to prescribed, externally defined goals to guide the coaching process.

Vision-based coaching evokes positive emotions. These positive emotions increase cognitive, emotional and physiological openness (Fredrickson, 2001). Boyatzis and colleagues (2015) propose that the ideal self-activates the default mode network of the brain and the parasympathetic nervous system which, in turn, aid in neurogenesis and social bonding, both critical components for sustained change. From a practical perspective, we propose this positive affect driven openness leads the coachee to be receptive to new ideas about the future and to have the courage and commitment to make desired behavioral change.

Expression of some aspect of the coachee's ideal self in the form of a vision statement is not a goal statement. Vision statements are not concrete or necessarily practical. Instead, they are idealistic and lofty, but they garner the focused attention and commitment of the coachee. A comprehensive vision expresses one's passion, purpose, core values and/or the results she or he desires to achieve. Vision statements animate, transform purpose into action, create purpose and meaning, instill confidence, and motivate the coachee to take a stand for a preferred future. An example of one leader's vision reads:

I will work to have my interactions with others be uplifting and edifying, whereby we leave more hopeful and more optimistic.

Coaching questions that help coachees discover their ideal self-include the following:

- Who helped you the most to be the person you are today?
- What do you wish your life to be like in 7-10 years?
- Describe the characteristics of who you are in your imagined ideal self.
- What kind of person would you love to be?
- What values and virtues do you wish you could live?
- What is your passion?
- What do you wish your legacy to be?
- What are your core values and beliefs?
- Which aspects of your core identity do you wish to maintain and are central to your beliefs about being a good person?

Real Self. Once a coachee has started to define his or her ideal self and operationalize it through a written vision statement, the next key discovery is focused on his or her current or real self. The real self consists of who the coachee is in the present; namely her strengths, weaknesses, personality traits, beliefs, etc. Thus, the real self is the current reality and capability of the coachee.

One of the challenges of the real self is the degree of accuracy the coachee has in understanding his current capability (Taylor, 2006). For example, coachees can become subject to self-deception (i.e., distortion of realities about oneself or others). Moreover, it is equally well established that individual self-assessments and self-evaluation generally tend to be inflated, biased, and unreliable when assessing one's own behavior, skills, or personality traits (Baumeister, 2005; Dunning, 2005; Leary, 2004; Mabe & West, 1982; Podsakoff & Organ, 1986). Given these self-inhibiting challenges. Taylor (2006) suggests that the real self is best accessed by taking into account the evaluations of the self from the coachee but also from those who know and observe the coachee on a regular basis. By gathering multiple perspectives beyond the coachee, the coach will mitigate the challenges to coachee accurate self-assessment (e.g., self-enhancement bias or being too self-critical). Granted, all perspectives are perceptions, but multiple perceptions from multiple observers offers a broader perspective of the real self and work together to hopefully create a more accurate assessment of the self.

We have found in our coaching practice that as the coachee begins to experience the second discovery of the IC coaching framework, articulation of the real self, there is a natural comparison that emerges between the ideal self and the real self. Where there is overlap (one is living his ideal self in the present), we consider this a strength. Where there is a disconnect between the desired future and the current state, this is considered a gap. Yet, the experience of detecting a gap is not felt as if one has recognized a disappointing weakness. This moment of discovery or increased self-awareness on the part of the coachee often results in a strong, internal motivation to achieve one's ideal self; thus, the recognition of a gap is followed by a compelling motivation to align one's current reality with the desired ideal future. In other words, the strong emotional and cognitive energy associated with coaching to the ideal-self overpowers the potential negative setbacks of discovering a gap between the ideal and real self.

On the other hand, if the coachee has not taken the time or made the concerted effort to discover and define aspects of her ideal self (e.g., the coach did not provide adequate time for ideal self-discovery, the coachee was not authentic in articulating her ideal self, the coachee created an ought self rather than an ideal self-vision statement, etc.), the real self-discovery experience will often overtake the benefits of the ideal self-coaching experience, and sustained change for the coachee will be restrained or negated.

Coaching questions related to the real self-discovery phase include the following:

- Describe a time when you were at your best. What were you doing? Who was with you? Describe the experience.
- What feedback have you received that will help you reinforce your ideal self?
- What common themes do you see in your feedback from others at home, at work or elsewhere?
- What was a high point in your work in the last year or so?
- What was a high point in your life in the last few years?
- What stands out about your current strengths that will help you move toward your personal vision?
- Are there strengths that others see in you, that you don't see in yourself? If so, what are they?

- Are you surprised by any of the feedback you are receiving?
- Are there gaps between who you are now and who you want to be in the future?
- How do others see you differently than you see yourself? Where are you the same?

Learning Agenda. With an awareness of a desired ideal future and an understanding of its relationship with the current or real self. The coachee is motivated to explore how best to achieve his or her ideal self. The IC coaching framework defines a learning agenda as the plan the coachee pursues to learn or gain experience that will help her draw closer to her ideal self. The learning agenda is organized into concrete goals and action steps. We emphasize that the learning agenda discovery is not a performance improvement plan, nor is it a set of objectives that need to be achieved wherein the focus is on the outcome or end result. Instead, learning goals (Seijts & Latham, 2005) are focused on what the coachee desires to discover, learn, or experience to attain their desired ideal self.

The development of the learning plan should be a seamless morphing of stages of the ideal self and vision statement. The learning plan is the vision statement made concrete. In sum, the learning agenda is about creating goals that are positive and exciting, rather than inducing guilt and "should do" behavior. If constructed correctly, it will lead the coachee to say: "I am looking forward to the actions in my learning agenda," "I am excited about trying new things in my learning agenda," or "My learning agenda includes many things which seem to be fun for me."

Coaching questions related to third discovery of the learning agenda include the following:

- Will your learning goals bring you closer to your ideal self and personal vision? How?
- What do you want to learn more about to decrease the gap between the ideal self and real self?
- Specifically, what actions are you excited to take to bring you closer to your ideal self?
- How can you leverage your strengths and minimize your weaknesses?
- Are you building on your strengths with these goals? How?
- How will you evaluate your progress?
- What are you currently doing or not doing that interferes with accomplishing your goals?
- What would you like to change to ensure your vision of the future comes to life?
- Will the action steps fit into the structure of your life? How?
- What resources do you need to learn/develop what you want to learn/develop?

Experimentation and Practice. With a learning agenda in place, the coachee is ready to begin experimenting new behaviors with the agenda as a guide. The experimentation part of this discovery is the exploratory phase of change. Here the coachee experiments with the goals and actions steps outlined in the learning agenda. This experimentation often feels entrepreneurial in that the coachee is trying out new ways of acting in an incremental, non- threatening way. As the coachee experiments, she will notice that some aspects of the agenda are more helpful than others in getting her closer to her ideal self; thus, the phase of experimentation is important to assess what goals in the agenda will serve the coachee the best. Once clear on what actions are most helpful, the coachee begins a pattern of focused practice in those areas.

Coaching questions and activities related to the experimentation and practice discovery include the following:

- Share with me an experience you had that brings you closer to your ideal self.
- As you were implementing and practicing aspects from your learning agenda, how did it feel?
- Where will your "safe" practice settings be?
- Based upon what you tried and what actually happened, what did you learn?
- What worked well? What would you do differently
- What is one thing you could do more of or do differently that would make a difference in your change efforts?
- Tell me about your regular, monitored, intentional practice against your goals?
- Do you feel your practice is bringing you closer to your ideal self at home, at work, in other settings? How?

Trusting and Supportive Relationships. The fifth and final discovery of the IC coaching framework is coaching designed to understand where the coachee will find support and encouragement from others to achieve his or her ideal self. These trusting relationships can be a developmental network of individuals, key mentors or advisors, family, or friends. The critical question is who will best be able to help the coachee achieve his or her ideal self. It is important to note that these key relationships may not be those who are currently supporting the coachee's real self; some people may be interested in keeping the coachee in their real self rather than support a change toward an ideal self.

Coaching questions and activities related to discovery of trusting and supportive relationship include the following:

- Who do you rely upon for personal and professional development?
- Who offers you emotional support?
- Who is excited about your potential?
- Who provides you with opportunities that "stretch" you?
- Who has a vested interest in your growth?
- Who is your "truth teller"?
- Who confirms and affirms your identity and sense of self?
- Who opens doors for you professionally?
- What additional relationships have you considered developing or leveraging to help facilitate your change efforts?
- How can you engage these trusted individuals to help you get closer to your Ideal Self?

At any time in the above IC coaching process, the coach may sense the coachee has become less motivated or bogged down in one of the subsequent discoveries following the first phase. If this is the case, the "anchor" is always to revisit and revalidate the ideal self. Is the ideal self still relevant? Does it need to be revised? The ideal self is where passion and energy reside. For human potential to be realized, it must remain at the forefront throughout the entire IC coaching process.

We propose that the IC coaching framework serves as a way to assess coach effectiveness. For example, to what degree does the coach help the coachee discover aspects of the coachee's ideal self and articulate the same in the form of a personal vision statement? To what degree does the coach help the coachee discover their real self and appreciate their strengths and gaps in comparing their real self with their ideal self? As the coach becomes more adept at using the IC framework, we believe the coach also becomes more effective at inspiring self-directed learning and change for the coachee.

High Quality Relationships

We spoke of the importance of the coach helping the coachee establish trusting and supportive relationships with others to facilitate behavior change. In addition to the IC framework as a way to assess coach effectiveness, we also propose that coach effectiveness can be assessed based on the ability of the coach to establish a high quality relationship with those they coach.

The importance of a high quality coaching relationship is not unique to past research on coaching. Many researchers have pointed to the importance of the coaching relationship in achieving coaching outcomes (de Haan et al., 2013; Baron & Morin, 2009; Boyce, Jackson & Neal, 2010; Ely, et al., 2010; Kampa-Kokesch & Anderson, 2001). Although developed throughout the coaching engagement, building the relationship is often the initial step in the coaching process (Boyce et al., 2010, Feldman & Lankau, 2005).

Three elements associated with the coach-client relationship in the literature are establishing and maintaining rapport, trust and commitment (Boyce et al., 2010; Ely et al., 2010). Rapport facilitates mutual appreciation through shared understanding, agreement and liking between the coach and the client (Boyce et al., 2010). Trust is formed by a mutual willingness to rely upon another individual in a situation in which the risk of opportunism or harm exists, thus making one vulnerable to another. Mutual trust in a coaching relationship fosters a safe feedback environment and helps the client be willing to engage in open reflection and dialogue. Commitment is represented by the shared dedication to fulfill responsibilities in the coaching engagement including both task completion and socio- emotional behaviors.

Yet, to date, no one has linked the importance of high quality relationships in the coaching experience *and* the IC coaching framework. We see this as an important area of integration and need for future research. An assumption of the IC coaching framework is that there is a sufficiently positive and authentic relationship between the coach and coachee that the coachee will be willing to share his true self during the five discovery phases. For example, it is unlikely that the coachee will share his dreams, hopes, or aspirations during the ideal self discovery phase if he does not trust or feel supported by his coach.

On the other hand, in the presence of a high quality relationship, positive emotions related to that relationship actually aid the discovery of the ideal self (Boyatzis et al., 2015). These positive emotions open the coachee up to exploring new possibilities, seeing themselves and others in a broader, more holistic way (Waugh & Fredrickson, 2006), and being more open to new perspectives and ideas. This point emphasizes the interactive nature of IC coaching and high quality relationships. All discoveries inherently foster positive emotions within the coachee, with the first discovery doing so in the most direct and most impactful way. These emotions promote social bonding between the coach and coachee. On the other hand, as the coach works to develop a high quality relationship with the coachee using a variety of relational skills the coach possesses, the coach will also enable the effective use of the IC framework.

Emotional and Social Competence

Coach effectiveness is not just dependent on the coaching process used by the coach. As stated above, a high quality relationship between the coach and the coachee is essential. A primary predictor of the ability of the coach to create a high quality relationship with the coachee and effectively use the IC coaching framework will depend on the degree of emotional and social competence (ESC) the coach demonstrates.

Boyatzis (2009) described competencies to be a set of distinctive yet related behaviors organized around an underlying construct of intention. Under this denotation of a competency, the behaviors must be observable and measurable and predict outstanding performance. For our purposes, we argue that the demonstration of ESC by the coach will predict coach effectiveness.

Goleman, Boyatzis, and McKee (2002) describe ESC as the capacity for recognizing our own and other's emotions and the ability to manage ourselves and our relationships with others effectively. For our purposes here we will focus on the importance of four competencies in particular: coach self-awareness, self-control, adaptability, and empathy.

Self-awareness. Self-awareness consists of two primary components (Taylor, 2010). First, self-awareness consists of how people see themselves and the process by which people make assessments about themselves. Second, self-awareness is the ability to detect how one is perceived by others. These two components allow the coach to detect and mitigate against behaviors that may impair the coaching relationship and process such as projection, inaccurate self-evaluation, or self-deception. Further,

when the coach is self-aware she can be inner directed by that self-awareness and outward focused on the coachee. Thus, self- awareness allows the coach to be attentive to self and the other via its two components.

Self-control. With a high degree of self-awareness, the coach is more likely to have the ability to self-manage (Goleman et al., 2002). The coachee demonstrates self-control by maintaining focus on the coachee, not acting impulsively, and remaining calm in difficult moments in the coaching process, for example. Thus, self-control is the inhibition of personal desires and acting impulsively.

Adaptability. Adaptability is the capacity of the coach to be flexible and adjust herself, the coaching process, or the coaching agenda to best meet the needs of the coachee. Adaptability is demonstrated by adjusting the coaching conversation from what was planned based on what the coachee shares or shifting perceptions of the coachee based on new information. To do so, the coach must be able to understand and appreciate the perspectives, interests, and desires of the coachee.

Empathy. Empathy is the ability to understand the coachee. When the coach demonstrates empathy, the coachee will feel like the coach understands his or reality and experiences. Empathy is demonstrated by the coach listening attentively to the coachee and asking questions to confirm understanding. Empathy requires a degree of suspension of self and therefore is aided by the coach's level of emotional self-control.

These four competencies support and interact with one another to empower the coach to build a trusting and supportive relationship with the coachee. As the coachee experiences the focused attention and empathy of the coach, trust is fostered.

We propose the demonstration of emotional and social competence by the coach directly influences the success of the IC coaching process and aids in the establishment of high quality relationships. For example, when the coach demonstrates empathy for the coachee's feelings, a connection is fostered with the coachee, which in turn elicits positive emotions critical to the change process. With these emotions the coachee feels comfortable exploring and sharing his or her dreams and aspirations for an ideal self. The positive affect that is experienced in the trusting relationship and through sharing a desired future opens the coachee up to new ideas and seeing themselves and their environment differently (Boyatzis et al., 2015). Likewise, the positive relationship with the coach and its related positive emotions help the coachee to be more receptive to and accurate in discovering and accepting their real self, as well as more willing to experiment and practice new behaviors

Findings

Given the above discussion, we argue the IC coaching framework, the high quality connection between the coach and coachee, and the ESC of the coach work interactively and reciprocally to inspire, direct, support, and sustain self-directed coachee change.

Organizations are asking for ways to vet and assess the effectiveness of the coaches they employ to work with their leaders. To date, organizations' best options are to use credentialing establishments, such as the International Coaching Federation, which train and certify coaches. Yet, credentialing in the way it is being done by such groups can be fraught with challenges and undesired outcomes (Fallows, 1985), and the practice of coach credentialing is not immune to these challenges (Boyatzis, 2016).

We suggest that the three main domains discussed in this paper (the IC coaching framework, the coach-coachee high quality relationship, and coach emotional and social competence) present worthwhile areas to evaluate coach effectiveness. Measures of emotional and social competence (e.g., *Emotional and Social Competence Inventory or ESCI*) and high quality relationships (e.g., *Holding Behaviors Index*, HBI; Ragins, Ehrhardt, Lyness, Murphy, & Chapman, 2016) can be used to measure the degree to which the coach creates and the coachee experiences each from the coach. For example, the *ESCI* can be used to gather coach and coachee ratings of the degree to which the coach demonstrates self- awareness, self-control, adaptability, and empathy.

Likewise, measures of the IC coaching framework have started to be developed with others in need of development. For example, the *Ideal Self Scale* (Boyatzis, Buse, & Taylor, 2010) and *Positive and Negative Emotional Attractor Test* (PNEA; Boyatzis, 2008) can be used to assess the degree to which the coachee feels the coach helped him develop his ideal self. We see a need to develop measures of the use of the IC framework by the coach as an important area for additional research.

Conclusions and Recommendations

As organizations grapple with how to evaluate effective coaching and scholars seek new avenues for coaching research, we suggest looking at the relationship between the intentional change coaching framework, the coaching relationship, and the emotional and social competence of the coach. We proposed that these three work in a generative way to define coach effectiveness and provide fertile ground for future inquiry. For coaches and the organizations that employ them, we recommend development of ESC in the IC coaching framework as key steps to increase coach effectiveness. We encourage organizations to use the constructs discussed in this paper as a means to qualify, assess and develop coaches.

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The Round Organization:
Creating New Structures to Enable Coaching Culture

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Abstract. This paper proposes new organizational models to increase effective relationships in the workplace, freeing talent to pursue business results and enabling a coaching culture. Coaches help individuals handle frustration and minimize performance risk. Yet what if organizations took the first step, clarifying accountability at the structural level and enabling executives to focus on growth? We present three models of "round" organizations, valuing relationships over hierarchy, that can expand the boundaries of innovation without sacrificing results.

Key Words: Future of Coaching, Collective Leadership, Testing Assumptions, Bridging Organization Development and Coaching

Introduction

This paper addresses the relationship of organizational structure with behavioral change and leader motivation. As a Theory paper, it takes a conceptual approach to propose models that could improve alignment of the individual's and the organization's priorities, bridging theory and practice. The paper connects the challenges faced by executives interviewed, to the larger structural context of how their role may be defined in their organization, and how they may be limited by organizational assumptions such as hierarchy and span of control (Urwick) that may not have evolved as effectively as the markets they serve (Pinchot, Robertson, Laloux). The paper tests an assumption that it is only the executive / client who is responsible for transformation, noting that organizational structure can impede – or accelerate – executives' performance and motivation (Pink). While both hierarchical and participatory models of leadership have a valid place (Jaques) and represent a range of preferences (Hofstede), current organizations have maintained an assumption of "pyramid" hierarchical relationships that strain under the pace, social networking and information sharing of the 21st-century economy.

Methodology

This paper takes a three-stage approach to developing three prototypical new organizational models to meet the needs of developing talent. Our approach to developing a new theoretical model was as follows:

- To identify the historical archetypes and models that inform the structures of large business organizations today;
- To collect data through narrative interviews with senior leaders and human resource professionals (30) and a survey of millennial workers – our future leader pool - defined as 18-24, college educated and employed (2x n=100) about how experiences today were informed by organization structure, and how structure affects motivation to stay.
- To use a design thinking approach (Klebahn; Razzouk & Shute) to synthesize the key opportunities for improvement in organization structure and propose three new prototypes.

As a work of theory, this paper aims to frame new ideas. While we may share examples of how these ideas are emerging in the marketplace, the paper does not claim to prove quantitatively the new models' efficacy, and would suggest further research on piloting and measurement.

Conceptual Framework

Areas of Literature Review:

The literature review followed the three stages of the process used to develop the theory:

- Background of organization theory, including hierarchy, matrix and "flatter" organizations. This section included books, articles and historical analogies as a baseline to understand common assumptions about structure which may need to evolve.
- Data gathering to understand potential disconnects between what executives found motivating and enabling, and the behaviors encouraged by top-down structures. This section included proprietary interviews, taking a narrative approach (Lieblich) to understand stories of engagement or lack of engagement in the workplace, and online surveys to identify priorities of millennials in the workplace. We also identified a study of millennials via Google search, by the Pew Research Center.
- Design thinking process literature (Klebahn; Rizzoum & Shute) to frame the approach of understanding needs, then analyzing and ideating toward prototypes.

Table 1. Definitions of Organizational Structure Concepts

Author	Concept
Urwick (1974)	**Span of Control:** The number of direct reports a manager may reasonably be expected to handle. The number is based on expectations about the manager's level of involvement in detailed execution, varying from about 1:7 to 1:15.
Burke and Litwin (1992)	**Causal Model of Organizational Change:** A work of organizational theory indicating the ways that group culture/climate, individual motivation/skills/values and the external environment all influence organizational change, in a more complex and interconnected manner than simply having a leader order a change.
Hofstede (2010)	**Power Distance:** The degree to which an individual prefers to work in organizations where decision making is managed consistently top-down, based on clear hierarchical authority, vs. in settings where decisions are made in a more peer- or partner-like fashion with input and consensus.
Robertson (2015)	**Holacracy:** A new proposed organizational system based on creating "circles" of responsibility rather than divisions, and allocating responsibilities to "roles" rather than individuals, with an individual able to hold more than one role and participate in more than one circle.
Laloux (2014)	**Teal Organization:** A self-managing, holistically aware organization that has "evolved" from lower frequencies of human interaction to enable more fluid decision making and fulfillment of professional and personal lives**.**

Theoretical Framework

Our framework focuses on where the leader is positioned in the organization, in comparison to the people s/he leads. We would like to consider how moving the leader from the top of a pyramidal organization chart, to a collaborative role closer to the center of a round structure, can impact culture and motivation of all leaders.

Origins / History

The word “hierarchy” derives from the Greek for “high priest”. For centuries, organizations such as military forces, governments and religious institutions, especially Western ones – consider the Napoleonic forces, the Byzantine Empire, the Catholic Church – have relied on a hierarchical, pyramidal structure, with a leader at the top, and successively larger tiers of managers, each with their own subordinate team, down to “rank and file” members. Core to these structures is a belief that some humans have a right to direct others, earned through seniority, caste/inheritance, knowledge, or success on the battlefield. Both leaders and followers must believe in their roles for the structure to work. The structure draws on deep, tribal archetypes of parent and child, teacher and apprentice, king or priest and followers. In this sense it may meet needs for protection (Jung) and for certainty/avoidance of ambiguity (Hofstede). While this structure has enabled human achievement, it also has a persistent shadow side in the potential for abuse of power by leaders and the line between free choice to follow, and servitude.

History also offers a counter-narrative of collaborative commercial and political associations, from the artisan guilds that grew up in many cultures, to the traders of the Silk Road, Kochi or Venice, to the desire for self-management illustrated by the Boston Tea Party in U.S. history, or the communal workers’ associations of Kerala, India. A guild’s or association’s emphasis on expertise, community and knowledge sharing suggests a more egalitarian and participatory, if sometimes smaller-scale, approach to business organization.

Frederick Taylor is credited with promoting the hierarchical model in the first half of the twentieth century to drive efficiency in a corporate setting. The goal of quick and orderly production is well met by a hierarchy with clear division of responsibilities at each tier, and a leader at the top, breaking down each task into repeatable, standardizable pieces and overseeing these in a methodical way. Graicunas’ concept of “span of control” defined the ideal number of reports a leader could have as seven, leading to a pyramidal structure with increasingly few roles at the top. Jack Welch’s tenure at GE illustrates how the hierarchical model became an ideal. Today, in most organizations, leaders are still positioned “above” the majority of employees, even though some have adopted a flatter organization model with a greater span of control and fewer layers (Jaques). Many large organizations are also highly matrixed; leaders are also expected to manage their peers without authority (French and Raven), or influence in an informal team (Katzenbach). The leader, even a CEO, must also “manage up” to senior leaders and board members, providing information, guidance and decision recommendations. This positioning maintains a core hierarchical concept, that an individual or a peer group measures success by moving “upward” or receiving approval from authority figures situated above them in the model.

More recently, models from the tech industry such as Agile development and Holacracy (Robertson) have sought to shift organizational thinking out of this hierarchical approach and into a “working group” paradigm, because the combination of a strong hierarchy and a complex matrix structure in a data-rich environment could lead to “analysis paralysis” impeding action or decisionmaking. Agile development introduced the idea of “servant leadership,” in which leaders need to adapt their mindset to enablement of the working teams. Similar to Ken Blanchard’s situational leadership model, Agile focuses on what employees need from the leader, rather than directing the leader to oversee the teams’ work. Agile emphasizes breaking down complex projects into bite-sized tasks, or sprints, where leadership guidance can be synthesized into simple requirements without weeks or months of refinement and prioritization. It emphasizes egalitarian self-management through “scrums,” or daily project meetings. Agile responds to a key conflict between hierarchical, top-down management which requires time for approvals, and the just-in-time nature of competition and innovation in the digital space. Agile, however, is viewed as a technology methodology and in our interviews, had not been applied to non-technical groups, although it appears that it could be.

Holacracy, a new organization theory adopted most notably by Zappos in a reorganization that aimed to “do away with managers,” suggests going a step further by replacing organization charts with project team “circles” in which the tasks were assigned to roles, rather than to individuals. If an individual left the company, another person could fill their role. The circular structure proposed by Brian Robertson, Holacracy's founder, suggests a return to guild-like "centers of excellence" rather than top-down hierarchy; the project manager, or "lead link", replaces the high-flying executive. (Robertson). Recently, Zappos reported experienced higher growth after the adoption of Holacracy; however, some companies have recently abandoned Holacracy because its "circular" structure was overly weighted down by jargon, requires a wide ranging implementation of custom software and involves a proliferating number of "roles" per person, resulting in confusion and poor work-life balance (Bernstein).

Findings

Interview and Survey Findings

Our interviews with executives and human resource leaders focused on how their level of motivation and desire to improve themselves, intersected with the organization structure. We wanted to understand what part structure played in their decisionmaking and their motivation, and to identify any ideas for improvement.

We took a narrative approach (Lieblich) to eliciting the executives' stories and found several common themes. One theme in interviews was that change is an "uphill battle." The executive sees themselves trying hard to change yet faces structural challenges that feel like the Sisyphus myth of pushing a ball up a hill, only to have it roll down. Sometimes, the uphill battle comes from having a direct boss who insists that "everything is priority;" or who may ask them to develop strong relationships yet also require them to be the bad-cop. At other times, the uphill battle comes from taking on managerial roles that are not their strength, because the only way to gain status and compensation in their company is to manage large numbers of other people. Two top human resource leaders in financial services questioned that assumption. They expressed, in interviews, that their company needed to retain experienced relationship salespeople who were not good administrators or people managers. Yet their organization charts did not have a space for this profile, so many leaders left along with their clients. Others tried, in an uphill battle, to build their skills through coaching; some succeeded, yet others did not, perhaps because they did not wish to become administrators except for the higher pay. One of these companies made a change to their organization chart, creating a tier of high-compensated roles connecting with clients across product lines, reporting to senior leadership and freed from managing a 200-300 person pyramid. Another company paired similar leaders with a colleague who had strong administrative skills and less client focus, in a collaborative co-leadership model.

Another narrative theme was anxiety around performance and career progression, specifically regarding the outsize role that one's direct manager plays in one's evaluation. Several executives shared the challenges of having a direct manager who has a conflicting personality style or cultural preference that makes it hard for that manager to coach them. They did not mind complementary styles, yet also found that if their style was different than their leader's, it often resulted in lower performance ratings and fewer opportunities to present to senior management or the Board, because "they are your boss… there is nothing you can do." In several cases, even when a coach was involved, the disconnect between the leader and their manager meant that they could not be developed until they changed managers – at which point their ratings changed. A recent study at Deloitte confirmed went further, showing that performance ratings are more correlated with the rater's identity, than with the ratee's performance (Buckingham). Knowing this, it is hard for interviewees (and for this author) to remain comfortable with the common hierarchical, assumption that one's direct manager knows them best and should be the owner of their evaluation and career progression. As we know from Gallup studies, the top reason people leave a company is because of a lack of fit with the direct manager; and Lisa Burrell identified lack of "fit", or failure to identify with one's direct manager, as a driver of attrition in diverse employees. These findings together suggest that reducing our reliance on direct hierarchy and the human error of direct manager ratings could improve our retention and development of talent.

Another theme voiced consistently was disengagement due to the structural lack of work-life balance in a typical large, hierarchical matrix organization. Even very senior leaders felt they had little autonomy to make decisions in a timely manner; rather than making their own budget tradeoffs and time allocations, they had to update their direct boss (or two or three bosses) one how they spent their time, which emails they responded to, which meetings they attended, and other factors. This cultural norm to constantly update many people on activities rather than results, takes time away from customers as well as from the executive's own personal life, diminishing their fulfillment (Laloux). Several executives cited stakeholder maps with over one hundred people whom to gain "buy-in" from, in a matrix governed equally by geography, product and customer divisions. Working parents interviewed especially noted the burden that hierarchy and matrix settings create, describing managers whose highest value appears to be around the clock responsiveness – and stakeholder maps like this executive's, with literally hundreds of contacts to update in a custom manner every week. As a coach, this author can suggest common strategies such as producing "broadcast" updates that are not tailored to every person – yet the time tax of being required to respond to that number of people still remains.

Our survey of millennial employees adds a twist. For millennials, moving "up" to management roles is not valued universally as a goal. Over 50% of respondents said they would rather be an independent contributor, than manage other people. "Responsibility" and "Earning titles and recognition" ranked 9 and 10 out of 10 factors influencing workplace satisfaction; "People I like working with" and "Cash compensation" were ranked first and second. Millennial respondents emphasized mission and purpose in their comments, seeking experiences such as leaving the company for sabbaticals. Three human resource leaders we spoke with confirmed that allowing younger leaders to pursue passions and take breaks from the company has become a key retention strategy. Given this ranking of values, we would ask how organizations can leverage these new, valid priorities—for friends, experience measurable compensation—to drive growth, rather than maintaining an "up or out" career ladder whose structure does not relate to their world view (Carnevale & Gulish).

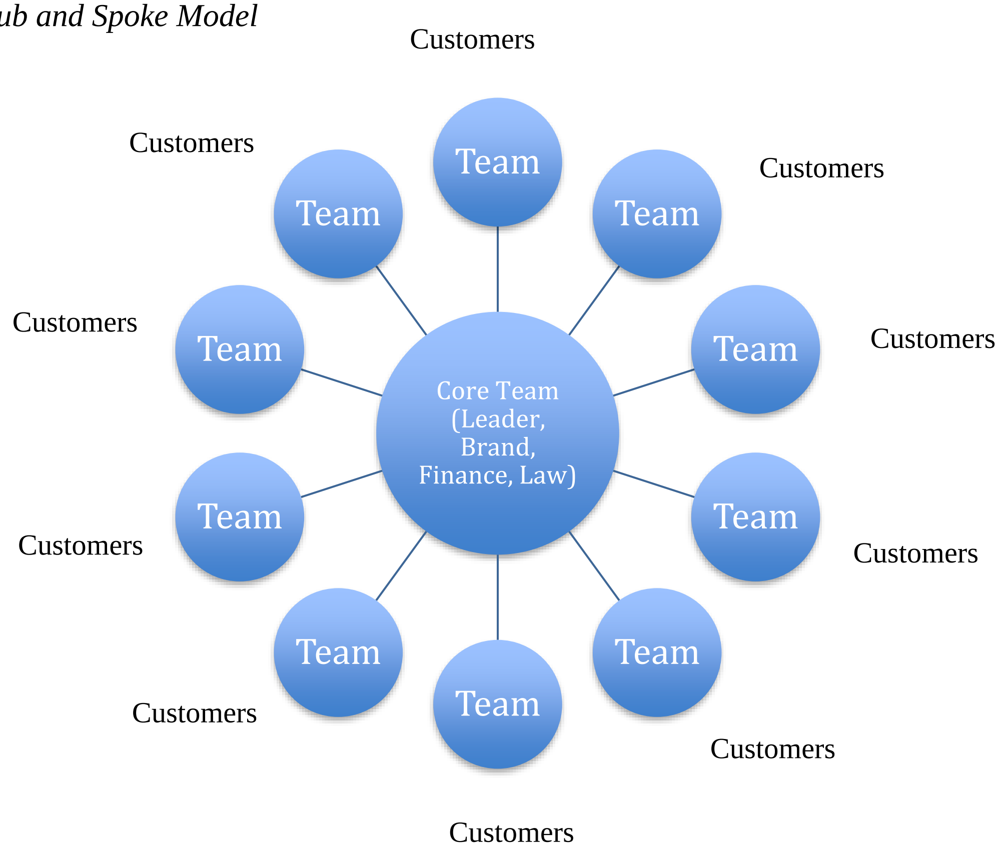
Design Phase

We applied the five step process of design thinking (Klebahn) to address how organization structure can evolve to position leadership at the center, rather than at the top. In the first step, Empathize, the interviews and surveys focused on how leaders feel and what they value, as well as what they find challenging about hierarchical and matrix structures. The next step, Define, yielded a problem statement: how to evolve organization structure so that leaders are happier, more engaged and more efficient and effective in achieving business results. Our problem statement shares some elements with Robertson's Holacracy and Laloux's work, namely customer focus, eliminating some managers and valuing the whole person, yet we also focused on making the work easier to do, with fewer meetings than Holacracy. We also took to heart the goal of increasing diversity and work life balance by trying to remove the barriers to these in current organizations, and focusing on ideas that could be applied in pilots without having to convert the entire company to a new "operating system" such as Holacracy's Glassfrog.

Then, with colleagues and mentors, we conducted Ideation meetings to identify potential alternatives, and then moved to Prototype potential solutions. Following are the three proposed prototypes of "round" organizations, which we are beginning to Test with additional research.

A - The Hub and Spoke. This model relies on a small central team, or "gravitational core of the brand," and "satellite teams" of employees around it, equidistant from each other, equally valued, and interacting directly with the market rather than managing each other.

Figure 2. Hub and Spoke Model



The hub and spoke model is intended for sales-driven organizations, maximizing entrepreneurship *at the transactional level*, and minimizing internal meetings in favor of time spent with external partners. In our interviews, professionals as different as biotech salespeople and educational nonprofit leaders, indicated that having layers of management between the field and executive leadership depressed performance -- slowing decisions, limiting time spent with customers, and increasing overhead costs. The hub and spoke addresses this by encouraging all customer-facing employees, including senior people, to be part of small teams of two to four people, with one to two people responsible for administration and one to three focused on client growth. These teams have authority to sign and implement their own deals as long as they meet compliance guidelines. This model would eliminate traditional middle managers with a span of control of between 1:5 and 1:15. Instead, each small team could operate as its own franchise. The company would provide technology to track metrics and on-demand resources to help them succeed. Performance reviews would be driven from tracked metrics, by a central talent team, rather than from the "gut feel" of managers, which has been shown to impede diversity as managers favor people who look like them (Burrell). The vector of leadership would be center- out, like a broadcast, rather than top-down. Best practices could be encouraged by having a team "broadcast" their findings to the center or around to other satellite teams, gaining direct credit for their work. The hub and spoke model reduces meetings and approvals, rather than changing the tenor or content of meetings and approvals as Holacracy does (Bernstein).

Emerging Examples. Many real estate brokerages are structured like the hub and spoke model, with individuals or small teams facing the customer and managed by metrics rather than by their style. In the talent industry, Vistage has a similar model, although it focuses on individual facilitators rather than on small teams. One could say Uber has this model as well. An app development firm we spoke with deployed a hub and spoke, small team model with its customer- facing developers to scale up efficient implementation of its core product. The firm's leaders were facing an exponential volume of orders, and were facing strain on their "flat" organization to be able to approve each developer's work. They created small teams of 2-3, rather than holding a single developer accountable for each job. By having small teams, each could manage its own quality better. The teams included complementary strengths and backed each other up on vacation days. Combined with a strong core of "brand architects", the small teams are `having a positive impact on work-life balance and customer lead time.

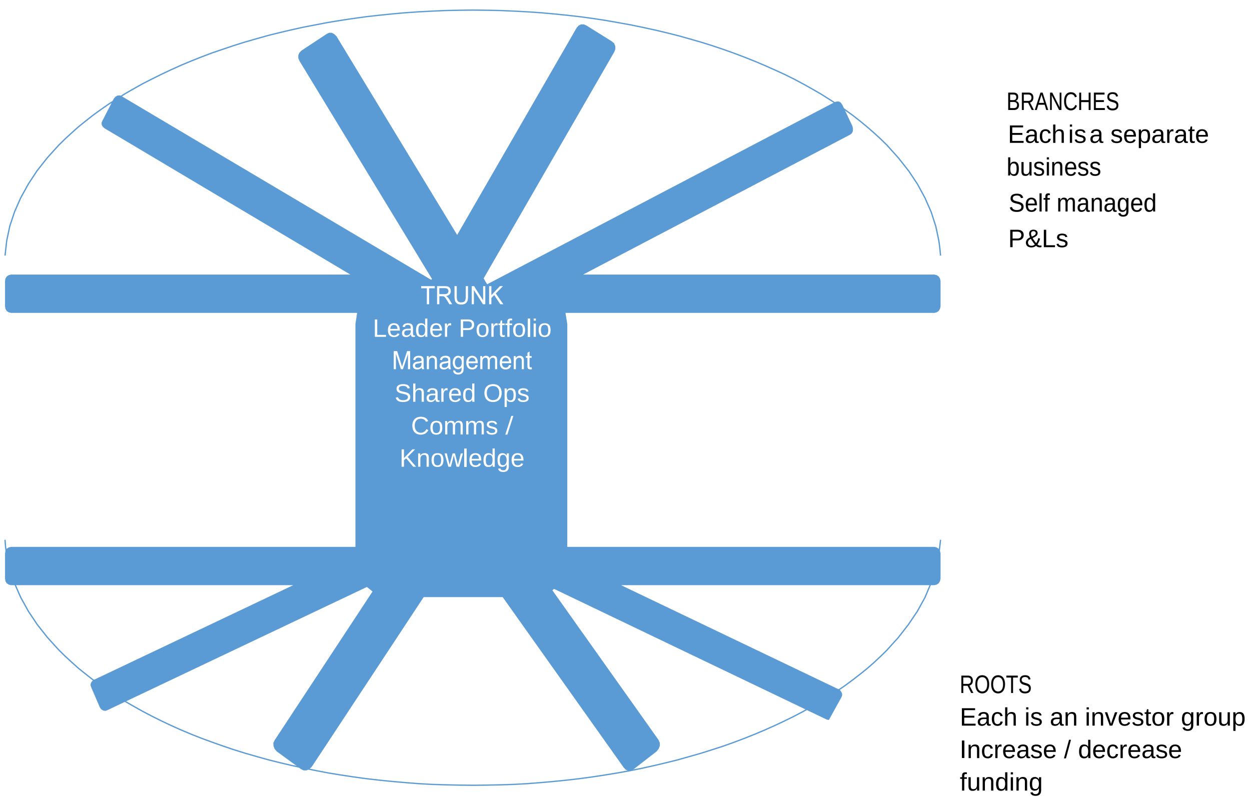
Success Factors for the Hub and Spoke. In the hub and spoke model, there are three success factors: the unity of the core team, technology to track metrics, and small teams.

Core team alignment is critical – brand, product, finance, compliance, IT and more. Rather than expecting customer-driven professionals to "sort out" differences between internal functions, we would shift the burden to the core functions to invest time in aligning up front. Another success factor would be a "dedicated manager as coach" brought in on-demand to mentor and support the team. Mentorship and coaching is a powerful performance driver (Bell & Goldsmith); with "coaching on demand from the center," experienced sales leaders can purely coach rather than duplicating client meetings or workflow to look out for their own target. They could help the team achieve their objectives as a pure coach, rather than balancing the need to coach with the need to meet their own revenue target.

Technology is a second success factor to implement the hub and spoke model: the core team would code their requirements into a technology system that can track performance without the need for material intervention by a sales manager. Widely available systems such as Salesforce.com already enable this type of tracking, yet we would ask whether companies can go further – using the tracking to replace the manager rather than enable the manager. The teams would then be free to act in their own way, with their own style, as long as they follow the parameters and targets coded into the system. A third key success factor is having the unit of sales execution flexible to be between 1 and 3-4 people – e.g. either an individual or a small team. For some more extroverted people, working alone as a virtual customer rep does not satisfy their need for daily personal interaction. For others, who may be more creative and less detail oriented, having a strong #2 who can help execute, would maximize their output in this type of model without needing constant oversight.

B - The Tree. This model situates leadership at the "root and trunk" of an organization, at the center and the base rather than at the top. In the Tree model, the role of senior management is to be an investor, drawing resources toward the firm and building support networks, while the businesses become "branches", growing out of that support network in the direction of the light (or opportunity).

Figure 3. Tree Model



This model maximizes entrepreneurship *at the product level*, because unlike the Hub and spoke, the

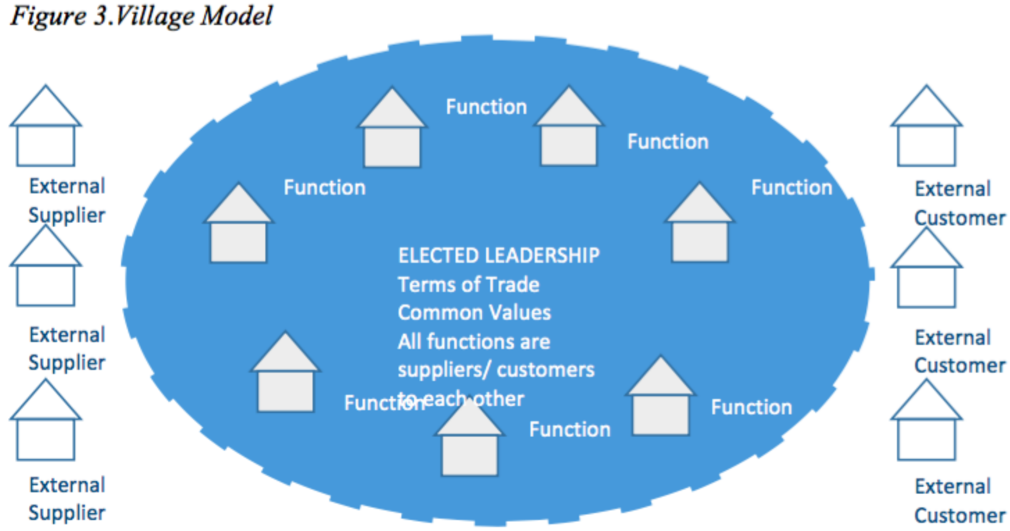
Tree emphasizes that management direction or approval of each business branch's direction is not only undesirable, but almost impossible. Each branch grows toward the light of its market opportunity, taking the shape of its product. Leadership, taking a board-like role, can express approval mainly by increasing or restricting financial support. If the branch is not growing as expected over time, leadership may prune that branch and channel resources to more promising branches. Leadership's role is to maximize the production of fruit from the tree – while acknowledging that it cannot dictate the shape or productivity of each branch.

Emerging Examples. Elements of this model can be observed in diversified holding companies such as Berkshire Hathaway, Alphabet (Dougherty), Elon Musk's corporate portfolio (NYT), and the "Lean In Circles" movement launched by Sheryl Sandberg, where Sandberg's book and templates on women's career development are offered to facilitators and companies to use in their own way, meeting their unique needs with support yet not over-management.

Success Factors. Growing a company on the tree model – like physical trees – implies a long term orientation (Hofstede). It is best suited to seeding businesses where long term initiatives may be the best use of human and financial capital, such as the innovative initiatives that Alphabet took over from the former Google corporate team. A tree model has three key success factors similar to those of a principal investing firm. One is a strong finance function oriented to metrics and goal setting, able to apply valuation approaches to decide whether to continue or prune a branch of business. Second is an independent and flexible talent workforce that can "bend" rather than "break" if conditions change, and that can make decisions without needing the level of templates provided in an Hub and spoke-like model. Third would be strong "roots" in intellectual property and/or dedicated investors that continue to provide capital over a period of time, so that company can weather down-years and focus on the long term.

C - The Village, or Marketplace. This model reimagines the corporation as a village or ecosystem of multiple businesses, existing within a round "city limits". It situates leadership as a mayor or governor, encouraging a healthy "economy" among centers of excellence.

Figure 3.Village Model



In the village model, typical business functions – marketing, operations, IT, finance, HR, strategic planning—can become "merchants" selling these services to each other, for measurable value, internally and externally, and competing with internal and external providers, rather than "staff functions" having to "align" with each other without financial metrics. Multiple centers of excellence create a multi-node network around a town center or social network that sustains the company. The boundaries of the "corporation" would be more porous in this model and include vendors, partners, top customers and others who are critical to the ecosystem. If a leader sees an opportunity that their direct leaders do not agree with, they can branch off and begin a new center of excellence and maintain it if there are enough customers. This model favors entrepreneurship at the *strategic/systemic* level – offering to the market, new ideas and approaches from both internal and external sources, and allowing the best and most efficient to rise to the top.

In this model, leadership is situated "among" the various businesses, in the center of the action yet always moving. In this model, a leader would preferably be elected/rotated for a defined term, because the shared economy benefits if the leader can bring new ideas and represents the multiple businesses within the whole.

Emerging Examples. We observe this model emerging in professional service and information- based firms such as McKinsey and Deloitte, as well as financial firms such as Goldman Sachs, where groups such as talent management and knowledge development are internal vendors that provide complete services to the business units, comparable to what an external vendor could provide. At these firms, which have a history of partnership structure yet also a need to manage and centralize, having an elected leader sends the message that everyone has a voice, leadership is not forever yet it is still critical to have some centralized power and decision-making in an otherwise very atomized organization. We would submit that many other types of firms with a services element, such as technology firms, banks, and large nonprofits, could adopt elected and term-limited leadership to increase change and empowerment.

Success Factors. The village model depends largely on scale. It is most appropriate in a diversified, large-scale environment where each function can provide offerings as a separate business. It could also work in environments such as pharmaceuticals where partners, suppliers, customers (across the value chain) are integrated with internal processes so that decision-making needs to loop in these players closely. The village model can be liberating to talented leaders who lead functional expert groups such as risk, sales operations, recruiting and others, since they can offer their services to the company at large rather than being managed to lowest cost by a budget-minded financial / operations executive who may focus on the amount of overhead rather than the upside for the company of their advice.

Conclusions and Recommendations

We have observed that talent development and engagement can sometimes be impeded by legacy organization structures that do not match the pace and content of today's workplace. We would challenge organizations to create a more participatory coaching-oriented culture through structural changes. "Round" organizational models can accelerate a coaching culture by reducing layers and overhead tasks, and by increasing the autonomy, mastery and purpose that leaders desire. Holacracy, one of the new approaches, offers promise due to its flexibility, however it also threatens to replicate the bureaucratic and time-intensive approach of a typical matrix. We would suggest that our prototype models – the Hub and Spoke, Tree and Village – could be piloted with the express goal of minimizing the number of meetings and bringing a more efficient, more empowered approach to managing. to bridge from the hierarchical understanding of being a manager, into new models where managers and leaders work dynamically at the center of their organization, rather than directing from the top.

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Ethical Dilemmas in Coaching:
From Deviation to Transformation

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Abstract. While ethical dilemmas can be apprehended as deviation for sound practice, this paper explores their potential for individual, organizational and industrial transformations. By tapping into the transformative learning and adult development literatures, we discuss why and how a higher order of consciousness, e.g. an ability to better embrace complexity, equips coaches to use dilemmas as a springboard to meaningful and transformative change in organizations.

Key Words: Ethical dilemmas, Transformative learning, Orders of consciousness, Complexity, Coaching education

Introduction

This theory paper proposes an integrative literature review on approaches to and uses of ethical dilemmas. It addresses the central issue of approaches to ethics in coaching on its pathway to professionalization. While ethical dilemmas are often positioned as a deviation from sound practice, an anomaly to remedy, this paper takes an alternative stance. Indeed, building on the transformative learning and adult development literatures, we discuss why and how ethical dilemmas can be a support for transformation at individual, organizational and industrial levels. In that effect, we argue that a higher order of consciousness, e.g. ability to better embrace complexity, is necessary as it allows engaging ethical dilemmas as a portal of exploration and deep change. We thus outline recommendations for coaches, educators and supervisors to tap into the transformative power of ethical dilemmas.

The paper starts by discussing the current state of affairs of ethics in coaching: an over- emphasis of a normative approach to ethics reduced to following codes, whose limitations are outlined. Then we articulate approaches to dilemmas with orders of consciousness. Third, we develop three levels of meaning for ethical dilemmas – individual, organizational, and industrial—to which correspond respective resources for action. Finally, we discuss the recommendations of our work for coaches' educators and supervisors before concluding.

Conceptual Framework

Literature Review

Coaching practiced in the context of organizations involves multiple stakeholders: the coach, the coachee, as well as members from the paying organizations, such as the coachee's manager, the HR manager, for the most visible. As such, coaching can be called a context of *complex commitments* (Oglensky, 2008), e.g. one that involves multiple stakeholders and agendas, from explicit to hidden (Louis & Fatien Diochon, 2014). Inherently this multiplicity of actors and related potential different agendas confronts practitioners to difficult situations that can even raise ethical dilemmas (Fatien Diochon, 2013). Indeed, "the right thing to do is not always the same as the strategic thing to do, nor are these always in sync with what one feels inclined to do" (Oglensky, 2008, p. 433).

Despite its importance in the professionalization of coaching, ethics is still under-discussed (Allan, Passmore & Mortimer, 2011). It is certainly touched upon by professional associations, who have ethics committees and codes of conducts; however, this ethical discussion mostly remains at the commentary level – emphasizing the role of ethics – while conveying a normative approach focused on the prevention from the confrontation to ethical conflicts (Allan, Passmore & Mortimer, 2011). Following codes seems the unique road to be an ethical coach as it is supposed to help prevent from what we could call "ethical deviations" and "falling into ethical traps".

Such a normative version of ethics embodied by codes seems limited and limiting. First, it conveys an abstract and depersonalized approach to ethics (Wray-Bliss, 2009), where dilemmas are "out-there" reduced to one-size fits all situations, overlooking the role of interpretation (Sonenshein, 2007) and emotions in ethics. Second, it runs the risk of simplifying complex situations, which precludes acquiring valuable information from ethical challenges and learning from them.

In the specific context of coaching, Fatien Diochon and Nizet (2015) have outlined four major limitations of this normative perspective in ethics. First, at the intrapersonal level, codes tend to restrict individuals to follow instructions, preventing moral responsiveness (Painter-Morland, 2010) and the use of reflective skills. Second, at the interpersonal level, codes seem to efface the Others (Painter-Morland, 2010, p. 273) by providing a dehumanized view of organizations not allowing to answer the "Call from the Other" very present in the coaching profession. Third, at the organizational level, codes tend to convey an instrumental and consensual approach to organizations that fails to grasp the inherent organizational complexities that can reflect multiple agendas and conflicts of interest (Louis & Fatien Diochon, 2014) in need of exploration. Finally, at the social level, codes only partially reflect the socio-ecological system in which coaches intervene (Western, 2012).

Table 1. Limitations to the use of codes of conducts in ethics, based on Fatien Diochon and Nizet (2015)

Level of analysis	**Limitations identified**	**Verbatim sample illustrating the concern of the coach regarding the use of the code**
Intrapersonal	Codes restrict to following instructions, prevents from moral responsiveness and use of reflexivity	*"Rather than applying the code 'by the book,' my supervisor helped me realign my behavior to what sounded right for me."*
Interpersonal	Codes efface the Others through an abstract and dehumanized vision of ethics	*"In the end, we are dealing with a human being, who can be fired overnight. It is quite hard from the company. So what sustained my decision is in fact meeting "human beings" [not objects]."*

Organizational	Codes convey an over-consensual approach to organizational that neglects complexity	*"Of course it is easier said than done; in theory we can just say 'this is out of the scope of the contract'. Except that in everyday organizational life, things are not quite that simple."*
Social	Codes neglect personal values	*"There is a superior law to the code, 'my law' if I can put it that way: 'I need to protect people in danger'.*

Given these restrictions, an increasing number of scholars and professionals call for an ethics in coaching that goes beyond *instructions* (Gray, 2011) to better reflect the subjective and interpersonal dimensions of ethics since "decision making is a social process always involving interaction with other individuals" (Cottone & Claus, 2000, p. 277). But going beyond the mere application of instructions seems to require a certain type of skills and approach, notably an ability to embrace complexity and view dilemmas in a different way. This is what we explore next in our findings by referring to transformative learning and adult development literatures.

Findings

Approaches to Ethical Dilemmas and Corresponding Orders of Consciousness

The application to ethical dilemmas of a given set of ethical guidelines or framework, such as codes of conducts, reflects a rules-based justification to ethics (Olson, 2007) where any given situation that poses a dilemma calls for black or white or ethical not ethical evaluative assessment. Such a judgment expresses a specific order of cognitive complexity, what Kegan (2009) refers to as *socialized mind* (p. 17), or expresses a specific level of development, what Hall (2006, p. 54-58) designates as *Phase II consciousness*. Characteristics of this order or phase are a dichotomous way of thinking and acting, and the application of rules and codes regardless of context (Kegan, 2000).

Being able to go beyond instructions in ethics requires another stance towards the dilemmas: an ability to view the dilemma in shades of grey, and a welcoming position towards the disorientation and disequilibrium created, which will allow engaging ethical dilemmas as a portal of exploration and deep change (Mezirow, 2000). Here the individual will make a decision based on a self-authored system of ethics, based on personal and collective values, apprehended in a dialectical way. This calls for a particular degree of complexity of mind that corresponds to a *self-authoring mind* (Kegan, 2009) or *a Phase III consciousness* (Hall, 2006). Table 2 below synthetizes these two approaches to ethical dilemmas and their corresponding orders of consciousness[1].

[1] It should be noted that Kegan's (2009) and Hall's (2006) theories include other orders or phases. But their study in relation to ethics is out of the scope of this paper.

Table 2. Approaches to ethical dilemmas and corresponding orders of consciousness

Kegan's order of consciousness	Hall's phase	Authority for moral action	Source of moral action	Guiding questions to make an ethical decision	Application to ethics in coaching
3rd order Socialized mind	**Phase II**	Externally determined ethical standards	Desire to conform to expectations and social norms	How can I fit in? What is expected from me?	Unquestioned application of ethical codes
4th order Self-authoring mind	**Phase III**	Internally informed ethical values in context	Desire to do well and good	What does sound right, fair and constructive to me in situation?	Revisiting and revising the application of ethical codes in response to emerging issues and experiences

The Transformative Use of Ethical Dilemmas

Using ethical dilemmas for exploration and deep change means that the dilemma is not perceived as an endpoint, such as a mistake committed by the coach that should be corrected, but rather as a beginning, a springboard for action. In that dynamic perspective, dilemmas, also called *disorienting dilemmas* (Merizow, 1991) are responses of disequilibrium, when experience disrupts various habits of meaning and reactions. They should be interpreted as a signal sent to the coach for reflection and action. We think that this has three levels of meanings to conduct transformations.

First a meaning at the individual level; here we assume that a coach does not face a dilemma by chance. Rather the dilemma tells something about coaches, about their history, their personalities (Fatien Diochon & Nizet, 2015). Indeed, ethics can be related to coaches' hollows, bumps, and wounds, similar to the ideas that the talent of the coach is also where he or she is wounded (De Châteauvieux, 2013). Fatien Diochon and Nizet capture this idea through the following saying: "Tell me what your dilemma is, and I will tell you who you are" (p.14). In the same vein, dilemmas are potentially indicative of the ethical journey of the coach. Coaches will not face the same type of dilemmas as they evolve in their practice. In that perspective, many coaches affirm that what used to be an ethical challenge is not anymore today. It reveals certain maturation. But as coaches mature, their dilemmas change too. Fatien Diochon & Nizet propose a second saying: "Tell me what your dilemma is, and I will tell you where you are in your ethical journey." (p.17). These two sayings are fundamentally aligned with an anti-realist approach to ethics, e.g. ethical issues are not external elements to the coach, out-there. On the contrary, they are created, fundamentally intrapersonal, subjective, and dynamic (Sonenhein, 2007), evolving with the coach.

Next let's explore the second level of meaning for disorienting dilemmas, organizational. Dilemmas can also be understood as a *signal* (Lapassade, 1991; Lourau, 1969) or *symptom* (Arnaud, 2003) of what takes place in the larger environment. In order words, the ethical dilemma that emerges during the intervention can be seen as a privileged lens into the functioning of the organization. In a way, the ethical dilemma experienced in the coaching sphere is a potential specimen, also called a holon[2]*, of what takes place in the larger organization (Louis & Fatien Diochon, 2016). This suggests seeing ethical conflicts as a meaningful element of work in three-party relationships. It is a resource to tap into for further analysis of what is happening. This entails a systemic approach to dilemma that positions them as a signifier in a system. This approach follows Driver's call (2003) to avoid non-systemic approaches to interventions in organizations, moving away from "wild analysis" (p. 39) that neglects the system producing behaviors. Under these conditions, the coach may be able to meaningfully embrace the complexity, ambiguity, and paradoxes inherent to helping practices (Whittle, 2006), and significantly impact the organizational system.

Finally, the third level of meaning relates to the coaching industrial level. In what he analyzes a growing tendency to individualize the responsibility for ethics, what he calls an "ethical individualization" (2011, p. 102) defined as "the devolution of organizational responsibility for ethical practice to individual employees", O'Mahoney (2011) calls for moving away the focus in ethics from the individual. Rather he points out the role of institutions, governance and structure. Indeed, he explains how, under societal evolutions, consultants are increasingly blamed at an individual level for issues that should be tackled at the industrial or social levels. He views this phenomenon as problematic insofar as "many of the ethical problems in the [consulting] industry result from conflicts of interest at the level of institutions, governance and structures (p. 102)." And such an "individualisation of ethical responsibility is inadequate in achieving ethical practice" as it neglects the real source of the issues, "thus rendering an individual employee powerless in effecting change" (p. 102). Table 3 summarizes these three levels of meaning that we suggest for ethical dilemmas used as a support for transformation.

Table 3. Three levels of meanings of ethical dilemmas

Level of meaning	**Description of transformational use of ethical dilemmas**
Intrapersonal	Signal of the coach's history, identity, ethical journey
Organizational	Symptom of a larger organizational issue
Industrial	Signal of industrial and social dysfunctions

Conclusions and Recommendations

Tapping into the transformative power of dilemmas has implications for both coaches' education and their supervisors.

Our approach suggests familiarizing participants to systemic approaches to coaching, anchored in such domains as psychosociology and sociology. This means preparing the coach to be able to make a strong analysis of the whole system of command seems key (Amoureux, 2002; Driver, 2003) when most programs or approaches, as identified by Louis and Fatien Diochon (2014) and Western (2012), tend to restrict the focus to the behavior of the individual or to the coach-coachee relationship.

[2] Pauline Fatien thanks Gary Wagenheim for putting this word on the phenomenon she had in mind.

Adopting this systemic approach goes hand in hand with developing the requisite cognitive complexity or ability to engage higher levels of meaning as discussed above; it thus requires that coach education includes attention to expanding mindsets or world-views as offered by transformative learning. Initiated by Mezirow (1991) and developed by many others over the past 30 years, transformative learning incorporates a constructive development theory of change into its learning activities and environments (Kegan, 2000). In designed transformative learning activities, participants engage in critical, creative, and at times shared reflection on these disorienting experiences. New and alternative ways of making sense of experience are generated, which in turn expands one's capacities for this meaning making. The capacities gain from applying transformative learning to their own dilemmas then transfer to the dilemmas that they encounter in the context of their coaching work.

While coaching engagements are fertile grounds for ethical dilemmas, this paper challenges the dominant view of ethical dilemmas as deviations from sound practice. Building on the work of Hall, Kegan and Merizow, we suggest that with a certain degree of tolerance for and engagement in the dilemmas, these very same dilemmas have the potential to become the basis for transformative change in the organization and of the individual members. This later approach to dilemmas calls for coaching education that develops coaches' abilities to deal with complexity, e.g. shift to a higher order of consciousness, and consequently allow embracing the larger social-cultural-political context of their intervention.

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Operational and Ethical Issues When Integrating Consulting and Coaching in Service of Organizational Change

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Abstract. This article presents the operational and ethical issues when integrating consulting and coaching to support organizational change. It describes a process that integrates consulting, individual & team coaching, and training to support individuals and teams in a business department of the largest multichannel cable and satellite TV service in Latin America, a group of 137 people, and the dilemmas faced by playing the multiple roles of consultant, coach, trainer and facilitator.

Key words: ethics, executive & team coaching, training, organizational development, and consulting.

Introduction

Coaching has been an additional practice to the human dimension of consulting for more than four decades, considered one of the more powerful of the confrontive interventions (Schein, 1969). Consulting companies focused on human resources development (HRD) and organizational development (OD) have incorporated this line of service, blending coaching with a variety of interventions such as executive development, change management, team building, team development, and training.

Combining consulting with coaching for change may provide a powerful approach to help individuals and groups deal with the idiosyncrasies of change and transition. From the consultant-coach perspective, there are critical operational and ethical issues that must be addressed, especially, defining who is the client, contracting, confidentiality, servicing multilevel clients and dealing with conflict of interest. Although most coaching membership associations have codes of conduct and ethical standards, practitioners seldom have clear guidance to solve ethical dilemmas when working directly with organizations and clients (Duffy & Passmore, 2010).

Due to confidentiality agreements associated with consulting and coaching contracts, there are limited cases that describe the inner aspects of the consultant-coach relationship with clients. This paper aims to describe a change management project where consulting and coaching were applied simultaneously, the ethical and operational challenges that surfaced and how they were dealt.

Methodology

The approach used is Donald Schon’s (1987) reflection-on-action. The practitioner- researcher spends time exploring his practice to build up a collection of images, ideas, examples and actions that can be drawn in the future and contribute to the practice field. The author conducted 8 one-hour semi-structured interviews (directors, managers and his partner in consulting) and two focus groups with 11 coordinators, 24 months after the beginning of the project. The author employed grounded theory to review sessions notes and interviews to build a series of descriptive and conceptual codes, following the original methodology offered by Glaser and Strauss (1967) as a framework.

Conceptual framework

In this paper, when referring to consulting, it will mean the work done by third parties in organizations to intervene in their social system to support the achievement of a given objective. It combines non-directive and directive approaches to facilitate change, which require the consultant-coach to play different roles:

- Technical expert: providing knowledge and best practices on the field of change management.
- Process specialist: focusing in interpersonal and intergroup dynamics, facilitating the dialogue needed to reach the objective.
- Solution facilitator: supporting clients to frame the problems they need to tackle, provide knowledge, when required, identify alternatives, clarify decisions, and build action plans.
- Coach: supporting clients to reflect on their contexts, analyzing options and making conscious decisions.
- Trainer: running training sessions to develop clients' knowledge and skills focused on their new roles and challenges.

Combining change management consulting with facilitation and training is a common practice as well as using internal coaches to deliver team building activities, training and internal effectiveness consulting and mentoring (Frisch, 2001). In that context, it does not make much practical difference in separating the nomenclature of consultant and coach. Tobias (1996) sustains that any difference is in the focus of the activity: individual (coaching) and organization (consulting).

Organization members may not distinguish the difference between consultants (OD, HR, management) and coaches, but see all as helping resources. In that case, the most important is clarifying the different roles, activities and codes of conduct involved.

The space of consulting is the interactions (hierarchical, lateral and transversal) between different stakeholders, where imbalances of power and influence impact the level of collaboration and the attainment of organizational objectives. Consultants are often called due to the difficulty of the client organization to freely investigate and effectively address its own issues (Krantz & Gilmore, 1991).

Entering into client's system, consultants must quickly understand who holds the power to decide on issues related to the job at all stages, what are the stakes for the main stakeholders and their positions, who should be kept informed and those whose collaboration will be essential for the project success (Kubr, 2002). Understanding the organization culture and social and political contexts will allow for a better contracting, especially when doing multilevel interventions.

Hawkins (2011) proposes that systemic team coaches work with team members together and apart to deal with their stakeholders and transform the business, which requires understanding "how the coaching project fits in with and supports the wider strategic, culture change, leadership development and organizational development processes of the wider organization". While Hawkins attributes little meaning to the combination of consulting and coaching, it clearly demonstrates who they are serving: the
organization's interests.

Executive coaching has been criticized of being an instrument to promote the organization's normative ideology and manipulation (Chambefort, 2006; Coopey, 1995; Malarewicz, 2007). First, coaching sponsorship only happens because those in authority positions are convinced that it will serve their agenda. Second, during the tripartite process (coach-client-boss) to align the coaching objectives, despite the space created for the coaching client to express intentions and objectives for the job, this only happens with the boss' consent.

Consultants and coaches are not neutral. Their interventions may create space for dialogue and give voice to the organization members, foster collaboration and cooperation, create opportunities for reflection and adoption of new attitudes, mental models and skills, but they are all bidden in the contract with the organization. They serve a corporate agenda that might conflict with the interests of individuals and groups being consulted, coached or trained. They serve a normative ideology that the organization is pursuing.

In a field loosely defined and with a variety of practices, ethical issues are critical, as coaches and consultants operate independently of any professional or governmental body (Brennan & Wildflower, 2010). Duffy and Passmore (2010) maintain that an ethical code helps prevent dangerous practices from harming clients, the public, or the coach.

Ethical thinking is embedded in professional bodies, coaching professional organizations (International Coaching Federation - ICF, European Mentoring and Coaching Council - EMCC , Worldwide Association of Business Coaches - WABC and International Association of Coaching: - IAC) and consulting professional bodies (AMCF Association of Management Consulting Firms - AMCF, Association of Change Management Professionals - ACMP and European Federation of Management Consultancies - FEACO) all maintain codes of conduct or ethical standards, however, practitioners seldom have clear guidance to solve ethical dilemmas when working directly with organizations and clients (Law, 2005). What are the consultant-coach ethical responsibilities to each part involved in a multidisciplinary approach in a client system? (Fisher, 2009).

Case Description

This section illustrates how the consulting service unfolded to provide additional coaching and training services, which was designed to support organizational change and personal transitions. It also describes how the intervention progressed from one consultant working primarily with the senior executives and expanded to the larger leadership team in the organization.

As agreed with the organization, the author will not disclose the organization structure in detail, the identity of the business area nor the names of its employees.

The Globosat Case

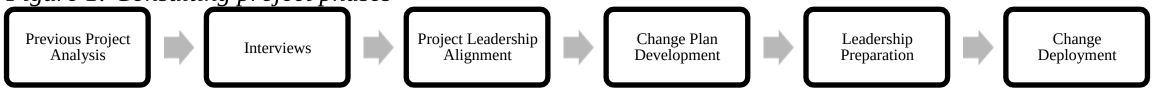
Globosat is the largest multichannel cable and satellite TV service company in Latin America, based in Brazil. In June, 2014, it had 2.189 employees and one of its business areas had been working for a year with an organizational consulting firm to restructure two out of the four departments reporting to a Business Director, impacting 137 people.

The Business Director, reporting to the CEO, had been working for the company for 17 years. In her early 60's, she had the intention to "leave the organization well-structured before retiring", which she planned to do in 2 years. Manager A, in his late 50's and 21 years of service, had 80 people working in his structure. Manager B, in his late 30's, 18 years of service, was recruited by Manager A as a trainee, and had 54 people working in his structure. They both had a strong personal relationship among and with the Business Director.

The author had been working for Globosat for a year as a coach, and performed consulting in other companies owned by Globosat's parent company, Grupo Globo, the largest media conglomerate in Latin America. The author's main relationship at Globosat was the HR area, represented by the HR Director, OD Manager and her staff.

The consulting job involved clarifying the direction and purpose of the change project, aligning actions and resources, and engaging (cognitively and emotionally) the people leading the change process and those affected by the change. There were clear products and outcomes for the consulting job: a team charter for change, descriptions of the change initiative, impact maps, protocols to deal with resistance, and a detailed change plan aligned with a communication plan. It also involved preparing managers to lead the change process up to its deployment to all employees. The core of the project was enabling the client to lead its own change process. Contracting involved the HR area and the Business Director, where the consulting plan was laid out and roles and responsibilities initially aligned.

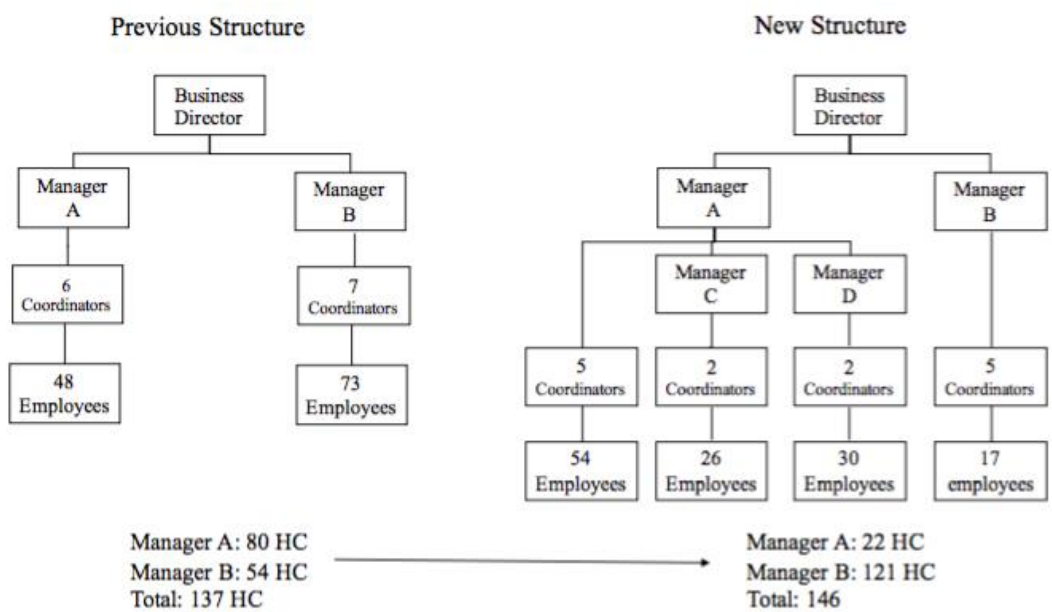
Figure 1: Consulting project phases



The author’s introduction to Managers A & B was communicated by the Business Director, and all logistical details (booking interviews, setting-up meetings and workshops) were done by the HR business partner involved with the project. Managers A & B were informed that the new consultant (author) aimed to help the group advance with the change process.

Many projects don’t succeed because they fail to address underlying issues that are hard to deal with openly. The Business Director wanted to implement a new structure that considerably changed the scope of the two managers. Despite creating 9 new full time positions, and two management positions, Manager A’s team would reduce from 80 to 22 people while Manager B would increase his staff from 54 to 121 people. That had the potential to create the sense of winners and losers within a community where camaraderie and personal relationships are highly valued. The good personal and working relationship between managers A & B could have been severely impacted with the change, and the larger community had eyes turned to what was going on.

Figure 2: structure change



Position 1 in figure 3 illustrates the different dyads and triangulations that were happening inside Globosat client system by the time of the author arrival. Clients reported being stuck.

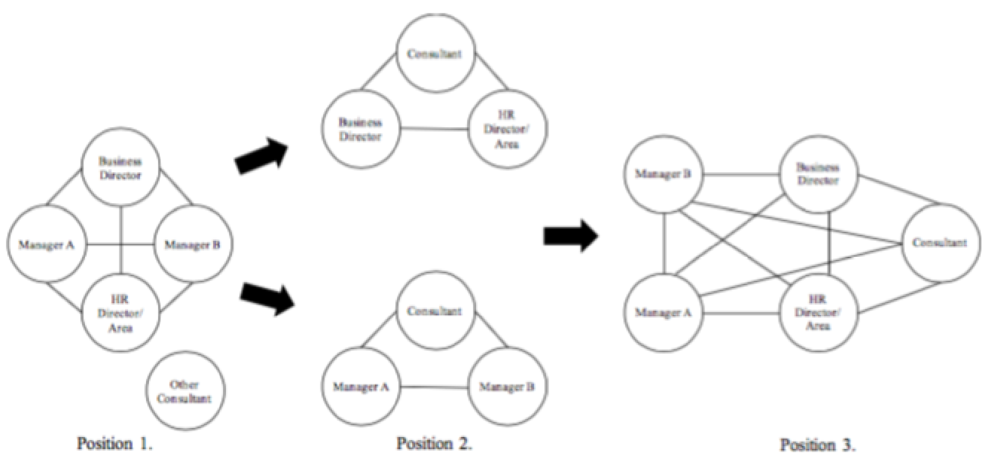
Interviewing the Business Director and both managers helped the author understand what was at stake for the three of them, what made them anxious, how they saw the project, and their thoughts about each other and other important stakeholders. It also gave the author access to the decisions the Business Director had in mind regarding the project implementation and resistance to change, and her opinions about each manager.

The author organized a first workshop with the three executives, the HR team and the other consultant to create a common agenda. It was a combination of directive and non- directive approaches: clarifying the project status, the role of leadership during change, defining expectations for the job, and establishing a project team charter that emphasized positive attitude, working in partnership, building a collective solution, being transparent (expressing feelings & thoughts) and communicating outside the team only what was agreed. An action plan was put in place to organize the content to be prepared by Managers A & B and HR (e.g. reasons to change, new operating model, structure, roles & responsibilities).

A series of meetings and short workshops took take place next where the author would meet with both managers after these meetings were concluded. Those individual meetings helped the coach/consultant get a perspective of how the managers were experiencing the change project, but also allowed them a voice and a safe space, talking about issues that they considered important, giving and receiving feedback, and addressing any emerging topics. It helped foster a trusting relationship. Position 2 in figure 3 illustrates the author's strategy to tackle the client system, working with Managers A & B in one set, and with the Business Director and HR in another set, taking into account the different interests, and later integrating all of them as showed in Position 3.

The three business area executives had different views about the structure and team allocation. At this point, the author served as a facilitating function, fostering dialogue, clarifying principles and intentions, and also helping the team come to a common decision. The final structure did not resemble any of the designs the individual parties had in mind, but expressed what was workable at that point. Position 3 in figure 3 illustrate the dynamics of the consultant working in conjunction with the group, not as a central part, but as an integrated facilitator with a distinct role to enhance the change process.

Figure 3: Consultant-client relationship



The project team (Managers A & B, Business Director & HR staff) decided to involve the two coordinators being promoted to managers and reporting to Manager B to work on the change plan. This part of the work consisted of detailing the new structure, deciding staff allocation, defining support to change, training, and communication actions. Managers A & B were concerned about opportunities for their loyal subordinates. Deciding on staff allocation became a sensitive moment, where the author helped to create some references for decision making and fostered giving voice to all concerns.

A two-day workshop with the project team and Managers C & D reviewed all the models and conceptual frameworks for the change and created impact maps coinciding with the structural and staff changes.

Table 1: Impact Map

Person/Area	What changes?	Interests	Losses/Gains	Actions

At the time, in conversations with the Business Director and the HR staff about how to support the change process, the HR Director proposed coaching for Managers A and B, the newly appointed Managers C & D, and a development program for the Coordinators. There was a consensus that the author was the best fit to coach Managers A and B, leveraging the trusting relationship established with both managers and his deep knowledge of the change project. Managers C & D would be individually coached by Thomaz Meirelles, partner of the author at Artisan Consultoria. He was also given responsibility to provide group coaching and training with the Coordinators reporting to Managers B, C and D.

On the morning of the day before the communication announcement of the plan, Managers A & B had personal conversations with the Coordinators about their changing functions. In the afternoon, all Coordinators were called to briefed about the planned details, voice their concerns, clarify doubts and receive orientation on behavioral expectations. The meeting was led by the Business Director and Mangers A & B, with the author's support. Presenting the previous announcement for the Coordinators worked well as a rehearsal for the general announcement. The author gave feedback to both managers and worked with them in fine-tuning speech and presence.

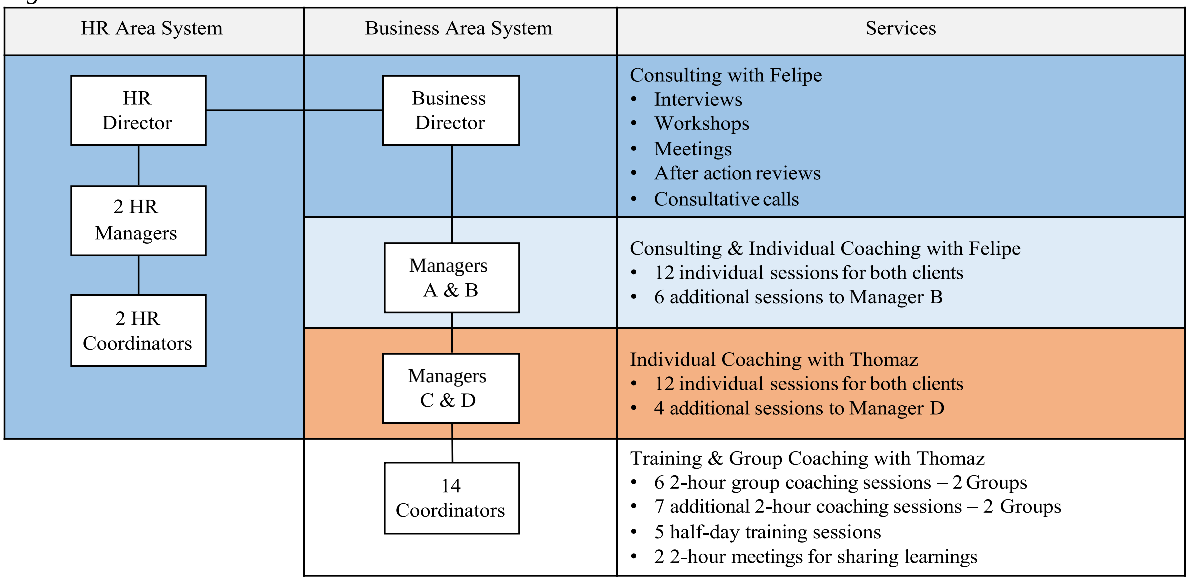
The general announcement took place in an auditorium with 140 people and the HR staff. The expectations and emotions were very high. After a quick introduction, the Business Director left the presentation to Managers A & B. The author gave a short presentation on how to cope with change at the personal level.

Coaching and training were introduced to participants as tools that would be utilized to help transition and facilitate the change while serving an organizational purpose. Before starting the coaching relationships, both coaches explained to participants that the individual content would be kept strictly confidential, but that collective topics or issues considered important to the change process would be addressed with management or HR. This procedure was not written on paper but agreed to verbally by all individuals and groups.

Managers A and B had 12 individual coaching sessions with the author for a period of 10 months. Managers C and D had 12 individual coaching sessions with the author's partner during a period of 10 months. An extension of 6 sessions was approved for Manager B, and 4 sessions for Manager D. All the 14 Coordinators were divided in two groups and had 6 2-hour group coaching sessions each. An extension of 7 sessions was approved and there were two 2-hour meetings with the two groups and the coach to exchange learnings (one after session 6 and at the end of the job). Coordinators also had 5 half-day training sessions that were conducted by Thomaz on topics such as situational leadership, effective feedback, emotional intelligence and team management. Figure 4
resumes the services rendered to the different clients.

Ronald Heifetz's Small Group Consultation Process (Parks, 2005) was used for the coordinators' group coaching. Participants brought their adaptive challenge to the group, who made systemic analysis of the situation and contributed with a wide range of solutions for implementation. The activity promoted intimacy and trust. Topics often addressed the difficulties of "working in the middle" (Oshry, 2007), handling the space between bosses and subordinates, the lack of authority and the pressure to perform.

Figure 4: Multilevel services delivered at Globosat



Findings

The importance of context

OD consulting is a mix of science and art. While using methods and processes informed by theory that provides consistency, operating inside the client systems requires some form of art, adapting to the context.

Globosat's culture of informality and camaraderie created space for an intervention where the same consultant played different roles along the hierarchy and teams. The approach described in this paper may not work in more individualistic cultures, where competition is a value. It may not be as functional in contexts where key stakeholders are in deep conflict, have a high degree of suspicion, and no dialogue is in place.

Who is the client?

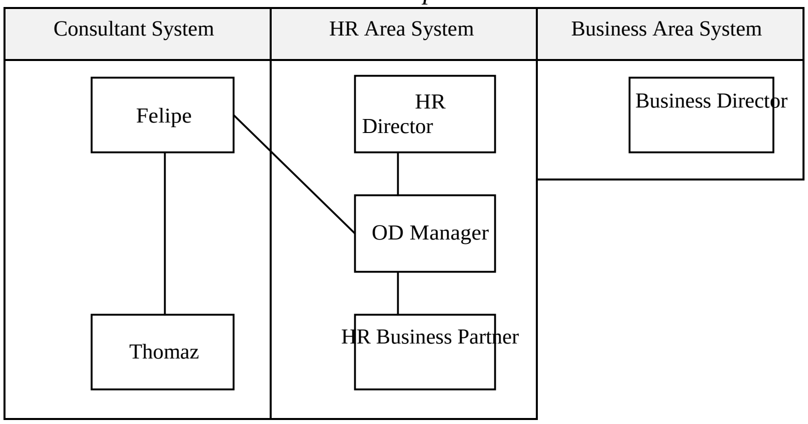
As a partner in a consulting boutique working in the OD field, experience has showed that, in Brazil, HR professionals, as individuals, are key commercial clients, despite their organization affiliation. The author has accompanied clients, servicing them to up to four different companies.

Globosat's HR area has a strong influence in choosing the OD consulting firms.

Access to the Business Director only took place after the HR Director had a clear understanding of a possible approach to the job. The HR area dealt with technical and commercial aspects of the consulting proposal, although the investment was allocated in the business area budget. The HR Director and the Business Director were the contracting clients. Jointly, they owned the problem, defined the scope and controlled the budget for the project.

Having the contracting relationship mediated by HR, the author was caught in a potential trap: be biased by the HR perspective; having its image associated with the HR reputation; and not being as independent; but as an arm of the HR area. This was solved by showing independence and integrity during the course of engagement.

Figure 5: Globosat's commercial relationship



Clients served have a large influence in contracting clients. Managers A & B dissatisfaction with the previous consulting company led to hiring the author to facilitate change. This calls attention for the consultant to create a collaborative relationship with clients served, which may also grow into contracting clients in other contexts. Managers A & B surveyed their teams' satisfaction with the service. While budget belonged to the Business Area Director, support for extending into additional services was recommended by both managers.

Formal and informal contracting

No form of legal contract guarantees a productive relationship between consultants and clients. It heavily depends on the psychological contract built between all parties from contracting to termination of the consulting job.

The author believes a formal written contract with each person involved in the job may be impractical, and lead to feelings of distrust in informal cultures and may adversely impact collaboration and sharing of knowledge and information. The formal contract with the organization should be enough to define roles, responsibilities and commercial issues. The consultant may adopt specific contracting for each activity being carried if necessary, especially with in individual coaching.

Becoming a trusted resource

Consultants become a trusted resource for clients by demonstrating integrity and ethical behavior in what they say and do. Organization members test consultants to check for consistency.

> "I believed that you were neutral and was there to help when we openly discussed the impact maps. Most of the change had a positive impact, but some people were going to lose. Talking openly about it was something I never saw here. And that was important. You have put the issues on the table and got us to discuss them and have a position. You showed integrity, a neutrality. It seemed we could trust you."
>
> "If Thomaz was not a guy who laughed with us and showed emotions, it wouldn't work."
>
> "I appreciated when you made honest comments about what was going on."

Self-management

Consultants influence and are influenced by the context of the client systems they enter. This requires continuous self-reflection, keeping personal opinion's to one's self, and not playing the expert role or give solutions to clients' problems.

Once, the author had a coaching session with Manager A just after a 2-hour meeting with the project team. During the coaching session, the author revealed a personal thought about the Business Director ("She is tough!) influenced by the previous activity. When the same person is playing both consulting and coaching roles, with different types of activities in the same day, it becomes critical to create a space and time to gain perspective and self-fine-tune next interventions.

A less strict view of confidentiality

Under the principle of doing no harm, and as long as clients are aware of the limits of the disclosure protocols up front in the processes, a consultant doing coaching may point to some potential themes or topics that could help the organization advance. That would make the best use of resources for the benefit of the collectivity.

At Globosat, clients were highly concerned about revealing personal, individual information, but expected coaches to make a positive contribution from the background information they had.

Managers:

> "If there was anything that would facilitate the process, for the benefit of the process, yes. For me, it would work as a positive confidentiality, without getting into the specifics."
>
> "Somehow, I had this fantasy that my coach would speak well about me with HR and hierarchy. I never consider that he would do the opposite, pointing to something that would harm me. Only helping or doing a positive thing."
>
> "If there was something you could have helped telling them, that would've been nice."
>
> "If any information was to be used, I trusted it would've been used positively."

Coordinators:

> "It would be great if Thomaz did that. Then the company would know what was going on here."
>
> "Thomaz could have told things like "there is a problem with leadership", but couldn't tell specific things about us."
>
> "I was praying that he would tell management about important issues."

Directors:

> "I thought you would share things that HR could help. Nothing specific from my managers' personal content. Something we could act as an organization."
>
> "I didn't expect you to tell me what was going on during your coaching. But to give us a heads-up if there was something critical that we could act to make it happen."

Coaching individually peers that are disputing resources

Coaching individually peers that are disputing resources could be disturbing for one or both clients. In environments where competition is a value, or relationships are weak or troubled, having the same coach could create doubt and negatively affect the coaching relationship and job results and the viability of sharing information gleaned in the coaching process.

Coaching Managers A & B individually was possible because both had a long respectful and positive relationship, and came to trust the author during the consulting job.

Working individually with peers, a coach must be aware not to be trapped in a triangulation setting, carrying messages from one to another. Despite the breach of confidentiality, it would not allow clients to deal directly with their issues. In this case, working with different coaches may be more appropriate.

Coaching the bosses and the subordinates

In contexts where distrust, suspicion or conflict between bosses and subordinates exist, having the same coach may contribute to increase the problematic context. However, in a setting where individuals and groups feel part of the same journey, it may contribute to faster adaptation and integration. Coaching the Area Director prior and during the project would have amplified the impact of the job.

Manager:

> "It was a learning process. I realized that they needed space for their own reflection."

Coordinators:

> "The group coaching brought us together. We realized we were having similar problems with management. I was happy that my boss's coach was listening to what we were saying."
> "I was happy that our bosses were also doing coaching."
> "There was no problem that we had the same coach. During the process, we were sure that Thomaz was there for us. It was about us."

When working with different levels, organization members may regularly test the consultant conduct, checking for inconsistencies, breach of confidentiality or any reason not to trust. Coaches must make all the effort to mitigate this risk through self- management. Organizations that want to avoid this risk should consider having different coaches doing work apart.

Consistency and supervision

Working with four different levels, the two consultants had a systemic view of the interventions, which helped the consulting team design interventions and training programs appropriate for the moment to facilitate the change process.

Clients did not see any problem that the consulting team shared information between themselves:

> "The fact that my coach's boss doing coaching with my boss made all the difference. I was sure that things were being done with carefulness. I perceived that as I did not know what was going on with my subordinates coaching sessions, the same was happening with me."
> "I wondered what happened inside the consulting company. It did not impact my openness with my coach."
> "It was natural that you guys would talk in your company. No problem."

Guaranteeing consistency during an intervention is challenging. Different people have different mind models and approaches. Having one company doing all coaching jobs, in the context of a change project, allows for supervision. Using independent coaches would require hiring a supervisor and incurring in additional costs.

Conclusions and Recommendations

Coaching is a powerful element to support individuals and teams in times of transition. The context and organizational culture influence the adoption and characteristics of the services to be delivered to multilevel clients. It is an art more than science, requiring consultants to dedicate time to observe and interpret, and engage clients in building a possible solution.

Having the same company doing consulting and coaching allows for a systemic approach. Tailor-made interventions designed from a privileged point of view may help individuals and groups advance.

The consultants’ behavior during the consulting activities will determine their acceptance in the client system as coaches. Trust results from interactions with clients, checking and confirming the consultants’ intention and ethical behavior. A non-directive consulting approach make it possible for clients to own their problems, using collective dialogue and reflection.

More important than formal contracting, consultants must hold a meta-position of integrity and ethical behavior, showing ethical responsibilities for each part being serviced. On top of the formal general contract with the organization, consultants should establish informal contracts for each activity being carried. For example, defining confidentiality limits on the use of individual information before starting an interview with any organizational member. In litigation-driven countries or industries, should it be the case to have formal contracts for each activity being held?

The approach described in this paper was considered successful because all parts were committed to make it work. There are cases where interests are misaligned and strong resistance may occur, even with sabotage. Special attention should be given when selecting coaches to work for people disputing resources at the same level, or top-down relationships, where there is a clear imbalance of power.

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Cross-Talk: Cross-Generational Coaching to Build Bridges of Connection

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Abstract. Four generations of Americans work together today, each with distinct work perspectives. Cross-generational management requires multiple skills—especially soft skills--not always taught in business schools or learning and development programs. Many of these skills *are integral to coach training and coaching*. This paper outlines gaps in soft skills across workforce generations and suggests how coaches can help managers and other employees leverage generational diversity and build bridges of communication, engagement, alignment and success.

Key words: Multigenerational; soft skills; workforce coaching

Introduction

"One in three of us wastes about five hours a week on intergenerational conflicts." (Vozza, 2014)

Today's workforce includes four different generations (Lyons, Schweitzer and Ng, 2015). As these generations interact, they form perceptions of each other. An abundance of practitioner- oriented and mass media articles suggest that generational differences, whether real or perceived, can be a source of workplace conflict (Legas and Sims, 2011). Finkelstein, King and Voyles (2014) note that such perceptions can lead to stereotypes, preconceptions or tensions.

Not all agree that differences in a multigenerational workforce are generation-driven. Both sides of the argument are represented here. The question is: how can coaches help organizational clients to leverage generational differences and to manage conflicts that may arise?

To succeed, this diverse population needs hard (technical) skills and soft (self-management and interpersonal) skills, and the ability to think creatively. Soft skills are in high demand, but not high supply.

This paper focuses on how managers, employees and coaches can leverage the rich diversity of multigenerational experiences to increase soft skills and right brain behavior, and to drive organizational engagement, alignment and productivity.

Methodology

1. Conducted individual interviews with a small group (5) of managers and workers in different age groups.
2. Used specific key words to guide an online literature search.
3. Used Google, Google Scholar, International Coach Federation (ICF), American Management Association (AMA), Human Capital Institute (HCI), American Society for Quality (ASQ), Deloitte Consulting and PwC databases and archives.
4. Reviewed quantitative data from Pew Research Center, Harris Interactive, Gallup and U.S. Bureau of Labor Statistics to define the size and characteristics of the generations involved, and the nature of current employee disengagement and related issues.

5. Read articles in the business, HR, psychology, coaching and popular press to help frame, write and document the proposed approach.
6. Used information from peer-reviewed academic publications for factual documentation.
7. Checked reference lists from the articles I read to locate additional sources.
8. Referenced specific coaching and business management texts from coaching coursework.
9. Chose citations that provided best support, outlined overall thinking and key components of the submission and prepared a draft for review.
10. Findings, conclusions and recommendations are reported herein.

Conceptual Framework

Areas of Literature Review

- Multigenerational makeup of today's workforce—differences and similarities.
- Debate about whether interpersonal conflicts and differences at work are due to generational influences or experiential, values and other differences.
- What companies see lacking (gaps) in employees, recruits and new hires—soft skills vs. hard skills.
- Opportunities to coach soft skills cross-generationally as a means to build/strengthen intra-organizational bridges of engagement, alignment, innovation, productivity, reward and success.

Search Strategies.

Databases and Professional Organization Archives: Google; Google Scholar; International Coach Federation (ICF); American Management Association (AMA); Human Capital Institute (HCI); American Society for Quality (ASQ), Society for Human Resource Management (SHRM); Library for Professional Coaching, and Association for Talent Development (ATD).

- Peer-reviewed publications: *Organization Development Journal; Online Journal for Workforce Education and Development; Human Resource Management; Academy of Management Journal*; *Organizational Dynamics; International Journal of Facilities Management and Business; Professional Communication Quarterly, and Work, Aging and Retirement.*
- Statistical and meta-analyses: Pew Research Center; Harris Interactive, Gallup and U.S. Bureau of Labor Statistics.
- Popular, trade and business publications: *Harvard Business Review*; *Wall Street Journal*; *Forbes*; *Inc.*; *Entrepreneur*; *Fast Company*, *Huffington Post* online and *Houston Business Journal.*
- Books and Texts: *Getting to Yes* (Fisher/Ury); *Coaching Skills: A Handbook* (Rogers); *Performance Coaching* (Wilson); *A Whole New Mind* (Pink), *Organizing Genius* (Bennis/Biederman) and *The Ten Faces of Innovation* (Kelley).

Definitions

Table 1. Definitions

Term(s)	Author/Source	Description
Generation	DelCamp, R.G., Haggerty, L.A., Haney, M.J. and Knippel, L.A. (2011). *Managing the multi-generational workforce: from the GI generation to the millennials*. Farnham, Surrey, England: Gower Publishing Limited. Hanna, E. (2009). New tactics needed to train Gen Y workers. Hotel & Motel Management, *224(3)*, 1, 41. Retrieved from http://www.hotelworldnetwork.com/training/new-tactics-needed-train-gen-y.	"Age cohort" that shares unique formative years' experiences and teachings (roughly first 20-23 years of their lives) and develop unique core values and attitudes different from other generations. Life experiences directly influence members of each generation during critical development stages and have significant effect on values and beliefs person carries with them throughout course of his/her life. Generations are cohorts with similar values and beliefs which affect the way they communicate.
Multigenerational Workforce (also termed "cross-generational")	Retrieved from *Adecco North America* (2014). Managing today's multigenerational workforce, 3.	No fewer than four generations coming together in workplace.
Engagement	Kahn, W.A. (1990). Psychological Conditions of Personal Engagement and Disengagement at Work. *Academy of Management Journal*, *33 (4*), 692.	Harnessing organization members' selves to their work roles. In engagement, people employ and express themselves physically, cognitively, emotionally during role performances.
Alignment	Gagnon, M.A., Jansen, K.J. and Michael, J.H. (2008). Employee Alignment with Strategic Change: A Study of Strategy-supportive Behavior Among Blue-Collar Employees. *Journal of Managerial Issues, 20 (4)*, 425.	Individuals engaging in behavior that supports organization's goals.
Applied or "Soft" Skills	Robles, M.M. (2012). Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace. *Business and Professional*	Interpersonal qualities, i.e., people skills, and personal attributes that one possesses. Range of attributes loosely grouped

	Communication Quarterly, 75 (12), abstract. Harkins, R. (2015). Hard Facts on Soft Skills. *Quality Progress*, 12/15.	into two categories: self-management skills (such as resilience, persistence and perceptiveness) and people skills (such as active listening, effective mentoring and clear communication).
Coaching	Rosinski, P. (2003) Global Coaching for Organizational Development. *International Journal of Coaching in Organizations, 30 (8),* 2.	Art of facilitating the unleashing of people's potential to reach meaningful, important objectives.
Manager-coach	Joo, B-K., Sushko, J.S. and McLean, G.N. (2012). Multiple Faces of Coaching: Manager-as-coach, Executive Coaching, and Formal Mentoring. *Organization Development Journal, 30 (1),* 24	Managerial practice that helps employees learn and improve problem work performance by providing guidance, encouragement, support. Ongoing process for improving problematic work performance, helping employees recognize opportunities to improve performance and capabilities, empowering employees to exceed prior levels of performance and giving guidance, encouragement, support to learner. Leadership approach based on condition of constructive feedback designed to bring the most out of people by showing that they are respected, valued.

Origins/History of This Concept. In 1898, 15-year-old Owen Napoleon Hill accepted industrialist Andrew Carnegie's challenge to study and compile the commonalities of principle that made America's greatest businessmen and leaders successful. Over 30 million copies of the resulting publication—*Think and Grow Rich*--have been sold. Hill's treatise succeeded because its content (and author) inspired ordinary people to move beyond failure and doubt towards accomplishment and lives they never thought possible. (*Success Magazine*/2009).

One could say that Napoleon Hill was an early social psychologist documenting the power of soft skills. A century later, in their book *Organizing Genius* (Bennis and Biederman, 1997), Warren Bennis and Patricia Ward Biederman reflected on what creates "Great Groups"—how some people produce greatness while others never live up to their potential.

Bennis and Biederman determined 15 key "lessons learned" that promote greatness. Like Napoleon Hill, Bennis and Biederman recognized the power of soft skills—creating inspiration, building a common purpose, inciting collaboration, and generating passion—to enable talented people to excel.

Their message to organizations: find people with potential, give them a problem to solve, inspire them to believe they can solve it, give them space to do so with access to the resources they need, and let them work their miracles.

Based on research to date and personal coaching experience, soft skills in the workplace facilitate sharing experience and knowledge across generations of employees, managers and leaders. From a review of the business literature, it appears that soft skills are in high demand, but not high supply. Coaches can play an instrumental role in the organizational success of corporate clients by coaching their employees in soft skills, individually and as teams.

Related Concepts. Communication, active listening and negotiation—how communication and "hearing the message" must exist in order for constructive debates, idea generation and collaboration to progress. These skills can be taught, regardless of age. (Fisher and Ury, 1991).

- Coaching strategies and systems that can be applied to support soft skills development (Wilson, 2014 and Rogers, 2012).

Strengths and Critiques. Increased need for applied or "soft" skills in the workplace voiced by multiple sources.

- Agreement on need for strategies to increase cross-generational harmony in the workplace.
- Conflicting views regarding whether cross-generational differences and disconnects are due to individual differences in life and business experience, values, etc. or the demographics of each cohort.

Theoretical Framework.

- Today's corporate workforce is made up of multiple generations.
- Interpersonal conflicts and differences at work may be due to generational influences, or simply to varied experiences, values, goals, dreams, passions that are related to different life stages of the workforce.
- It is important to identify when and why conflicts arise and how to pre-empt them by creating a culture of acceptance, engagement, alignment and collaborative success where the "team" wins through cross-communication, trust, acceptance and building off its members' diverse strengths.
- Applied "soft" skills are especially important for this to succeed—possibly more important than hard (technical) skills as more and more technical jobs are outsourced to less-costly markets.
- Soft skills considered most critical for employees today are discussed, as is the role of the coach in helping organizations develop/strengthen soft skills among managers-as-coaches, cross-functional groups, and peer-to-peer groups.

This paper is based on my belief that as technology marches on-- with more and more information technology (IT) work being outsourced overseas—such jobs will continue to decrease in the U.S., and the market will shift from demanding more technical skills to looking for talent with knowledge, creativity, experience and soft skills, regardless of birth generation.

As Daniel Pink says prophetically in his 2006 book, *A Whole New Mind*, "We are not all going to lose our jobs tomorrow. Outsourcing is overhyped in the short-term. But it's under- hyped in the long term…If standardized, routine, L-Directed [left-brain] work such as many kinds of financial analysis, radiology, and computer programming can be done for a lot less overseas and delivered to clients instantly via fiber optic links, that's where the work will go…"

He continues, "Many of today's knowledge workers will likewise have to command a new set of aptitudes. They'll do what workers abroad cannot do equally well for much less money— using R-directed [right-brain] abilities such as forging relationships rather than executing transactions, tackling novel challenges instead of solving routine problems, and synthesizing the big picture rather than analyzing a single component."

If Pink is right, more creativity will be needed in the future, and creativity struggles to thrive in a constrained culture. When creativity is dependent on a group, that group has to respect and be able to learn from each other, and build off the good chemistry created within. Soft skills are essential. In short, what separated us from the apes must now separate us from those who can do the work for less, and from robots, too.

Findings

Our Diverse Workforce.

"In the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed." —Charles Darwin

For the first time in history, four—soon to be five—U.S. generations are working side-by- side. (Flewelling, 2014). Millennials have overtaken Baby Boomers as the largest living generation (Curalate, 2016); 34% of workers have bosses younger than they are (Career Builder, 2012), and 15 % work for someone at least 10 years younger (Career Builder, 2012).

Table 2. Five Generations of Americans. (Pew Research Center, 2010; Abner, 2016; Red Brick Report on The 2015 Millennial Majority, 2014; Lyon, Sparxoo).

Generation Name/Estimated Size	*Age Range*	*% Of Workforce*
Silent/Veterans/ Traditionalists/Matures	1928-45 (71-88 years)	3%
Baby Boomers	1946-64 (52-70 years)	31%
Generation X	1965-80 (36-51 years)	21%
Millennials (Generation Y)	1981-96 (20-35 years)	45%
Generation Z	Born after 2001	--

Numerous articles in the popular, trade and business literature focus on generational differences, suggesting that this huge population varies widely by talents, experiences, expectations, beliefs and fundamental relationships with work.

Not everyone agrees. In a 2010 analysis of peer-reviewed literature on generational differences, Kenneth DeMeuse, Associate Vice President of Research at Lominger International (Korn Ferry) and Kevin Mlodzik, Senior Consultant at Deloitte Consulting and formerly a Research Assistant with Korn/Ferry found that differences reported as distinct, powerful and generation-based were not, at that time, supported by empirical research. While admitting that information was fairly sparse, the authors found that of 26 peer-reviewed studies, only eight reported some support for generational differences. (DeMeuse and Mlodzik, 2010)

Many of those eight studies looked only at two or three generations, which limited the authors' ability to be conclusive about a multigenerational workforce. In addition, the authors believed that the studies were of questionable scientific rigor.

As a result, DeMeuse and Mlodzik concluded that, based on peer-reviewed research to date, there were few meaningful generation-based differences in the workforce. Rather, they believed, there is much potential for creative and innovate differences to be enhanced by the expanded range of experiences across the workforce

Author Jennifer Deal argues this point as well. In her book, *Retiring the Generation Gap*, she purports that all four generations want respect, feedback, development opportunities and trustworthy leaders (Madell, 2014, and Deal, Center for Creative Leadership, 2007). A survey producing 3,200 U.S. respondents found:

- All generations have similar values; they just express them differently.
- Everyone wants respect; they just don't define it the same way.
- Trust matters.
- People want leaders who are credible and trustworthy.
- Organizational politics is a problem—no matter how old or young you are.
- No one really likes change.
- Loyalty depends on the context, not on the generation.
- It is as easy to retain a young person as an older one—if you do the right things.
- Everyone wants to learn—more than just about anything else.
- Everyone wants a coach.

Why Cross-Generational Conflicts in Workforce Are Significant. Generational differences and misunderstandings in organizations inhibit productivity and transmission of crucial information from veteran to entry-level employees. A survey from consulting firm Accenture found that at least 45% of respondent organizations are failing to capture and pass along critical workforce knowledge to newer employees (Legas and Sims, 2011).

Furthermore, these organizations simply do not have a formal workforce planning process and/or tools in place to capture their workplace knowledge ((Heffes, 2005). Today's workforce needs to adequately address these concerns with effective initiatives.

From this author's initial review, it would appear that whether academicians are in the camp of existing generational conflict or no existing generational conflict, both sides of the argument see opportunity—if not outright need-- to leverage the generational diversity of experience in business today.

Reports on the changing American workforce frequently focus on *differences* across the generations, the conflicts associated with these perceived differences and the challenges of managing in this environment. This paper focuses on how engagement and alignment across the generations can produce innovation and other successes.

The Common Theme Across Generations: Learn, Change, And Grow.

"Learning and growing seems to be like rocket fuel in an organization." —Hylke Faber

Mike Ettling, President of SAP Success Factors, says in *Chief Learning Officer* that learning, change and development of new skills are at the heart of motivating and retaining employees. (Rider, K., 2016)

> Workplace dynamics are very different today. Teams are highly diverse, with multiple generations working together, and mirroring the rise of business and personal networks. People prefer a flexible and collaborative culture for learning… Learning is at the heart of motivating people, and helping them align with and contribute to business goals. It's going to grow in importance as we continue on our path to digital business. We have to be prepared to be lifelong learners and not be afraid of change (Rider, K., 2016).

Shared Opportunity: Employee Desire for Development and Company Need for Competence. Ettling continues: "The rules for work are changing. We're being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.

This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who is retained, who is passed over and who is promoted … The new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focuses instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness.

Soft skills encompass a range of attributes loosely grouped into two categories: self- management skills (such as resilience, persistence and perceptiveness) and people skills (such as active listening, effective mentoring and clear communication). This skill set, when coupled with your training and technical abilities, can earn you the position you desire." (Rider, K., 2016).

According to a 2016 survey of HR professionals by the Society for Human Resources Management (SHRM), only 16% of respondents reported NOT seeing shortages in soft skills among job applicants over a 12-month period.

Table 3. Applied skills shortages in the workplace. SHRM (2016)

	% Respondents Indicating Skill is Lacking
Critical thinking/problem-solving	45%
Professionalism/work ethic	43%
Leadership	35%
Written communications	29%
Teamwork/Collaboration	28%
Oral communications	26%
Application of information/communications technology (CT)	18%
Lifelong learning/self direction	16%
Diversity	15%
Creativity/innovation	14%
Ethics/social responsibility	12%
Other	4%
None	16%

(Note: n=2,741. Respondents who answered, "don't know" were excluded from this analysis. Percentages do not equal 100% due to multiple response options. *For example, e-mail, Internet research, word processing, spreadsheets, programming, social media. **For example, the ability to work well with a diverse workforce and customer base. Source: The New Talent landscape: Recruiting Difficulty and Skills Shortages (SHRM, 2016).

Specific soft skill attributes cited in the Career Builder study included:

- Dependability—showing up, meeting deadlines, working as a team player, staying focused at work.
- Preparing and delivering presentations—up, down and around the corporate ladder.
- Problem-solving—critical thinking, coming up with effective solutions, facing obstacles and challenges, being resourceful.
- Coaching co-workers—assisting others on a team who may be new or need help.
- Company cultural fit—alignment of employee and employer values. Mismatched values invariably increase employee stress and decrease performance.
- Voicing opinions while remaining open to feedback—confidence, sharing and openness to others' points-of-view that promotes information and idea exchange.
- Flexibility and focus—being comfortable with change and adapting as needed.
- Creativity and innovation—the ability to "think out of the box".
- Analyzing and developing new work processes-- increasing efficient, satisfactory

completion.
- Taking the initiative—stepping up with ideas and following through.

Building the Bridge of Knowledge: The Opportunity For Cross-Generational Learning. In a 2014 Career Builder survey of employers, 77% indicated that they seek candidates with soft skills such as the way employees relate to and interact with others, and 16% of respondents rated these skills more crucial than hard skills. Further, in a 2014 multi-generational job search study by Millennial Branding employers identified the most highly desired qualities in candidates as communication skills, positive attitude and the ability to work in a team, all of which can be labeled soft skills or emotional intelligence (Huhman, 2014).

"Executives are beginning to realize that knowledge isn't a one-way street. It's in everyone's best interest to share expertise." (Greengard, 2002).

Case Study: The Positive Impact of Soft-Skill Coaching. Sanofi North America Pharmaceuticals was determined increase employee engagement by winning the hearts and minds of everyone who worked for the company. Setting that as an objective, Sanofi made dramatic organizational changes and achieved unprecedented results in both engagement and core leadership competencies. In less than one year, the engagement index improved from 61.6% to 90.4%, an increase of close to 30 percentage points.

Sanofi's change agents—a select cadre of internal first-line leaders chosen to evolve change from within the commercial organization--initiated the process by listening to employees and existing leaders and involving them in identifying and driving the needed changes.

Significantly, even though only 25% of the company's teams—60 actual teams—were coached through the process, it was found that the entire organization felt the impact of the coaching, and employee engagement actually increased among all divisions of the company (Mitsch, D.J., 2014).

Conclusions and Recommendations

Conclusions

Based on a preliminary review of popular, trade and academic business, management and coaching literature, soft (or applied) self-management and interpersonal/communications skills are both needed and lacking in employment recruits and companies. It would appear that there is opportunity for coaches to help organizations build cross-generational "bridges" of connection, communication, knowledge, collaboration, creativity and trust.

To do this, coaches must ensure that managers, leaders and employees can communicate in a language they all understand, respect each other's differences and are able to negotiate effectively to a point of agreement when there is conflict. To negotiate effectively, employees must be able to reach a joint decision, and this depends upon good communication and interpersonal skills. (Fisher, R., Ury, W., 1991)

Clearly, there is greater potential for information exchange and collaboration across the four generations of employees who make up today's American workforce. While this merits further research, preliminary research suggests that the generations have some valuable fundamental beliefs in common, and different experiences and hard skills to share.

Recommendations: The Coaching Opportunity

Organizational, leadership and executive coaches are in a valuable position to assist in the leadership of learning and performance development/enhancement programs. In fact, in this context, differences across generations can be positioned *as part of the learning process.* A quote from Nannette Rundle

Carroll’s book, *The Communication Problem Solver* (AMACOM 2010), elaborates:

> To be a first-rate leader, you need to believe communication is the most important skill you can develop and you must practice it every day. Communication is the underpinning of everything you do. Your overarching responsibility as a manager is to get quality work delivered on time with and through your direct reports. The greater the demands on you to achieve these results with and through your team, the greater your need for superior communication skills.
>
> The environment you shape for your team makes the difference in how they feel about their work, the organization, you, and their coworkers. When you lower the stress and create a comfortable workplace, you make it easy for employees to focus on their jobs so they can be highly productive. You can achieve this through communicating, motivating, and inspiring every day.

In addition, to overcome or prevent conflict among generations in the workplace, managers must know how to get past stereotypes and (possibly unconscious) generational bias and address whatever underlying issues stand in the way of a positive work culture, cooperation and communication (Johnson, W. L. and Anderson, A., 2016). Coaches with the appropriate backgrounds and experience can play a vital role in this.

While there is a well-documented need in the U.S., it is not clear to what extent rigorous empirical studies have tested the ability of soft-skills coaching to produce positive cross- generational outcomes in an organizational context. It is recommended that this area be explored further and that methods be developed, validated and shared with the coaching and other communities.

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Section II: Experiential Learning Sessions

The Dark Side of Personality: Expanding the Boundaries of Coaching

Audrey M. Wallace, Hogan Assessment Systems

Abstract. The session will focus primarily on the dark side of personality and its role in the coaching engagement. The purpose will be to discuss dark side personality tendencies and strategic self-awareness to modify and elicit behavioral change. Key takeaways include defining the difference between bright and dark side characteristics and expanding boundaries from traditional methods of coaching to employ strategies for impacting behavioral change and leadership effectiveness by focusing on the dark side.

Key Words: dark side, coaching, behavioral change, personality, leadership effectiveness

Session Objectives

By the end of this session, participants will be able to define and differentiate between bright and dark side personality characteristics to better design and employ different coaching strategies to effectively elicit strategic self-awareness and behavioral change. The overall goal is to provide participants with strategies they can use to bring about a deeper sense of strategic self-awareness around dark side tendencies and their impact on leadership effectiveness. Participants will leave with a solid understanding of the differences between bright and dark side tendencies. The key objective is to help participants expand their boundaries from traditional methods of coaching around bright side tendencies to further employ strategies for working with the dark side of personality.

Learning Objectives

- *Knowledge-Based:* Attendees will be able to define the dark side characteristics of personality.
- *Comprehension-Based:* Attendees will be able to discuss derailment in the context of the coaching engagement.
- *Application-Based:* Attendees will be able to employ coaching strategies to coach the dark side of personality.

Session Outline

Introductions (2-3 minutes)
The facilitator will introduce their background and provide a high-level overview of the agenda while briefly discussing the overall topic of transitioning coaching from focusing on the bright side of personality to reviewing the dark side of personality. The facilitator will also pass out a document that provides definitions of the seven bright and eleven dark side tendencies to aid in the conversation that will start with an overview of the dark side of personality and its relation to the bright side.

Overview of the Dark Side of Personality (20-25 minutes)
This section will provide the foundation of learning to expand the boundaries of participant's traditional knowledge of coaching bright side tendencies of personality to transition their mindset to focusing on how dark side tendencies can impact leadership effectiveness. The overview will serve as an informational foundation so participants will have a firm understanding of how to transition thinking about day-to-day characteristics (i.e. bright side) to those tendencies that we may not see all the time or

those tendencies that happen when others are stressed or not self-monitoring their behavior. These are what we describe as the dark side of personality. This session will further explain and go into detail about these characteristics so that each participant will be able to define and interpret the eleven dark side tendencies for the remainder of the session. The overview will include key differences between bright and dark side tendencies in order to lay the foundation to expand the boundaries of coaching to include, and make participants aware of strategies to effectively coach around the dark side of personality. By having a firm understanding of the bright and dark side tendencies, participants can easily move into identifying derailing tendencies and how these tendencies further their knowledge to begin discussing the positive and negative behaviors associated with derailers.

Identifying Derailing Tendencies (15 minutes)
Participants will be shown three short video clips where a dark side tendency is characterized. For each tendency, the facilitator will ask the group to describe the positive and negative behaviors exhibited. The facilitator will also provide additional context around each derailer to explain the impact with certain roles, environments or cultures. This activity will illustrate the behaviors associated dark side tendencies providing participants with a foundational knowledge to begin defining specific behaviors associated with each derailer. This discussion will be a smooth transition to coaching strategies for the dark side.

Coaching Strategies for Success (30-35 minutes)
Participants will be provided a document containing short coaching tips and strategies for each dark side tendency. The facilitator will break the participants into groups. The number of participants in each group will depend on the group size with an emphasis on having 3-4 total groups. Each group will be provided with two derailers that they will discuss as a group. The participants will be asked to provide an example that exhibits those behaviors that exemplify the characteristics of that scale. These could be examples from TV and/or movies or could be a celebrity, athlete or musician. Then the facilitator will have each group describe the negative and positive behaviors of their example and have the rest of the groups determine which scale they are describing. Then the group will provide a coaching tip/strategy (not from the cheat sheet provided) on how to prepare for a session with a coachee that may exhibit this behavior. This will be twofold; how to prepare for the session should the derailer emerge during the session and coaching strategies around someone who chooses to work on this derailer as their coaching topic. The main objective of this activity is to identify and describe how dark side tendencies derail success while composing coaching strategies on how to best prepare and coach the dark side of personality. Participants will leave with the ability to discuss derailment in the context of the coaching engagement as well as employ coaching strategies to coach the dark side. This further emphasizes expanding their boundaries of traditional coaching methods to a different mindset when working with derailing characteristics.

Wrap Up and Questions (5 minutes)
This session will conclude with tying the theme of transitioning the participant's mindset of traditional coaching strategies around day-to-day tendencies, to the theme of expanding their toolkit to include working with derailing characteristics and providing coaching strategies for working with the dark side of personality. The facilitator will then open the session up for questions.

Conceptual/Theory Input

The design of this session was derived from the research around leadership ineffectiveness and the link to dark side tendencies as measured by the Hogan Development Survey (HDS). It is important to first understand the background and history of research surrounding leadership ineffectiveness as it provides us with significant data on how the dark side of personality can impede a leader's success. Since we know leadership is extremely important to the success of any organization, when leaders fail, the organization suffers. As an example, Lombardo et al. found that when looking at derailment and personality, those who derailed were not driven, had a tendency to be abrasive, and were unstable and untrustworthy. Both of which can be described as derailing tendencies which can be measured by the HDS. Lombardo et al. found that derailed leaders failed to direct, influence, motivate and develop their subordinates, and had difficulty with making good staffing decisions. Over the past 30 years, there has been a growing interest in what contributes to leadership effectiveness and what interferes with performance. When coaching around an individual's performance in the workplace, using personality data can be essential. While Hogan and Hogan (2009, p. 4) conclude that dysfunctional dispositions reflect the dark side and are a part of everyone's personality, as a coach, providing insight around a leader's derailing tendencies can provide deeper self-awareness around how the leader may best manage these behaviors moving forward.

There is a lot of literature surrounding the connection between derailment and leadership ineffectiveness. For instance, in a 30-year study of failed managers, Bentz (1985) found those who lacked managerial skills (e.g. ability to deal with a large scale organization, lack of knowledge of the business, disciplined judgment) had an increased tendency to fail. Specifically, managers who had a tendency to fail displayed behaviors that included (a) a lack of administrative or business skill, (b) were reactive and tactical, (c) were unable to deal with complexity, (d) were unable to build a cohesive team and (e) their emotions tended to cloud their judgment.

To further this research, McCall and Lombardo (1983) replicated and refined Benz's original work by including in their study 20 successful and non-successful executives from three corporations. This study described successful executives as bright and ambitious, had outstanding records of achievement with fewer faults. They also handled stress a lot easier and could get along with a wide range of people. In contrast, they found that derailed executives failed for ten reasons, the most frequent cause was insensitivity to others; executives were described abrasive and intimidating when stressed. This study concluded that derailed executives had personal flaws and managerial inadequacies.

These are just a couple of studies that showcase the connections between derailment and leadership effectiveness. Given the importance on understanding what makes individuals derail, we can expand our boundaries of traditional coaching to a different framework on how to coach derailers. To do so, a strong framework for better understanding an individual's derailing tendencies is imperative. As such, the HDS is included in this session as the measure to use for identifying derailers. The HDS provides information on the likelihood that certain dysfunctional patterns of behavior will emerge in work settings. The HDS assesses eleven dysfunctional dispositions that can impede a person's effort to 'get along' and 'get ahead'" (Hogan & Hogan, 2009 p. 1-3). The information provided by the HDS helps individuals in the coaching engagement to increase their self-awareness around the potential performance challenges in order to minimize an individual's risk of derailment.

Hogan et al. (1994) pose the question, "Can dark side characteristics be changed?" This statement prompts us to consider why coaching and self-awareness is so important to leadership effectiveness. The research done by Nelson & Hogan (2009), discusses the research regarding the mental models or 'schemas' as "organized knowledge structures through which we encode our perceptions of social interaction." It is through these 'schemes' that we are able to make sense of our basic belief of self. For instance, someone who may have been criticized early on in life may have created a 'schema' such that they may assume all feedback is critical, leading them into perfectionistic tendencies when stressed. Given that derailing tendencies often emerge when an individual is stressed, schemas are helpful to determine what an individual's trigger factors are and how these factors contribute to an individual's derailing tendencies.

It is helpful in the coaching conversation to first identify an individual's derailing HDS scales, then have a conversation around what might be triggering them, or in other words, help them identify their inner schemas. As such, by applying a measure that identifies eleven derailing tendencies, this session will illustrate different coaching strategies for coaching derailers described as the dark side of personality. As such, this session is intended to use this theoretical background of leadership ineffectiveness and derailment to expand our boundaries of coaching from focusing on the bright side of personality to transition to focusing on reputational change from the dark side perspective.

Implications for Practice

What we know about derailment and leadership effectiveness is that there is a strong need for coaching, self-awareness and development for leaders. By understanding the dark side of personality and how derailing tendencies impede leadership effectiveness, the coach can enhance his/her ability to develop the relationship with the leader initially, as well as help the leader better understand their derailing tendencies to target developmental opportunities. This experiential learning session will go into further detail regarding how to maximize the coaching engagement by taking a different approach to reviewing personality and applying it to the engagement. This session will also help to differentiate between the bright side and dark side of personality so the coach can tailor their approach for behavioral change.

The first part of the session, participants will discuss the dark side tendencies while the facilitator will provide insight into the meaning and interpretation behind the different derailment characteristics. During this time, the facilitator will discuss the different derailment tendencies and how they affect overall leadership effectiveness as well as going deeper into the differences between the dark and bright side of personality to provide a different approach to coaching. To build upon this knowledge, the session includes activities centered around discussing derailment in the context of the coaching engagement so that coaches may effectively use this approach in their own practice. The participants will also be given best practices for the different coaching strategies provided in the session that are tied to each derailer to further their learning on how to maximize their impact during the coaching engagement. The latter part of session will provide participants with the opportunity showcase their coaching strategies. The main goal of this session, and the implications for practice, is to expand the participant’s mindset from traditional coaching methods around the bright side of personality to apply methods incorporating the dark side of personality in order to impact leadership effectiveness.

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Warrant Statement

I (we) warrant that given my (our) experiential session proposal is accepted, I (we) will submit a written summary for inclusion in the conference proceedings. I (we) agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I (we) understand that if this summary is not submitted by August 19th, my (our) presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I (we) also agree that formatting of the document according to conference specifications is my (our) responsibility, and I (we) understand that the document will be returned to me (us) if it does not meet the required specifications.

HOGAN DEVELOPMENT SURVEY COACHING TIPS

EXCITABLE

Tips and Techniques for a Coach

- Help the leader prepare for potentially stressful situations by anticipating challenges ahead and doing what-if planning.
- Preview the leader's Outlook calendar to flag potentially stressful events, and work with the leader to plan ahead regarding how the events should be handled.
- Strengthen the leader's awareness of the emotional style associated with a high Excitable score, and work with the leader to understand the emotional styles of others who pose a challenge. Develop, obtain buy-in, and communicate plans, timelines, and measures of success.
- Help the leader develop a visual cue to think "calm and peaceful" that can be incorporated into a routine used as preparation for stressful events.
- Debrief stressful events with the leader, and evaluate the triggers and responses that were elicited.

SKEPTICAL

Tips and Techniques for a Coach

- Identify a situation where the leader can assume positive intent, and record observations of outcomes.
- Ask the leader to role play giving balanced, motivational feedback to a colleague, team, and so on.
- Ask the leader to recognize when a conversation is about to start or evolve into an argument. Practice helping the leader to pause and ask, "Is this a battle worth fighting?"
- Work through a list of the positive attributes key stakeholders bring to the table when completing tasks or assignments.
- Work with the leader to identify a specific relationship that has been damaged due to trust issue. Put a strategy in place for rebuilding trust with the individual over time.

CAUTIOUS

Tips and Techniques for a Coach

- Help the leader understand there are costs associated with either delaying or not making a decision. These may involve opportunity costs as well as a cost to the leader's reputation and perceived competence by others.
- Ensure the leader has not overestimated the negative consequences associated with an incorrect decision.
- Work with the leader and the manager to ensure there is a clear understanding of where the leader's decision-making authority starts and where it stops. In a joint meeting, identify a few areas where the leader will take a more active and decisive role.
- Discuss how enhanced learning and experience can come with decisions that turn out to be incorrect. Take steps to ensure the leader's manager will be supportive of decisions even if they should turn out to be incorrect. Meeting separately with the manager to verify his or her support may be necessary.

- Identify a mentor or role model who can provide informal feedback on key decisions, and take steps to ensure the leader uses this information to supplement decision-making efforts.

RESERVED

Tips and Techniques for a Coach

- Build a stakeholder matrix and then discuss with the leader how to engage each stakeholder.
- Have the leader build access points for others, such as office hours or proactive social engagements.
- Videotape the leader to help identify behaviors and body language that others might describe as smug and aloof.
- Have the leader take time after meetings to check with others to gauge the overall message that was communicated (e.g., ask them what they heard).
- Have the leader practice asking others about themselves, and reflect privately on what was learned. Ask how this information might inform the way the leader builds trust with and communicates with others.
- Maintaining a connection with a high Reserved leader is an important aspect of the coaching engagement. The coach should engage the leader in a discussion of how the connection between them should be maintained. This discussion should include a commitment to attend scheduled coaching sessions and a mechanism for the leader to appropriately reschedule sessions when conflicts arise.
- Coaching the high Reserved leader should include enormous emphasis on why connecting with others is important and the ways in which a lack of connection with others can be detrimental.
- Coaching is often much more effective with a high Reserved leader when behavior change is approached in terms of baby steps because of his or her propensity to withdraw or disengage.

LEISURELY

Tips and Techniques for a Coach

- Work with the leader’s manager to gain a clear understanding of the manager’s priorities and objectives. Go through this list with the leader to see where alignment and misalignment between both sets of priorities exist. In those areas where the manager’s and leader’s priorities are misaligned, meet with them jointly to gain alignment and to determine an acceptable way forward.
- Have the leader generate two lists. One list includes commitments that the leader has met in the last six months, and the other list includes commitments that have not been met. What distinguishes the lists from one another? Are there any consistent patterns or themes?
- Work with high Leisurely leaders to help them learn how to pause and think before making a commitment. Have them consider if making a particular commitment is something they really want to do. Point out that it is better to refuse right away than to disappoint the person to whom they have made a commitment that they do not keep. Continue to emphasize the difference between necessary commitments and optional commitments.
- Does the leader have trouble saying no? Look around for a role model who is able to say no smoothly and without giving offense. Also, here it would be important for the leader to learn to differentiate between a trivial request and an urgent request.

- Help the leader understand the tells he or she exhibits when irritated. The point here is to help the leader recognize that tells are important. Others will pick up on them.

BOLD

Tips and Techniques for a Coach

- Engage in what-if planning with the leader.
- Rehearse how the leader will give people constructive feedback if things do not go well.
- Rehearse how the leader will give people pats on the back if things go well.
- Discuss the ways that using positive reinforcement with others can build commitment to and enthusiasm for the leader.
- Discuss how admitting to some vulnerabilities or uncertainties may make the leader more appreciated as a leader.
- Discuss with the leader how the best leaders spread credit for success around to others but put failures on their own shoulders.

MISCHIEVOUS

Tips and Techniques for a Coach

- There are a number of key messages that a coach might use to help high Mischievous leaders become less impulsive and manipulative:
- Slow down decision-making to afford time for a realistic appraisal of the likely consequences of alternative courses of action.
- Recognize career success depends on the support of others. Consider their ideas from their point of view, not yours.
- Demonstrate loyalty to others by following through on the commitments you made to them.
- Identify and apologize to those who may have been hurt or disappointed by past actions, rather than trying to explain the situation away.
- Leverage spontaneity and charm carefully to become a good team player who seeks success for all members of the organization.
- Identify a critical decision-making situation that will occur in the near future. Discuss with the leader how this situation could be handled including ways that differ from those used in the past.
- Work with the leader to design a process to create a pause before acting on decisions or impulses. Find a trusted partner for feedback.
- Identify a decision tree process the leader can use to assess possible options for action and pros and cons. Use this process to evaluate decisions during coaching sessions.
- Role play with the leader how to accept negative feedback and learn from it, instead of using charm and manipulation to side step it.

COLORFUL

Tips and Techniques for a Coach

- Help the leader determine why he or she demonstrates high Colorful behaviors. What need is being met? Are these behaviors an attempt to impress people? Are they being used to gain approval or admiration? Identifying the underlying need will assist in finding other ways the need can be met that are less disruptive.

- Discuss the concept of "social generosity" with the leader—that there is give and take in any social situation and that it is the leader's responsibility to make sure the views of others are heard in an atmosphere of respect without unnecessary distractions.

- Ask the leader to describe a situation where his or her Colorful behaviors dominated a group discussion. Review the purpose of the interaction, the outcomes, and what the leader contributed. Also ask the leader what others were able to contribute. Discuss what may have been achieved by providing opportunities for others to contribute more. What could the leader have done differently to achieve that?
- Identify a critical situation that is going to occur in the near future. Rehearse how the leader will approach the situation differently than he or she would have in the past.
- Help the leader identify venues where high Colorful behaviors will add value (or at worst, not detract from others' experiences). Perhaps the venue may be a volunteer project or other non-work related opportunity.

IMAGINATIVE

Tips and Techniques for a Coach

- Review and discuss other related scale results and their impact on the appearance of high Imaginative behaviors (e.g., Prudence, Inquisitive, Cautious, Mischievous, and Aesthetics).
- Discuss the impact of excessive idea generation on group decision-making. Ask for specific circumstances when that occurred. Identify alternative approaches.
- Review and discuss the leader's journal of situations where high Imaginative behaviors surfaced. Identify key patterns, themes, and triggers. Identify ways to prevent these behaviors in the future.
- Role play a situation where the leader presents a new, ground breaking idea to you with the goal of influencing you to adopt that idea.
- Work with the leader to slow down his or her ideation process by evaluating each idea. The remedy could be as simple as putting each idea on a flipchart and rating the idea on its potential impact and practicality. The goal is to get the leader to self-monitor ideation using more mental evaluation before public disclosure.

DILIGENT

Tips and Techniques for a Coach

- Work with the leader to build a delegation guide and checklist.
- Discuss the difference between working *on* the business and working *in* the business. Work with the leader to determine the percentage of time currently spent working *on* the business versus working *in* the business and how time should be allocated in the future.
- Build the leader's awareness that effective leaders strive to develop skilled team members who are motivated and exhibit personal initiative. Ask how the effective delegation of meaningful assignments could help develop team members who exhibit these characteristics.
- Talk about work-life balance and what the impact on the leader's available time would be by improving prioritization and delegation skills.
- Have the leader outline the level of trust he or she has that each team member is able to independently complete tasks at an acceptable level of performance. Work with the leader to

identify safe tasks to delegate to team members that, if completed successfully, will strengthen the trust needed for delegating more work in the future.

DUTIFUL

Tips and Techniques for a Coach

- Identify an issue or an initiative where the leader has control of decision-making authority and the resources necessary to be successful. Work with the leader to outline and execute a plan that places him or her in the position of making the final call on all key steps.
- Have the leader observe and record examples of colleagues or other leaders when they offer challenges or resistance to the ideas of others. Debrief and discuss the effectiveness of the approaches employed with the leader.
- Identify an issue or decision where the leader disagrees with his or her manager. Use a role play exercise to give the leader practice pushing back on the manager and offering a personal perspective.
- Have the leader meet with his or her manager to discuss the scope of decision-making authority, with the goal of establishing a set of boundaries for independent decision-making.
- Work with the leader and the leader's team to establish a decision-making charter covering the commitment and use of team resources.
- As part of a stakeholder analysis, include a power rating for each stakeholder, and use it to help the leader determine the most effective techniques for working with each stakeholder.

HOGAN PERSONALITY INVENTORY & HOGAN DEVELOPMENT SURVEY SCALE SUMMARY

STRENGTHS		INSIGHT REGARDING:	LOWER SCORE BEHAVIORS:	HIGHER SCORE BEHAVIORS:
HPI	ADJUSTMENT	*Resilience*	vigilant, self-aware, urgent; pessimistic, tense, & stress-prone	resilient, optimistic, composed; arrogant & feedback-resistant
	AMBITION	*Drive & Energy*	supportive, team-oriented; lower confidence, drive, & initiative	high self-confidence, drive, energy; forceful, may over-compete
	SOCIABILITY	*Social Style*	focused, purposeful socially reactive, lower-impact social style	socially proactive, team-oriented, distractible, talks more than listens
	INTERPERSONAL SENSITIVITY	*Communication Style*	direct, frank, straightforward; low-touch style & potentially abrasive	diplomatic, warm, friendly; potentially "too soft" with feedback
	PRUDENCE	*Task-Focus*	flexible, ambiguity-tolerant; resistant to supervision & inattentive to details	dependable, process-focused, organized; rigid about details & rules
	INQUISITIVE	*Problem-Solving*	pragmatic, strong implementer, tactical, & short-term view	strategic, longer-term, big-picture view; low process & execution focus
	LEARNING APPROACH	*Learning Style*	hands-on, practical, "just in time" learning style; may seem uninformed	continuous, "traditional," learning style; possibly seems pedantic

DERAILERS		CROSSES LINE FROM EVERYDAY STRENGTH...	➔	...TO POTENTIAL STRENGTH OVER-USED
HDS	EXCITABLE	Intense & energetic	➔	Moody, inconsistent, volatile & unpredictable
	SKEPTICAL	Perceptive & insightful	➔	Cynical, negative, distrustful & fault-finding
	CAUTIOUS	Careful & thorough	➔	Risk-averse, overly careful & fearful of failure
	RESERVED	Independent & objective	➔	Socially withdrawn, tough, & uncommunicative
	LEISURELY	Cooperative & agreeable	➔	Stubborn, privately irritable & passive-resistant
	BOLD	Confident & assertive	➔	Entitled, arrogant, & overestimates competence
	MISCHIEVOUS	Charming & interesting	➔	Risk-taking, limit-testing & untrustworthy
	COLORFUL	Outgoing & socially-skilled	➔	Attention-seeking, self-promoting & dramatic
	IMAGINATIVE	Innovative & creative	➔	Eccentric, impractical, & lacking focus
	DILIGENT	Detailed & conscientious	➔	Micromanaging, perfectionistic, & nit-picking
	DUTIFUL	Supportive & loyal	➔	Over-eager to please, deferential, & ingratiating

Expanding Possibilities: An Experiential Process to Vision The Future of Coaching, and Commit to Action

Sara Bigwood, Affiliate to ICF New York and Director of Employee Development Program at Havas Worldwide
Rosy Elliott, Affiliate to ICF Philadelphia and Principal at Evolve Coaching

Abstract: The purpose of this experiential learning session is to explore the future of coaching by building bridges between individual work and systems coaching. Participants, academics, researchers and coaches, will reflect on their own work and assess their engagement and contribution to the future of coaching. Key takeaways include a snapshot of the entire system; an experience of current engagement; vision for the future and next steps toward desired involvement in the future of coaching.

Key Words: Team coaching, Systems Coaching, Process Work, Experiential Tool, Visioning

Session Objectives

In this experiential session we will be exploring two tools designed to 'reveal the system to itself.' For the purposes of these exercises 'the system' is the participants in the Columbia Coaching Conference. We will take participants through High Dream/Low Dream and Informal Constellations. Through these experiences we will be building bridges between internal (what I feel) and external (what the system requires) by using the space in the room to reveal the voices of the system; bridges between participants' hopes and their concerns; bridges across professions; and bridges between engagement and action.

Learning Objectives

By the end of the session participants will be able to:

- *Knowledge-Based:* Define Relationship Systems Intelligence (RSI) and differentiate RSI from Emotional and Social Intelligence.
- *Comprehension-Based:* Describe their current and desired alignment with the future of coaching and explain their engagement in the context of our community of academics, researchers and coaches. Participants will be able to articulate how they will contribute to the future of coaching in their own practice and work.
- *Application-Based:* Employ two new experiential tools to uncover the diversity of views within a system and move people into action toward a desired outcome.

Session Outline

This experiential learning session is divided in three parts: an introduction to the spirit of the session, the exploration of High Dream and Low Dream about the Future of Coaching, and the Informal Constellation to explore engagement and commitment.
We will be taking a dive into the future of coaching, inviting participants out of their heads and into their bodies as we use the coaching tool of geography to get a snapshot of current and desired levels of engagement. We will brainstorm individual action and accountability. Finally we will look at applications of these tools in the professional setting.
The main goal is to reveal the system, helping the system to learn about itself. This is key to build systems awareness for teams and groups. The role of the team coach is not to fix the system but to cultivate awareness so that members can become 'response-able' to better perform and to move forward

with intention and purpose.
We base our session on specific tools taught during the program Organization Relationship System Coaching created by CRR Global (Marita Fridjhon and Faith Fuller 1992).
Participants will work individually, in pairs and in full group. Some volunteers will share their specific experiences to help the whole group reflect on what they are discovering and learning.

Introduction (5 minutes)
We will start by a quick introduction to the spirit of the session. We are here to talk about space because it is the most important element in the Universe and as such, of the coaching industry. Atoms are 99.99999 % empty space. If you crush the entire matter of the universe it could fit in a teaspoon with a resulting mass that would weigh five billion tons. Matter is really dense, as content, details, drama, contingencies and story are; they are like particles. But what really holds the universe together is the space, the intention, the non-visible. This experiential learning session will help participants focus on the space, using it to unfold important information about the complex topic of exploring the future of coaching.

High Dream/Low Dream (15 minutes)
Before we start, let's get a sense of expectations, what we call High Dreams, and concerns, what we call Low Dreams about the future of coaching (Organizations and Relationship Systems Coaching 2000). This is a partner exercise that builds bridges between two opposite, yet creative forces.
After being invited to form dyads organically yet quickly and with a person they don't know, participants will answer questions projected on the screen:

- What is your High Dream (hope) for the Future of Coaching?
- What is your Low Dream (concern) for the Future of Coaching?
- What supports the Low Dream?
- Now recall the High Dream. What supports that?

Participants will use the time freely to answer all the questions and switch partners. It is not a dialogue where B answers A, B merely listens and acknowledges what is said. We will hear from a few to gather a sense of the system in the room.

I**ntroduction to Relationship System Intelligence™** (2 minutes)
Informal constellation helps activate Relationship Systems Intelligence™. "It includes and transcend Emotional Social Intelligence pioneered by Daniel Goleman. It starts with an understanding of oneself (Emotional Intelligence), moves on to include understanding of other's emotional experience (Social Intelligence) and culminates with the ability to identify with and collaborate with groups, teams, communities and other social systems (Relationship Systems Intelligence™)" (Source: crrglobal.com RSI White Paper).

Instruction for Informal Constellation (2 minutes)
The topic, 'The Future of Coaching", will be placed on a piece of paper on the ground and will be referred to as the center. Then co-leaders will ask specific questions and invite participants to position themselves close to the center if they feel concerned or engaged, or far from it. Facilitators will then hear the voices, starting by the center and proceeding outward. Participants will be voting with their feet, physically moving in the space to express their engagement with the topic.

Informal Constellation (40 minutes)
1. **Opening Inquiry** (first snapshot): How concerned are you about the future of coaching?

a. Here's the center (where the topic lies on the floor), here you are very concerned, you are often thinking about it, you are seriously invested in the future of coaching. Over here (away from the center) you are not very concerned at all. You haven't really thought about it, don't know much about it, etc.
b. This is a judgement free zone. This is about revealing a system and getting awareness, not about evaluating people. We'd like to hear what makes you stand where you do? Why are you standing here and how does it feel? Center? Halfway? Way out?

2. **Unfolding Question** (next snapshot): How active are you in engaging in the future of coaching? Move to represent that.
   a. Example for Center: much of your energy goes into thinking about the future of coaching.
   b. If you stand here you think about it, read about it, dream about it etc. Way over here, whether you're concerned or not, you're not doing very much. Why are you standing here and how does it feel? Center? Halfway? Way out?

3. **Closing Inquiry** (final snapshot): How active would you like to be?
   a. Walk to where you would like to be. Take a moment to reflect on an action you feel compelled to take to move toward this desired state.
   b. Now find a partner (or form a triad), and name one action step you will do. And if you didn't move, talk with a partner about why you didn't move.

4. **Full group:** Let's hear from a few of you.
   a. What is the action/intention that *you* want to make to support or contribute from this position? How will you hold yourself accountable?

Debrief (20 minutes)
Ask participants to take off their experiential hat and put on their coach hat. What did you experience? What did you learn? What applications do you see? We invite participants to take-away applications and/or brainstorming working groups outside this session to make their commitments real.

Conceptual Input

To help us build bridges between the present and the future of coaching in a very practical way, we will draw from four concepts:

1. High Dream/Low Dream is an exercise designed by Organization and Relationship Systems Coaching. It helps reveal the system to itself by providing a safe place to express hopes and concerns. Both hope and fear hold powerful energies in service of coaching. This exercise is as simple as it is powerful and draws from the theory that we dream all the time. Between the essences of things, the place where we perceive something that can't be translated into words but that sparks a possibility, and the reality where the tangible happens, there is the dreaming level. It can be the hopes we nourish about a project or a relationship, but also the concerns, the stories, the scenarios that we imagine. As we are made to judge all the time as a way to assess our environment, we are made to dream too. It is impossible not to create a story around any experience we have.
   Because of that truth, we are compelled to expose these stories as a way to help the thinker be aware of what the dream holds, high or low. There is creative energy in hopes, what we call high dream, and creative energy in concerns, what we call low dream.
   Knowing where we stand in a specific situation, for example, what are our hopes and our concerns

about a conference, a coaching or a training, is a way to put our hopes and fears in the open and use their specific intention or energy. If I hope that this conference will bring me insights and connections, I might step into the positive openness of curiosity. I will relate to other participants and I'll be listening carefully to speakers. On the other hand, if my concerns are telling me to doubt the quality of the speaker, I might be more critical of what I hear. Or if I attend still charged by my concerns about my mother's health, I might be more gentle with myself and expect to learn less that I can but be grateful to be present and exposed to new information.

High Dream/Low Dream is a way to defuse the emotional pocket (unspoken feelings) that we carry all the time. By doing so we can be authentic and empowered. Creating a container to explore and articulate our hopes and fears with one another establishes a powerful connection and expands the ability to learn. We truly value the energy of both high and low dreams without discriminations.

2. Constellation is an existential phenomenology; it reveals system dynamics and offers a platform to hear all the voices and where they stand. It is called Informal Constellation because it differs from Family Constellation designed by Hellinger in the 1990's to help families break patterns. We are using an Informal constellation. It is an "informal" constellation because it will stray slightly from the original Family Constellation created by Bert Hellinger. Its purpose is to reveal the family system by making it visible like a constellation of stars makes the universe visible. What is not seen becomes conscious and certain specific dynamics play out. The Informal side of the constellation means that we will ask predetermined questions and invite participants to answer by taking specific places in the space. It is called "constellation" because, like the family constellation, it reveals the system in 3D, showing positions, drives, intentions and perceptions. It is like catching the unseen and projecting it on the canvass of space. The Informal Constellation will help explore the voices of the system; here the coaching community composed of practitioners, academics and researchers; and visualize what they want to express on the topic "The Future of Coaching". The system is like a *third entity* that is bigger than the sum of its parts and that exists at another level of consciousness, closer to the essence of things. The only way to catch its message is to listen to what emerges in a certain field of intention or by using space. Using geography and physicality participants will come to discover their answers.
3. Process Work, created by Mindell in the '70s, is a non-pathological approach to everything we experience from body symptoms and dance processes, to relationship issues and large group situations.
4. Deep Democracy, created by Mindell in 1992, is an innovative way to think about collaboration, change and conflict. "Deep" refers to the non-conventional method of facilitating ideas by letting beliefs, emotions and roles enrich the group process. "Democracy" reveals that every voice matters and decisions are wisest when majority and minority voices are both valued.

This experiential session opens the door to a new way to help coaching clients: instead of asking questions to an individual or to a team, we can ask questions to a system, no matter how big or complex. It is particularly suitable for our complex and volatile world that is demanding more flexibility and quick adaptation to new and unknown contexts. This session builds the bridge between the individual and the system and expands the boundaries of coaching, broadening its scope.

Implications for Practice

This experiential workshop provides practicing executive and organizational coaches insight for their personal development as well as adding two simple yet extremely powerful tools to their toolkit. These tools can be implemented immediately and are invaluable in helping teams to see themselves as systems, hear the diverse voices of that system and move toward a shared vision. Informal Constellations can be used to explore what needs to change and who wants to sponsor change; to check where a team stands on a specific issue; or to explore new options to reach a goal.

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Warrant Statement

We warrant that if our paper, experiential session, demonstration or panel proposal is accepted, we will submit a formally written summary for inclusion in the conference proceedings. We agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. We understand that if this summary is not submitted by August 12, 2016, our presentation will not be included as part of the Columbia Coaching Conference in New York City 2016. We also agree that formatting of the document according to conference specifications is our responsibility, and we understand that the document will be returned to us if it does not meet those specifications.

Intersectionality and Executive Coaching: Transforming Perspectives

Gail Greenstein, Ed.D, Novartis Oncology

Abstract. ICF promotes cultural competence as a success factor for executive coaches. There are some limitations to using this as a framework. Frameworks, drawn from intersectionality scholars, will be used to explore how Executive Coaches can build their critical consciousness by understanding the complex dimensions of social location, privilege, power and oppression. This critical paradigm will help coaches better understand themselves and their clients in a larger context and create safe spaces for clients.

Key Words: cultural competence, intersectionality, social location power, privilege, cultural equity, multi-cultural

Session Objectives

Learning Objectives

By the end of the session, participants will be able to:

1. List the elements of intersectionality frameworks as a means to create safe spaces for clients in coaching.
2. Critically analyze, through social education, popular media film clip to facilitate dialogue and inquiry of the social location and intersectionality (race, gender, class, sexual orientation and other targeted identities).
3. Use and apply learning about intersectionality to coaches' practice by modifying existing approach through reflection and written actions.

Session Outline

1. List the elements of intersectionality frameworks as a means to create safe spaces for clients in coaching. (20 minutes)
   a. This section will employ a theoretical overview of intersectionality framework, the history of its use and current case studies that have been used in coaching.
2. Critically analyze, through social education, popular media film clip to facilitate dialogue and inquiry of the social location and intersectionality (race, gender, class, sexual orientation and other targeted identities). (45 minutes)
   a. Popular clips from films (such as *Crash*) will be shown to the large group.
   b. Small groups will be asked to distinguish and engage in the dialogue of each character's social location and intersectionality on the hierarchy of power, privilege and oppression – see appendix. Participants will be able to internalize the following principle, in bold, by actively placing characters from the film on the Hierarchy tool. **"While people are often acutely aware of those who hold more power and privilege than they do, they are usually less aware or concerned about those who have less power."** (Almeida, 2008)
   c. Large group debrief will occur from the small groups to the larger audience about rationale for placement and connection to intersectionality framework.
3. Use and apply learning about intersectionality to coaches' practice by modifying existing

approach through reflection and written actions. (25 – 30 minutes)

a. Large group debrief to link the theory to practical application.
b. Coaches debrief learning from session in pairs/small groups through reflection and action about their own coaching practice.

Conceptual / Theory-Input

Intersectionality is a means of understanding the political and institutional aspects of social location and standpoint (Harding, 2003) of groups and individuals in multiple contexts. In the practice and teaching of social work (or the practice of executive coaching), consideration of social location must include the various and intersecting identities individuals possess and those that are imposed. Each identity comes with privileges, advantages, disadvantages, and varying levels of power, some of which are mutable and others not.

Intersectionality is a term that was introduced by Kimberlé Crenshaw, a law professor at Columbia University in 1989 who was studying employment issues in the black community. Intersectionality refers to the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power

While the stated goal of cultural competency is not to make stereotypical assumptions, the more unfortunate outcome is the stereotyping and homogenizing of groups. Cultural identities are multiple and cannot be constrained within a single identity of culture or ethnicity (Almeida, 2013).

- Intersectionality scholars disagree about how cultural competence is used to 'know the other'. Intersectional literature views the cultural competence framework as sometimes creating homogeneity within group. This process is referred to as 'otherizing' even though there are vast differences within group (Almeida, 2013). This has major implications for executive coaching.
- Cultural competence and intersectionality theories differ in what it means to 'know the other.' Cultural equity (a theory that has intersectionality at its core) relies on moving away from a focus on knowing or reifying the 'other' (often the focus of cultural competence) to 'knowing in context;' to 'power with' instead of 'power over' (Almeida, 2013). A practical example put forth by Almeida explores how a social worker may view an African American low wage working woman as missing multiple appointments. The social worker may view this as a sign of client's under-responsibility, a personal defect vs a reflection of the multiple oppressive structures that strangle client on a daily basis. Executive coaches can learn from this example and other examples about clients taking action on coaching commitments.
- Cultural competence theories more often than not do not theorize power or critique systems of oppression such as racism, sexism, ageism, heterosexism and ableism and rarely analyze the role of whiteness (Sakamoto in Pon, 2009). Sakamoto (2007) states that definitions of cultural competence seek to understand culture without considering how individuals come to be 'othered' and without a power analysis.

Implications for Practice

Executive Coaches need to have a larger matrix and understanding of intersectionality, more specifically around how their power, privilege intersects with the client's targeted identity of oppression. Given the increased diversity of the global workforce, this will help coaches move into the **future of coaching and**

help to build bridges and cross boundaries. Some coaches may have some privileges as well as have some of their identities targeted like women of color or LGBT coaches.

If Executive Coaches understand their social location and those of their clients they will be better able to conduct themselves in an ethical manner and not misuse their power, privilege and systems of oppression with micro-aggressions. According to Almeida (2013), "power is always exercised in one way or another, it is easy to intentionally or unintentionally misuse it and therefore harm others at the individual, group or institutional level."

This session will help position coaches to ultimate create safe spaces for the clients and be prepared for the challenges that are forthcoming with the changing demographics in the US and globally.

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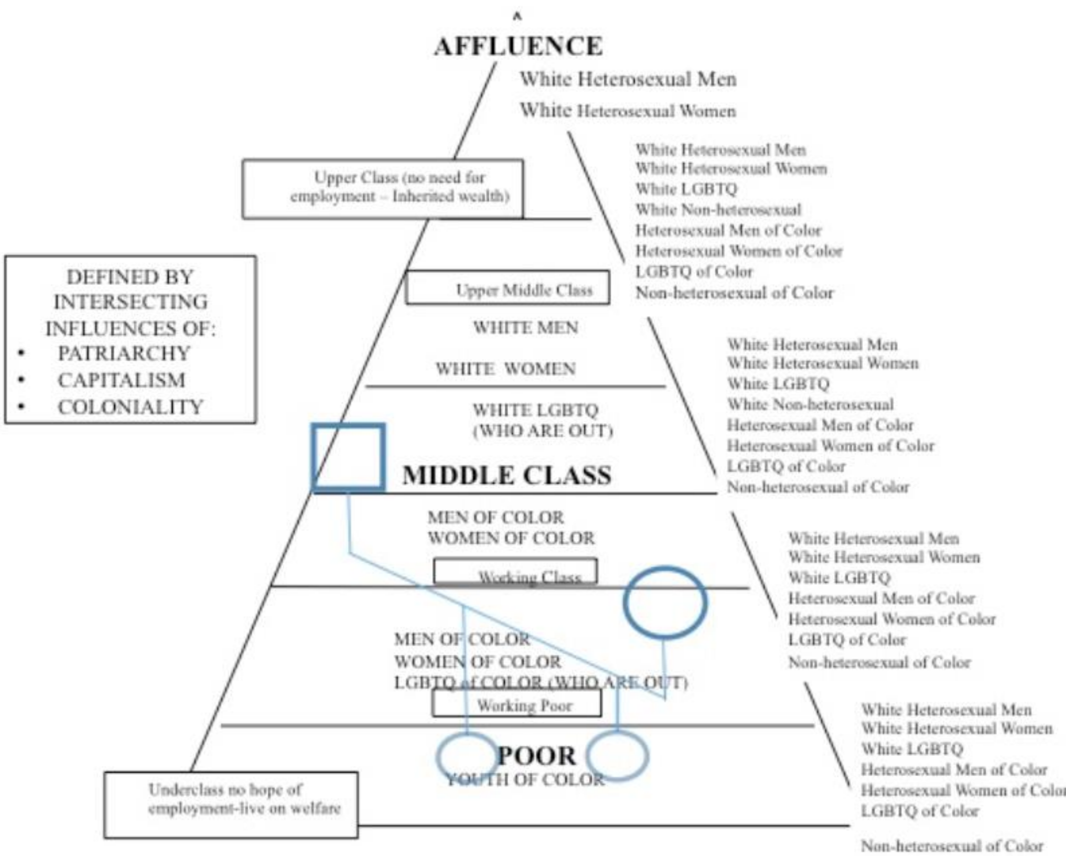
Appendix

Hierarchy of Power, Privilege, and Oppression



Multicultural Team Connectivity Training:
Utilizing Differences to Yield High-Performing Team

Yaron Prywes, Columbia University Mesum Buser Weill, Cornell Medicine
Christian Tanja, Institute of International Education

Abstract. This session is for coaches who work with diverse teams and desire tools that facilitate psychological safety and authenticity. Two real identity encounter presentations will engage the audience and be used to teach the 3-level Team Connectivity model. Key takeaways are (1) being able to coach the "identity" of individuals and teams, (2) knowing how your own culture may limit your effectiveness as a coach, and (3) building greater confidence and capacity to facilitate diversity conversations.

Key Words: Coaching Tool, Team or Group Coaching, Diversity Training, Identity Encounter Methodology, Multiculturalism

Session Objectives

Psychological safety is essential for high performing teams (Duhigg, 2016; Carr & Peters, 2013) but the challenge is that establishing such safety is difficult to implement and often messy. And it's getting messier every day as the workforce gets more diverse and global. Our Multicultural Team Connectivity training, developed and piloted over the past three years at Columbia University, helps people take off their "work masks" and strengthens the "connective tissue" within a team.

Learning Objectives
By the end of this session participants will be able to:

- Use an identity encounter methodology to facilitate psychological safety and authentic diversity conversations within a team.
- Differentiate between three levels of coaching interventions, and articulate what characterizes coaching interventions at each level.
- Articulate at least one way in which one's culture may impede capacity to effectively coach a diverse, multicultural team.

Session Outline

Orientation (5 minutes)

- The host welcomes participants and introduces the presenter.
- The presenter explains the structure for the 90-minute session. He reviews the learning objectives, explains the connection between psychological safety and high team performance, and defines "identity". Finally, he introduces two assistants who will share identity encounters during the session.

Identity Encounter Presentation #1 (5 minutes)

- An assistant instructor presents a work-place identity encounter to the audience. The encounter presentation is prepared in advance and touches upon an event that the presenter feels passionate about (i.e., deeply impacted him or her). The presenter explains what this encounter triggered for him or her, and how he or she makes sense of the situation. In addition, the presenter identifies one multicultural concept that relates to the encounter. Finally, the presenter shares what he or she learned about their identity as a result of the encounter.
- An example of a five-minute identity encounter presentation, titled, "Things Fall Apart at Work", is available for review at the following web address: https://youtu.be/Udh5LO1sjS4]

Paired Conversations (5 minutes)

- The audience discusses in pairs their reactions to the presentation, what it triggered for them, and what they observed about the way in which the presenter made meaning of the encounter.
- Instructions: "Discuss your reaction to the presentation with a partner. What did it trigger for you? What do you observe about the way the presenter made meaning of the encounter? Be prepared to offer an observation, an insight or a question to the presenter in 5 minutes."

Coaching Interventions (10 minutes)

- The audience shares with the presenter approximately 10 coaching interventions in total (i.e., observations, insights, and/or questions). During this time the presenter is quietly listening to the "mosaic of perspectives shared" and documenting the 10 interventions shared.
- For example, coaches may offer the following three interventions in the response to the "Things Fall Apart at Work" identity encounter presentation (video link shared in 2b. above):
    - "Thank you for sharing this authentic encounter. I noticed that shame was a strong emotion displayed. Given that some time has passed, how are you making sense of that emotion today?"
    - "Tell me about failure, and how your team handles failure."
    - "In what ways is your story more than an individual story? How is it a human story?"

Presenter #1 Responds (5 minutes)

- The presenter reacts to the audiences' coaching interventions (up to 10 comments, questions, and reflections offered).
- For example, the presenter may respond to the three inventions offered above in 4b as

follows:

- “Today I feel less shame about the encounter. Actually I wear it as a badge of honor.”
- “My team doesn’t allow for much room for failure. The stakes feel too high.”
- “It’s a good question. I’m not sure. Perhaps all of us get tested in life. I do think many people struggle with being too accommodating.”

Reflection and Introduction of 3-level Team Connectivity Model (15 minutes)

- The facilitator engages the audience in a reflective conversation, and solicits observations about the various interventions offered and the response given by the presenter. Three questions for the audience:
  - “What did you notice about the coaching intervention that were made? How were they similar and how were they different?”
  - “Did some interventions establish deeper connectivity? How?”
  - “Reflect on your filter. How did your previous experience, assumptions, beliefs influence your intervention? In other words, how did your identity interact with the presenter’s identity?”
- The facilitator shares the 3-level Model. He reviews the coaching interventions offered previously by audience members, and categorizes them as being primarily level 1, 2, or 3 interventions. He models additional potential interventions for each level.
  - Facilitator talking points: “Here are three points regarding coaching an individual’s identity (show Level 1 model on PowerPoint). What’s also important is that we think about this from a team perspective. A key aspect of identity is relationships. Even the most independent of us are in relation to others. Group membership and non-membership drive our identity – form who we are.”
- The facilitator answers any questions, and invites audience members to try to increase the number of Level 2 and Level 3 interventions during the following second round.

Identity Encounter Presentation #2 (5 minutes). Same as described previously.
Paired Conversations (5 minutes**)**. Same as described previously.
Coaching Interventions (10 minutes). Same as described previously.
Presenter #2 Responds (5 minutes). Same as described previously.

Reflection, Clarification, and Application Discussion (10 minutes)

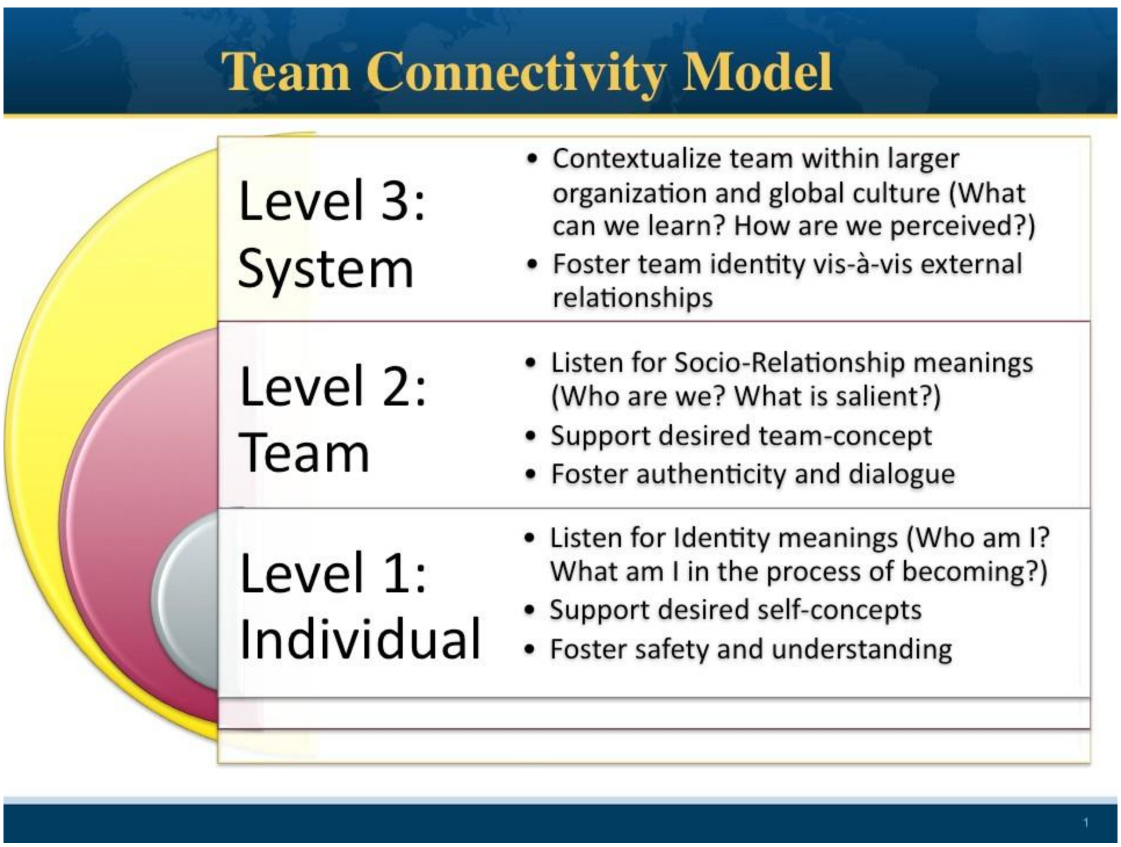
- The facilitator invites audience members to draw connections between the two identity encounters shared. The facilitator introduces relevant multicultural concepts (i.e., achievement is a culturally bound concept) from the list of five common cultural orientations.
- The facilitator invites the audience to reflect how their own culture may inhibit their effectiveness in facilitating diversity conversations.
- Finally, the facilitator draws attention to two handouts. The first outlines tips for working across differences on each of the five cultural dimensions. The second outlines times sequences that coaches can use in the future when deploying this identity encounter methodology with teams (i.e. how the identity encounter methodology can be used in a two-day retreat or over a series of weekly meetings).

Close (5 minutes)

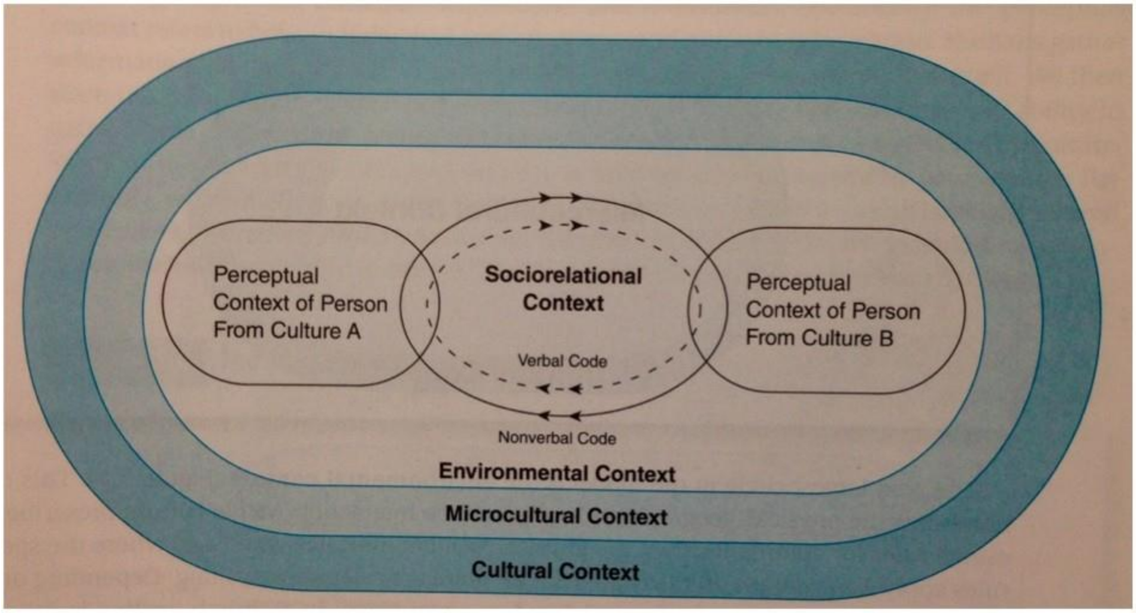
- The facilitator invites closing remarks from audience members (i.e., appreciations, reflections, questions). He thanks everyone for their participation and offers a few closing remarks himself.

Conceptual/Theory Input

1. Both the Identity Encounter Methodology and the 3-Level Team Connectivity Model were developed by the presenter Dr. Yaron Prywes while teaching Intercultural Communications at Columbia University's Social Organizational Psychology Program.



2. Levels 2 and 3 in the Team Connectivity Model are informed by the research of Dr. James Neuliep. His Contextual Model of Intercultural Communications below depicts how the larger organization and global culture influences a team's interactions.



3. Five common cultural orientations that influence team interaction are: (adapted from Bing, 2015; Hofstede et al., 2010).

1. Individualism vs. Group Orientation
2. Hierarchical vs. Participative Orientation
3. Achievement vs. Quality of Life Orientation
4. Need for Certainty vs. Tolerance for Ambiguity Orientation
5. Indulgence vs. Restraint Orientation

The future of coaching practice and research should explore the limits of Prywes' identity encounter methodology. Given that participants demonstrate vulnerability during the process, it is hypothesized that there are risks with doing this intervention "too early" or "too late" in a group's life. In other words, when a group is early in its formation and members are still orienting, members may be hesitant to reveal too much about themselves. Similarly, this methodology may not be appropriate if a group has already been in formation for quite some time and there is little or no existing psychological safety. Additional interventions are likely needed in these two situations before the identity encounter methodology can be utilized (i.e., some kind of easier "ice breaker" or fun "team building" activity early in a group's life; and some kind of "conflict resolution" or "healing" activity if damage has already occurred in a group's life).

Furthermore, additional facilitator guidance should be developed in the event that a team has only one mi has only one minority or “microcultural” member. For example, if there is only one African American member in a group of eight Caucasians in a largely White organization, should this methodology be avoided? If not, when is the best time for the minority member’s identity encounter presentation? Or should this microcultural member’s racial difference not factor into the presentation order? Clearly, the goal is to create psychological safety for all members. However, it is not clear exactly how to do that for microcultural members who are often marginalized and more vulnerable than majority members who benefit from often-unconscious privileges.

Implications for Practice

As a result of this training, coaches will be equipped with a methodology that enhances their confidence and comfort in “building bridges” and “crossing boundaries” with diverse teams. They will see how “identity-based” coaching interventions build on a coach’s emotional intelligence training, and go beyond by (1) identifying a coachee’s “desired self-image” and (2) by noting how a coachee’s identity is evolving (i.e., ask themselves “Who is this person in the process of becoming?”).

Coaches will also be better equipped to offer interventions beyond the individual level of analysis, notably at the team and systems level. Specifically, they will be primed to listen for socio-relationship meanings within teams (i.e., coaches can ask teams “Who are we as a team? What is salient?”). They will also help teams contextualize themselves in the larger organization and global culture (i.e., coaches can ask teams, “How are we perceived by others in the organization?”; “How do we compare culturally to other global teams?”). Finally, coaches will clearly see how their one’s own cultural preferences map onto five orientations commonly present in teams, which can serve to enhance awareness of their own cultural biases.

The overall goal of this identity encounter methodology is to enhance the multicultural team connectivity of a group. It can be utilized as a “stand-alone” intervention, or integrated into the other initiatives such as one-on-one coaching work, or team retreats.

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Warrant Statement

I (we) warrant that given my (our) experiential session proposal is accepted, I (we) will submit a written summary for inclusion in the conference proceedings. I (we) agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I (we) understand that if this summary is not submitted by August 19th, my (our) presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I (we) also agree that formatting of the document according to conference specifications is my (our) responsibility, and I (we) understand that the document will be returned to me (us) if it does not meet the required specifications.

Centering and Grounding Through Meditation:
A Bridge to Expanded Use of Self and Coach Presence

Dr. Rachel Ciporen; Core Faculty Columbia Coaching Program & Gestalt OSD Center[*]
Dr. Tanya Faude-Koivisto, PCC; Core Faculty Columbia Coaching Program & Gestalt OSD Center
Dr. John Carter, President Gestalt OSD Center
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Abstract. An executive coach's ability to stay present, open and curious is essential to their effectiveness given the complex systems they work in. This experiential session aims to expand coaches' Use of Self and capacity to stay present through the introduction of meditation and Gestalt concepts. Participants will experiment with ways of centering and grounding themselves and leave with elements of a practice they can use in their day-to-day life.

Key Words: Presence, Use of Self, Meditation, Whole Person Learning, Gestalt OSD.

Session Objectives

Executive coaches are often working in complex systems helping individuals and teams to learn, adapt and grow in the context of increasing volatility, uncertainty, complexity and ambiguity. A coach's presence and Use of Self are key variables to their effectiveness. This experiential session aims to expand coaches' Use of Self and effectiveness through the introduction of meditation exercises and Gestalt concepts. While meditation is usually recognized as a largely spiritual practice, its positive effects on several physiological and brain functions have been documented in recent years through innovative brain imaging such as fMRi (Sue McGreevey, 2012). This learning session is aimed at building the bridge between the 'traditional' way of strengthening presence, that is by supporting the mind and thoughts to stay present (versus wandering and being side-tracked) and an approach that strengthens presence by focusing and attending to one's heart, long considered the intuitive center, in order to best leverage one's presence in service of the client. Presence is largely related to one's ability to effectively center and ground oneself. The aim of the session is to introduce a way of accessing not only with one's mind but also with one's heart in the service of expanding Use-of-Self. We will introduce both Heartfulness meditation and the GestaltOSD key framework of "Unit of Work" as means and structure to explore our habitual patterns of centering and grounding and to experiment and implement a potentially new way of centering and grounding oneself. Inspired by the theme of Columbia's conference, this experiential session seeks to cross boundaries of current approaches to developing coach presence and self-mastery through the use of Heartfulness meditation supported by the GestaltOSD framework of "Unit of Work".

Learning Objectives

At the end of the 90-minute session participants will have:

- *Named* their current approaches to getting centered and grounded (i.e., to getting present).
- *Experienced* Heartfulness meditation as a specific approach for going inward and connecting with oneself and one's environment.
- *Been Introduced* to one key Gestalt OSD concept related to Use of Self and Self as Instrument, that is, Unit of Work.

- *Experimented* with the key Gestalt OSD concept of Unit of Work in service of expanding their range of options for becoming and staying present.
- *Planned* next steps for experimenting with a centering and grounding practice.

Session Outline

1. **Settling-in and Introduction by Host** (5 minutes)

2. **Introduction** (10 minutes)

After a short introduction to the topic of the session ('Presence' and 'Use of Self') and the agenda, participants will first be asked to ground and center themselves as preparation for the upcoming experiences and then be asked to reflect on their habitual way of getting themselves present.

3. **Relaxation, Meditation** (35 minutes)

Effective coaches help the systems they are working in scan for data that exists in the external environment as well as for data in their own interior (intuitions, sensations, thoughts, feelings, etc.) The most effective coaches are able to toggle between attending to their external environment and their own interior. This session seeks to support participants expanding their ability to sense and scan their interior using guided relaxation and meditation. This session provides an opportunity for participants to explore their current approach to getting grounded in their environment (scanning for external data) and to expand their approach to centering and going inward (scanning for internal data) through an experience of guided relaxation and Heartfulness meditation. Many people find shifting from their regular activities to meditation a challenge. We will lead a five minute guided relaxation process prior to the meditation activity as a way to help participants gently quiet their minds and bodies to prepare for the meditation experience. A facilitator will then lead the group in a Heart centered meditation exercise. Participants will be asked to take notes on how they feel before and after the meditation and to reflect on insights gained by focused inward attention.

4. **Introduction of One Key Gestalt OSD Concept and Implication for Coaching Practice** (30 minutes)

While the previous part of the session focuses on exposing participants to a different way of centering and grounding themselves as coach, this part will focus on the GestaltOSD concept of 'Unit of Work' as a framework on how coaches can support their clients in better centering and grounding themselves. First, workshop leaders will introduce "Unit of Work" as one key Gestalt concept associated with Use of Self to support participants to expand their ability to center themselves and more effectively scan and ground themselves. Next, participants will explore "Unit of Work" in an experiment designed to support coaches being better grounded and centered in their attempts to support orchestrated change desired by their clients.

GestaltOSD and 'Unit of Work'. From a GestaltOSD perspective, each person has a practice and each person meditates, and our practice and form of meditation influences our ability and range of being able to ground and center ourselves. After expanding on this premise and including the experience of Heartfulness meditation, workshop leaders will introduce 'Unit of Work' as one key Gestalt concept associated with Use of Self to support participants to expand their ability to center themselves and more effectively scan and ground themselves.

'Unit of Work' and Implication for Coaching Practice. Next, participants will explore 'Unit of Work' in an experiment designed to support coaches being better grounded and centered in their attempts to support orchestrated change desired by their clients. Participants will be asked to think of a current client situation and by going through the steps of a Unit of Work, will gain access on how to best support their clients.

5. **Closure** (10 minutes)

The session will end with a closing reflection on participants' experience and learnings, asking them to spell out for themselves how they might experiment with their practice of centering and grounding themselves as coaches moving forward; participants will be asked to share with the larger group.

Conceptual/Theory-Input

Heartfulness Meditation

The heart as the intuitive center, as an organ having its own intelligence, as an instrument of transformation and for sensing one's self and environment is a given in ancient wisdom practices. Since the 1990's research on the same is gaining momentum in the West and affirming the case for the heart as an untapped and powerful resource (Childre, Martin, Rozman & McCraty (2016). Studies show the heart sends more signals to the brain than the brain sends to the heart. The heart is known to have its own intelligence and its own independent nervous system. Western societies have provided little guidance on how to access and utilize, leave alone enhance the heart as a source of discernment and wisdom. The heart is now viewed by many as an instrument that, if attended to and cultivated, could strengthen one's ability to center, to ground and to scan their internal and external environment. Working with the conference theme of Building Bridges and Expanding Boundaries, participants will be introduced to Heartfulness relaxation and meditation, and invited to reflect on their experience of connecting with their heart.

GestaltOSD

John D. Carter (2008), a pioneer in applying Gestalt Theory to Organizational Development, states "The true worth of interveners is not measured by the set of skills or tools they possess, but by their ability to see themselves clearly in relation to others. Such clarity drives the individual to integrate organizational change knowledge and the synergy of working with others to produce powerful interventions for superior results." We believe that meditation is an excellent bridge to support the development of these competencies, by bridging meditation practice with coaching presence.

Gestalt Concept "Unit of Work"

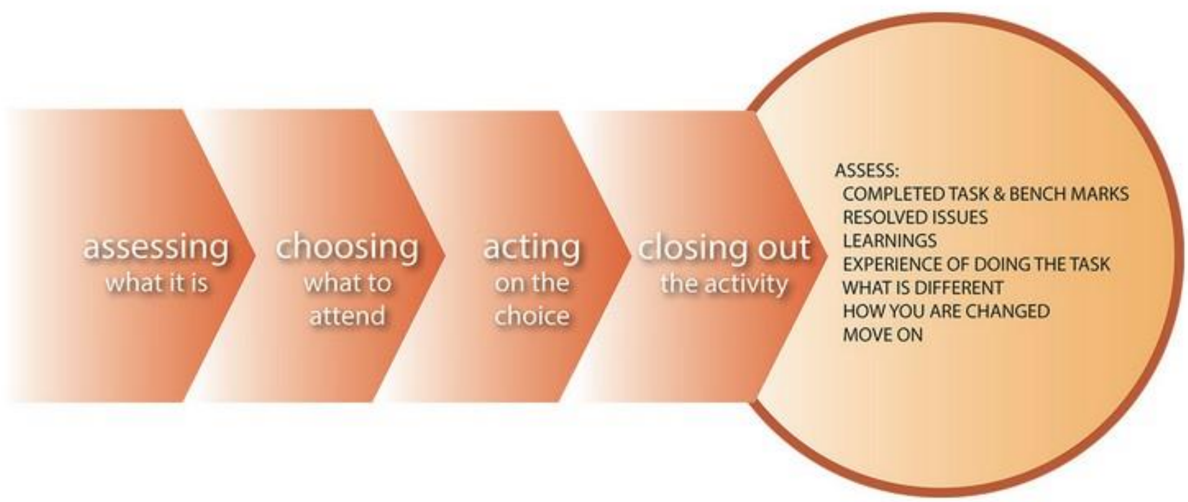
A Unit of Work provides a procedural frame of reference that helps to organize coaching interventions change activity. "Work" in this context means processes of chance or development, either naturally arrived at or deliberately orchestrated. A finished "Unit of Work" is a coherent, assimilatable experience. It may be the completion of a task, the resolution of an issue, or a learning experience. A successful Unit of Work creates energy that is sustained and purposeful.

A Unit of Work consists of four steps: (1) assessing what is; (2) choosing what to attend to; (3) acting on that choice; and (4) closing out that particular activity (see graphic below). Each step has its own characteristics and demands:

- ***Assessing What Is*** – heightening the client's awareness of what already "is" **–** describing, defining, and assessing the current situation.
- ***Choosing What to Attend to –*** begins when there is some sense of developing energy, and the foundation is sufficiently established for movement.
- ***Acting on the Choice*** – developing and articulating clear issues or "themes."
- ***Closing Out the Activity I*** – begins with sensing the need to "anchor" the work, i.e. to agree upon and confirm the discoveries and accomplishments.
- ***Closing Out the Activity II*** –articulating a new "what is," and taking time to appreciate, recognize, and assimilate the new configuration in the system.

As one works through the steps, the purpose or goal of an individual's, group's, or organization's change effort are revisited, and the forces which hinder or facilitate the targeted change assessed.
Sometimes the focus of the Unit of Work is clear from the outset, but it is important to recognize that not all work with a client or client system forms a coherent, systematic experience. At times it is important to allow some muddling about to see what options emerge. Many critical events are up and down, over and around journeys that nevertheless leave us with a profound experience of having finished something or arrived somewhere. So the Unit of Work framework is a guideline rather than a rigid prescription. "Thinking small" is a crucial attitude. Growth proceeds in small steps that are clearly identified and well supported. Very small pieces of work are the building blocks of larger units of work.

Graphic 1
Unit of Work



Participants in this session will be theoretically introduced to the Gestalt concept "Unit of Work" and will explore the concept in an experiment designed to support coaches being better grounded and centered in their attempts to support orchestrated change desired by their clients.

Implications for Practice

Coaches need to be able to attend to the organization as a whole, the environment the organization is operating in, as well as the individual or team they working with. The ability to stay present to these multiple levels of system, create trusting partnerships, and make in the moment choices about how to intervene requires ongoing reflection and attention to one's growth and development.
Coaching is an emerging field with multi-disciplinary roots. The role that meditation can play in coach

development is still an under-explored area. While there is not universal agreement on what constitutes core-coaching competencies, most coach education programs and professional organizations agree that coaching presence or self-mastery is essential for high performing coaches. Inspired by the theme of Columbia's conference, this experiential session seeks to cross boundaries of current approaches to developing coach presence and self-mastery through the use of Heartfulness meditation and GestaltOSD concepts.

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Further Resources

- GestaltOSD – www.gestaltosd.org
- Heartfulness Meditation – www.heartfulness.org

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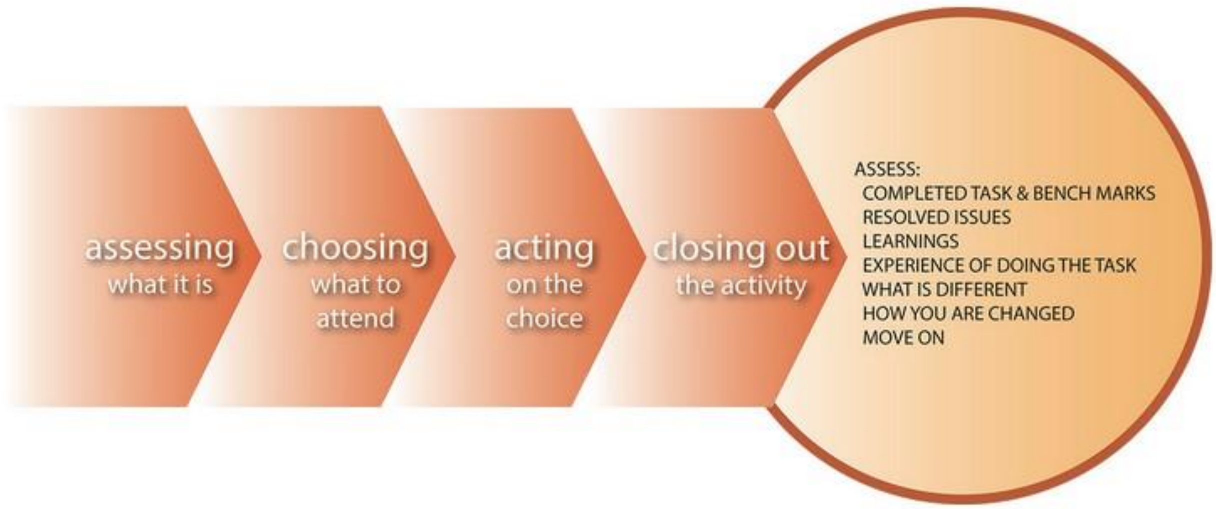
Unit of Work



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Frequently, we observe individuals or groups apparently doing the same work over and over again. When work doesn't "stick," or remains unassimilated, either contact between the forces for and against change is not occurring, or the experience of change is being washed away by a stronger ongoing dynamic. In either case, the next Unit of Work needs to attend to the nature and source of repeated work.

Reference: More GestaltOSD concepts at www.gestaltosd.org

Heartfulness Meditation

Why Meditate?

- Improved centering and grounding
- Stress relief (reduced BP, improved heart rate)
- Improved sleep
- Stimulation of the immune system
- Greater concentration

Why the Heart? (from *Heart Intelligence)*

- There is a constant two-way communication between the heart and brain
- The heart sends more information to the brain than the brain send to the heart
- The heart sends signal to the brain which help inform our choices
- The heart helps synchronize many systems in the body so that they can function in harmony with one another
- The heart signals especially affect the brain centers involved in strategic thinking, reaction times and self-regulation.

References:

- Heartfulness Meditation: www.heartfulness.org

- General benefits of Meditation: http://www.mayoclinic.org/testsprocedures/meditation/in-depth/meditation/art-20045858

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Coaching in Organizational Context: Building a Bridge Between Individual Business Coaching Engagements and Organizational Strategy

John Hoover, PhD, SVP, Global Contextual Coaching, Partners in Human Resources International

Abstract. The future of executive coaching will be determined by how coaching established and emerging leaders and teams through an organizational lens impacts enterprise-wide business strategy. Through application of Systems Theory and Organization Development principles, business coaches and those who hire and manage coaches for organizations will discuss and role play how boundaries must be reimagined and bridges built to connect and align what individual leaders and teams do *best* with what sponsoring organizations need *most*.

Key Words: Executive, Coaching, Organization, Context, Strategy

Session Objectives

This is a classic case of not skating to where the hockey puck *is*; but rather skating to where the puck is *going to be*. That is, building a bridge from where organizational executive coaching is today and where it will be in a few years. Coaching through an organizational lens requires keeping the voice of the organization alive and active throughout every organizational coaching engagement. Coaching in organizational context means treating the leader being coached and the organization as co-clients—not disparate entities separated by a wall of confidentiality—but working collaboratively with well-articulated expectations to ensure the established or emerging leader being coached and the organization both receive equal value from the organizational coaching investment. By reimagining the symbiotic relationship between individual needs and corporate needs in organizations, this learning session will expand the boundaries of contemporary executive coaching in organizations and generate significantly increased engagement between established or emerging leaders (coaching clients) being coached, their managers, their organizational sponsors, and the sponsoring organization.

Learning Objectives

- *Knowledge-based:* Participants will leave the session having learned how to facilitate a business coaching (stakeholder) coalition meeting between the coach, the coaching client, the coaching client's manager, and the organizational sponsor of the coaching engagement; listing leadership competencies to frame the engagement.
- *Comprehensive-based:* Participants will also leave the session with the understanding and ability to lead a discussion that crosses functional boundaries and builds bridges to reach consensus among the coaching coalition stakeholders, describing at least two essential items on the coaching (stakeholder) coalition agenda.
- *Application-based:* Participants will leave the session having experienced firsthand what it is like to design a coaching engagement through the eyes of each member of the coaching (stakeholder) coalition. This guided practice will take place in small groups to illustrate the principles and concepts learned

Session Outline

Introduction: Aligning What Coaching Clients Do Best With What Their Organizations Need Most (10 minutes)

The primary emphasis of the session is coaching in organizational context. The session facilitator will present an overview of the 90-minute session emphasizing the Systems Theory and Organization Development underpinnings of coaching in the context of organizations. One process model that makes this possible is the Coaching Coalition.

The Coaching Coalition, which is comprised (at a minimum) of the four most critical stakeholders in the coaching engagement—coach, coaching client, coaching client's manager, and organizational sponsor (usually an HR or Talent Partner) is charged with keeping the voice of the organization alive and active throughout the coaching engagement to ensure contextual alignment between the coaching client and the organization.

Figure 1

The Coaching Coalition

By the end of the introduction, participants will understand:

- What a coaching coalition is, who is involved, and why.
- The role the coalition plays in establishing the contextual framework in which the coaching engagement will be conducted.
- How the coalition builds bridges between the critical participants in a business person's growth and development as it invites those participants to cross formerly impermeable boundaries.
- How the future of coaching in organizations is defined through the increased self- and organizational awareness that coaching raises.

Session participants will also be instructed as to how they will be organized into coalitions and take turns occupying each corner of the coalition; role playing each function. The greatest challenge and the most sustainable learning will come from staying in character as participants switch from one role to the next. Two and often three of the coalition roles are not familiar to each participant.

Engagement Presentation (Five minutes)

The session facilitator will present the fictitious coaching client engagement intake data that will inform the mock coaching coalition exercises. The facilitator will also organize the participants into coalitions of four members each.

Four-Part Exercise (40 minutes)

In ten-minute increments, the participants (now in the role of coalition members) will plan the 360-degree structured interview segment of the coaching engagement by selecting eight-to-ten feedback providers and drafting three-to-four questions the coach will ask the feedback providers. This exercise combines a demonstration of concept comprehension with the use of imagination in order to create realistic and meaningful scenarios.

After ten (10) minutes, each session participant switches to a new role in the coalition and the exercise repeats with each coalition member functioning in a new coalition role. Again, the challenge is to *stay in character* for that role and ensure that the voice of the organization remains active and aligned with the coaching engagement until every session participant has played all four roles; those familiar to participants and roles that stretch them.

Exercise Debriefing (20 minutes)

After each participant has experienced the perspective from each corner of the coalition, the session facilitator brings the room back together and facilitates an interactive discussion of what it was like to cross boundaries and change points of view while considering the same coaching client and engagement. The interactive discussion illustrates the advancement of knowledge and comprehension of what it means to consider the organization’s needs in concert with the individual business coaching client’s needs while drafting an important (some would say critical) element of a business coaching engagement.

Questions & Discussion (15 minutes)

This is the opportunity to further delve into the theoretical underpinnings of coaching in organizational context. For example: How does considering the impact of the individual coaching engagement on the organizational system enrich and enhance both the coaching client and the organization? How does coaching in organizational context build a bridge between the needs of the coaching client and the needs of the organization? How does application of these concepts integrate what were formerly isolated coaching engagements into a more holistic value proposition and prepare the individual and the organization for the future by creating more individual awareness, organizational awareness, and adaptive capacity? Session participants also use the discussion opportunity to gain additional insights from the facilitator and their colleagues in the room on obvious and nuanced dimensions of application.

Conceptual/Theory-Input

This session will expose participants to theories, methods, and techniques that can inform both the craft of coaching in organizations as well as how to design and structure an organizational coaching function through an Organization Development lens (Brown, 2011); thus ensuring that coaching engagements sponsored and paid for by organizations for the purpose of developing or enhancing management and/or leadership skills and behaviors in individuals and groups are contextually aligned with the sponsoring organization's Talent, Leadership, and Global Business Strategies (Gorrell & Hoover, 2009) to produce maximum return on investment for individuals or groups receiving the coaching as well as the sponsoring organizations. Specific theoretical underpinnings invoke Systems Theory (Hay, 2007) and Organization Development principles in the context of business coaching methodologies.

From a Systems perspective, coaching in isolation makes very little sense and is likely to reinforce or even deepen separations and disconnects between individuals being coached and the organization paying for the coaching. The success of any individual in the system is dependent on his or her ability to adapt to and with the system. This is why coaching in isolation with little or no organizational perspective or process and framework is a disservice to an established or emerging leader who needs to succeed in a particular organizational system and organizational culture. When the organization's strategic needs are not contextually-aligned with the growth and development needs of the established or emerging leader being coached, any opportunity for alignment or synergy among all coaching engagements enterprise-wide is lost.

The Contextual Coaching Process and Framework

Coaching through an organizational lens, in organizational context, with organizational awareness and wisdom will be called Contextual Coaching for expediency. With all of this emphasis on the organization, who then is the coaching client? Is it the individual or small team receiving the coaching or the organization that is paying for it? Since the individual leader's or leadership team's fortunes are tied directly to the fortunes of the organization and vice versa, the individual and/or team and the organization that employs the individual or team are co-clients.

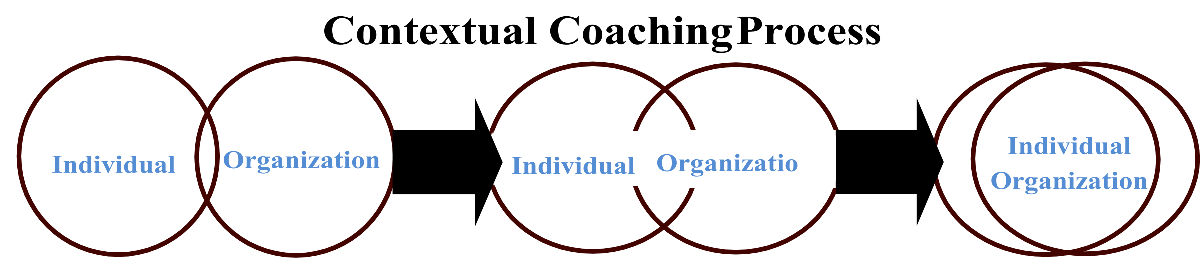
Just as in a marriage counseling/family systems scenario, neither partner is the client. The *relationship between them* is the client. So it is with coaching in organizational environments. The highest value a coach or a manager who coaches can bring to both the individual or a small team is to find the place where the best interests of those being coached and the organization sponsoring the coaching merge into a unity of interest.

The Benefits of Using the Contextual Coaching Framework

Although coaches or managers who coach work or will be working individually with coaching clients or coaching teams, coaching in organizational context is a true organizational process. Contextual Coaching was developed to expand traditional executive coaching into an Organization Development process, based on *alignment.* Using a systems approach, Contextual Coaching produces simultaneous growth and development opportunities for the organization and whoever is being coached. Individual coaching clients' contexts remain fundamental to the engagement and drive the developmental process for the individuals while, at the same time, enhancing coaching clients' roles in the broader growth and development strategy of the organization.

Figure 2

The Contextual Coaching Process



Coaching in organizational context provides leadership development to everyone who shows potential. All growth and development of coaching clients takes place within the context of the organization. As the coaching progresses, the identity, agenda, and priorities of the coaching clients begin to merge with those of the organization, resulting in more continuity and consistent alignment between the organization's needs, the coaching clients' needs, and

This dual focus means that organizational sponsors of coaching in organizations will address multiple contexts that affect unique situations leaders face as well as aligning the coaching process with the strategies, cultural imperatives, talent management systems, and competency requirements of the entire organization. Contextual coaches will map the coaching process to a changing organizational landscape, complete with enterprise-wide strategic agendas and individual issues, revealing how each one compliments the other.

Two Customers – One Process

One of the greatest challenges when coaching in organizations is the complexity involved in having two customers who need to be satisfied through one process. The coaching process remains an individual development intervention that focuses primarily on the growth of one particular employee. Yet, the organization's expectations need to be satisfied, as it has either funded the program or otherwise supported it with organizational resources.

Organizationally-wise coaches manage this process through good stakeholder management. This means establishing and sustaining relationships with their coaching clients' key constituents, such as their Human Resources Partners and their coaching client's manager(s). Recall Figure 1 and the Coaching (stakeholder) coalition.

By clearly expressing expectations of these constituents in advance, checking in with them regularly, and generating reports to ensure the coaching process is tracking with said expectations the coach is able to manage expectations and provide important communication relative to the coaching success without compromising confidentiality. The coaching client owns his or her engagement and data.

The return on investment from these engagements is maximized when both the coaching client and the organization are seen as customers in the process. Because of this, the Contextual Coaching process is well positioned to satisfy both co-clients and achieve overall success within a single engagement. All contextual coaches, in each assignment, seek to balance the needs of the individual with the requirements of key constituents, including the coaching client's manager, learning and development groups, and Human Resources departments.

Implications for Practice

As organizations continue to tighten their money belts, control of business coaching is being relegated to procurement departments more frequently than ever before. The future of coaching in organizations is increasingly being pinned directly to an enterprise-wide financial benefit. In order to help organizations achieve higher efficiencies and economies of scale, the adaptive bridge-building and boundary-crossing capacity of organizational coaching presents potential monetary value unlike anything experienced in the past. Coaches who understand and can apply the principles of coaching in organizational context (and not in isolated, detached engagements) will be the most sought-after coaches by those who hire and manage coaches in organizations of the future.

The practice of forming and functioning as a coaching coalition in each organizational coaching engagement needs to be consistently applied across organizations to increase reliability and validity when analyzing data collected from engagements. Without compromising the privilege of confidentiality, data is gathered through the compilation of feedback from the structured interview 360-degree assessment and from the coaching reports and then analyzed to identify patterns, trends, gaps, and opportunities in enterprise-wide leadership development.

When organizational coaching engagements are consistently framed in the organization's leadership competencies and managed through coaching coalitions, the voice of the organization is kept alive and present in the coaching experience. This procures more consistency and continuity in leadership development across the organization; especially in global organizations. When viewed and practiced through the organizational lens, coaching for established and emerging leaders increases individual and organizational awareness. The individual growth of the leader takes place inside of the contextual framework of the leadership competencies, thus creating full alignment between what the established or emerging leaders do best and what the organization needs most.

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Working with Teams to Create a High Performing Culture Using Stages of Individual and Team Development

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Sara Bigwood, PCC Affiliate to ICF New York, Director of Employee Development Program, Havas Worldwide

Abstract. This experiential session will explore teams as the future's most important unit in organizations — the core unit that establishes organizational culture and sparks its evolution and development. This session will enable participating coaches to understand the team as a system, a whole that is greater and more capable than just the sum of the individuals. It will give participants a basic understanding of adult development theory as applies to individuals and teams. We will teach techniques to bridge individual and team identities and growth, enabling the team to learn from the individuals and the individuals to learn from the team. We will bridge coaching skills and core developmental stage theories—in effect bringing in Adult Development Theory as a frame that informs the coaching process and enables it to move forward more effectively. The lens of this theory will also expand participants' sense of what is possible for their clients, enabling them to introduce team coaching and stage of development as strategies that help the organization build the relationship infrastructure needed to continue to adapt to a world that is increasingly volatile, uncertain, complex, and ambiguous (V.U.C.A.). In this way, we will examine how we can expand the future of coaching, as the profession seeks to become more effective at helping leaders and organizations evolve.

Key Words: Coaching Tools, Team Coaching, Organizational Coaching, Stages of Development, Leadership Coaching

Session Objectives

This experiential session will build bridges between Adult Development Theory and team culture, between the individual and the system in order to help the organization grow and deal with complexity more gracefully and efficiently. We will expand boundaries by focusing on the team and the system as being the key entity of development, using the individual as the entry door.

Learning Objectives

By the end of this session, participants will be able to:

- Understand the team as a system that is greater than the sum of the parts of its members.
- Spot the stage of development on client teams, and understand how to help client teams advance to higher-performance stages.
- Describe the value of building team awareness of individual and system stages, and how stage advancement increases performance and makes ongoing results more sustainable.
- Use specific coaching exercises to help teams experience their own and each other's stage of development.

Session Outline

The experiential learning session is divided into three parts: Introduction to Stages of Development; Experiencing Stage Dynamics; and Working to Advance a Team's Stage.
Using body language, gesture, change in physical location, and dialogue with each other in pairs and small groups, we will give participants a structured process of exploration and learning about their own stage and how stage impacts team dynamics. We will be using the Leadership Circle model developed by Robert Anderson, and the Tribal Leadership model developed by Dave Logan—and overlaying the two for a deeper understanding of how practitioners can apply these models to leadership and team clients.

Participants will work in full group, in pairs, and in subgroups. Some volunteers will share their specific experiences to help the whole group reflect on what they are discovering and learning.

Introduction (10 minutes)
A brief overview of Adult Development Theory (ADT) and an introduction to the Leadership Circle wheel. ADT defines 4 stages of adult development that reflect an increasing capacity for holding complex, sometimes contradictory or paradoxical perspectives: Self-Sovereign (subject to own desires and impulses), Socialized (subject to what people think/expect), Self-Authoring (subject to own values and ideology) and Self-Transforming (don't know yet, dialectic between ideologies). Adults move through these stages at different rates, depending on their own inner engagement with change, and the increasing complexity of demands made on them by work and life. Some research has shown that, as leaders become more capable and effective, what is really changing is their stage of development, also called frame of mind or of meaning making, or action logic. The stage of a leader directly impacts the team or organizational culture, expectations, accepted behaviors, and capacity for change. The Leadership Circle model provides a clear map of the assumptions and behaviors that show up at different stages of development, and tested correlations between various "reactive strategies" and specific leadership competencies.

Icebreaker/Dialogue (5 minutes)
Dialogue in pairs related to individual stage. Research shows that approximately 80% of adults in North America are somewhere between Stage 3, socialized or reactive, and Stage 4, self-authoring. We will focus our brief introduction there, and then ask participants to talk in pairs about where they think their own stage range lies. This will both break the ice and put people into a self-examining, self-honesty mindset that will encourage full participation in the rest of the session.

Instructions (5 minutes)
How to determine your reactive tendency and what to do when you step into it. After a brief, clear description of the three basic reactive strategies—controlling, complying and protecting—participants will determine what they think their primary reactive strategy is and will move into place for the first exercise, in a wheel taped on the floor and labeled.

Exercise—Reactive & Creative (30 minutes)
Participants will be invited to step into the wheel to physically and verbally experience their own "reactive strategies." Working in small groups, they will explore reactive/socialized dynamics that often play out on teams and in organizations. They will then be asked to physically step across the wheel into their more "creative" or "self-authoring" tendencies, and notice the difference in thoughts/feelings/assumptions and relationships that go along with that shift.

Exercise—Tribal Stages (20 minutes)
The group will physically and verbally explore the five tribal stages defined by Dave Logan in the book *Tribal Leadership* with the language and gestures that indicate each stage. For example, Stage 1 tribes are characterized by self-protective behaviors and amassing personal power for the purpose of self-protection, such as in prison or street gangs. An experience of this kind of tribe might include a crossed-arm stance, distain in facial expression, foul language, etc. Stage 3 tribes are characterized by a self-centered sense of achievement and expertise. An experience of this kind of tribe might include a haughty expression, patting oneself on the back, and language that shows off knowledge.

Model Overlay (10 minutes)
By physically moving the labels from the Leadership Circle wheel into the tribe stage model, we will look at how the two compare. For example, Tribal Stage 1 would correspond to the Protecting reactive strategy. Tribal Stage 2 to the Complying reactive strategy, Tribal Stage 3 to the Controlling reactive strategy, Tribal Stage 4 to the Relating and Awareness leadership competencies, and Tribal Stage 5 to the Achieving leadership competency. By overlaying the models, we will examine how individuals contribute to helping or hindering the team's stage advancement, and how coaches can help leaders and team move forward to align their functioning and outcomes with their intentions.

Wrap Up and Next Steps (10 minutes)
We will explore how to work with this by asking participants to share where they can use these tools and models. We will also open the floor to questions.

Conceptual Input

Adult Development Theory is a relatively new field developed by a number of scholars and practitioners (Kegan, 1982, 1994, 2016) (Torbert, Cook-Grueter, 2004) (Garvey-Berger 2012). It defines developmental stages that adults may progress through in response to increasing complexity and demand from their surroundings—work, family, society. The primary drive of this development is the subject/object shift, which leads to a fundamental change in "frame of mind" or "action logic." Building on adult development theory and the study of leadership, the Leadership Circle model (Anderson, 2004, 2016) indicates the connection between stage of development and leadership effectiveness, while also drawing on psychology, enneagram, Tao and other spiritual traditions. Studies conducted by Anderson and Cook-Grueter indicate that it is stage of development that advances as leaders become more effective. Tribal Leadership (Logan, King, Fischer-Wright, 2008) define the stages that leaders, teams, and organizations move into and out of, and link those stages to high or low performance. Relationship Systems Intelligence (Fridjhon, Rod, 2015) synthesizes the work of many fields into a leadership coaching model based on helping leaders and team members see and experience the team as an organic entity—a system.

Implications for Practice

Experiencing these models and tools will provide organizational and leadership coaches with a clear framework to help their clients (individual, team, or organization) deliberately shift into new stages, so that they can work and communicate more effectively. Just the process of introducing awareness of stage to an individual or team client can help them reflect on their current reality and what they want to change. As much research indicates, more advanced stages in individuals and systems create sustainably higher performance and engagement in organizations. While ADT indicates that a leader cannot take his or her team further than his or her own stage, the Tribal Leadership model asserts that the tribe can grow leader just as the leader can grow tribe. This aligns with the ADT assertion that increasing complexity in the environment—at work, at home, in the world—both necessitates and sparks the desire for individual development. By playing with these two models together, we intend to spark the awareness of and desire for individual development in the coaches who attend our session.

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Warrant Statement

We warrant that if our paper, experiential session, demonstration or panel proposal is accepted, we will submit a formally written summary for inclusion in the conference proceedings. We agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. We understand that if this summary is not submitted by August 12, 2016, our presentation will not be included as part of the Columbia Coaching Conference in New York City 2016. We also agree that formatting of the document according to conference specifications is our responsibility, and we understand that the document will be returned to us if it does not meet those specifications.

Leaps & Bounds: Coaching to Foster 21^{st} Century Competencies in Executives

Loretta L. Donovan, M.A., iAttain

Abstract. As businesses across sectors and industries drive greater accountability for client, vendor and employee engagement, and quality values leap to the forefront as metrics, C-level executives must increase the span of 21^{st} century competencies to boost increase their effectiveness towards organizational excellence. Coaching executives via 360 assessment augmented by constructive development models bridges gaps beyond competencies. Participants in this session will experiment with identifying forms of mind to broaden executives' world views and agility.

Key Words: Assessments for Coaching, Executive Teams, Constructive Development

Session Objectives

Learning Objectives

- Differentiate traditional leadership competencies from the requirements for executive effectiveness in the 21^{st} century.
- Discuss the advantage of melding technical and professional competencies to vertical leadership coaching model.
- Employ a tool to gauge the maturity of executive coachees' forms of mind.
- Apply the SNAP approach in leadership coaching to pose questions that scaffold coachees' world views to more mature forms of mind.

Session Outline

Interactive Talk (20 minutes)

- Explain necessity for executives to expand the boundaries of their effectiveness on behalf of organizational excellence.
  - As indicated by research over the last 20 years, the requirements of leadership have evolved from technical mastery and will continue to encompass more complex abilities for leading in a VUCA environment.
- Review examples of 21st century leadership competencies.
  - Competencies, such as those identified by the Center for Creative Leadership, are useful for assessing leadership at the executive level. These professional competencies will allow for solely horizontal development.
- Share client competency model for 360-assessment.
  - Organizations are making use of custom competency models that incorporate their projected needs at the executive level. One such model will be used as an exemplar.
- Describe the constructive development forms of mind of adults as defined by Kegan and Garvey-Berger.
  - Constructive-developmental theory provides a means to describe the stages of increased maturity that coaches can identify in coachees. The three stages of Socialized, Self-authoring, and Self-transforming forms of mind are relevant to vertical development that enhances developing leaders.

- Discuss use of tool to apply framework
  - These forms of mind can be more easily identified by the coach by use of a tool that differentiates the coachee's overall purpose, operating rules, degrees flexibility, and their appreciation of circumstances and support.

Activity (20 minutes)
- Triads use profiles to identify forms mind, and create rationale for decision
  - Using the tool provided and profiles of four executives, along with an overview of their leadership competencies, groups will identify the client's form of mind as indicated by narrative and perspective.
- Request volunteers to share decisions and analysis
  - The profiles of the executives will be matched to forms of mind by volunteers of several groups; their analyses will be shared with evidence gleaned from the materials provided.
- Provide clarification and tips
  - Discussion will assist as needed to support or clarify use of the tool or conclusions.

Interactive Talk (15 minutes)
- Discuss coaching questions that shift forms of mind
  - The central areas of growth for each form of mind provide the coach with avenues to explore with their client. By moving questions to edge one can enable additional development of the coachee. Emotional valence, as indicated by verbal and non-verbal cues, is a means to determine readiness to reach a more advanced form of mind.
- Introduce SNAP model for choosing questions for transforming forms of mind
  - The SNAP model can assist coaches in supporting the coachee's leap to more complex thinking and behavior. It encompasses scanning the client's disposition towards a situation, and posing different questions depending on if that disposition is negative, ambivalent, or positive.

Activity (20 minutes)
- Using results of triad activity (above), attendees take turns in role play using questions that foster more mature form of mind for coachees.
  - Triads use profiles to identify forms of mind, and create rationale for decision.
  - Using the SNAP model, the same profiles, and same diagnosed forms of mind of four executives, triad members act as coach, coachee and observer. Coachees are cued to be negative, ambivalent. Coaches must interpret the disposition and use appropriate questions. Observers will provide feedback.
- Request volunteers to share insights from the activity
  - Volunteers of several groups will share their experience with model.
- Provide clarification and tips.
  - Discussion will assist as needed to support or clarify use of the model or conclusions.

Q&A (10 minutes)
- Open the floor to questions and comments from participants.

Conceptual/Theory Input

The perspectives, commitments and vision that uphold an innovation, dedicated and productive 21st century organization may be far from the leadership resources required just a decade ago. Boundaries of culture and expectations of individual technical and professional competencies provide for the horizontal development of executives. They foster necessary abilities in leadership, strategy, finance and other critical realms of performance. However, these horizontal competencies, and traditional means for their development must be bridged beyond existing shortcomings. Executive development in the 21st century must to span a new realm o f competition and compliance. And, likewise, the means for advancing and cultivating them must spiral up through vertical development processes that acknowledge and attend to the constructive development of each individual executive and, ultimately, his/her organization.

By melding horizontal and vertical development practices, coaches may increase the capacity of coachees to broaden the expanse of their capabilities and build their amplitude synergistically (Petrie, 2013). The competencies of traditional horizontal development are indicators of substantial growth in functional performance that can often be measured through assessments and 360-degree feedback. These cover two primary areas. The first are technical capabilities and essential operational abilities, skills, expertise and experiences that are essential in specific jobs or roles (e.g., engineering, sales, marketing, finance, IT, HR, project management). The second are professional proficiencies and behavioral attributes that are essential across a range of leadership roles (e.g., managing change, solving problems and making decisions, influencing others, communicating effectively, developing others, building relationships, managing effective teams).

The framework which informs vertical development is constructive-developmental theory. First coined by Robert Kegan in 1980, this model addresses the development of meaning making across the lifespan. 'Constructive' refers to the ways experiences are interpreted and understood by the person. 'Developmental' denotes the increasing complexity of those interpretations and understandings. Kegan (1994) describes the forms of mind that adults bring to their lives and work. By elucidating existing those forms and the modifications in personal perspectives, coaches are provided with more lucid comprehension of the assumptions, motivations, and actions of executives. Thus, constructive-developmental theory, operationalized as vertical development, is a means for coaches to assist executives to grow in their capacities to advance in the skills and behaviors of social maturity that their shifting business cultures and environments require (McCauley et al., 2006).

Kegan suggests there are five orders of mind (development), four of which may be present after infancy: sovereign, socialized, self-authoring, and self-transforming. Executive coaches engaging in vertical development approaches will likely encounter the three forms of mind that are most common in adults:

- The Socialized Mind, present in about between 43% and 46% of adults aged 19-55 (Kegan, 1994), has strong group values and identity. They have internalized the ideas and beliefs of authority figures and organizations to which they are consistently loyal.
- A shortcoming of this form of mind is the inability to deal with disputes between two conflicting beliefs, groups or individuals that they have chosen to follow. They lack decision-making capacity as they lack an internal compass. In effect, the group norms or roles adopted by this form of mind are essential to its operation.

- The Self-Authoring Mind, most prevalent among adults, is the form for between 18% and 34%

of adults between 19 and 55 years of age (Kegan, 1994). Adults at this order have bolder goals and express intentions. They are characterized by a stronger sense of self as the independent originator of values and beliefs by which it operates, while it is aware of and can take into account the multiple perspectives of others. Conflict between their own views and those of others are interpreted as relevant alternatives, not limiting dilemmas. This form of mind is constrained by its own meaning-making as it is committed to it.

- The Self-Transforming Mind is most unique, with only 3% to 6% of adults aged 19 to 55 at this level, and present only after mid-life. In this form of mind, adults see the limits of their own meaning-making. They see the nuances and trends of the inner systems of beliefs and values that others incorporate in life and work. The complexities of alternatives are evident them. They are visionary and strategic as they go about their lives.

Grounded in that theoretical background, it is essential for the coach to operationalize these ideas. Jennifer Garvey Berger has translated the constructive-developmental framework into the context of the workplace. Her Growth Edge Coaching has delved into the ways in which leaders build new habits of mind. This focus is essential to vertical leadership development. The more transformed form of mind of the leader engenders a perspective and motivation for higher orders of thinking and greater innovation within the business (Garvey Berger, 2013). This transformation is about changing the nature of the world view of the leader making it larger, more complex, and better able to deal with multiple demands and uncertainty – such as those of the VUCA environment – and opens new opportunities for the future of coaching.

The prospect of not only identifying the leader's form of mind, but of developing it for the complex world of work, calls on coaches to employ a more nuanced interpretation of the forms of mind. With that in hand, facilitating the journey of the coachee along the road to the next level can benefit from identifying the emotional valence of the coachee (Garvey Berger, 2013). My belief is that the SNAP (Scan, Negative, Ambivalent, Positive) model, which I have devised, enables the executive coach to cultivate deeper reflection and catalyze moving development to a higher level for the client. It invites the coach to first Scan the coachee's current challenges, assumptions and emotional disposition to determine how they view a situation. Depending on whether their emotions about it are Negative, Ambivalent, or Positive, the coach can pose questions that bring their client's thoughts and feelings to a forward edge along the development journey.

Implications for Practice

Fostering reliable and effective leadership perspectives, values and action for the 21st century business that sustain collaboration, critical thinking, imagination, risk taking and investing to anticipate new markets, or to expand and services and products is a consistent and vital concern at the C-level. In the face of a complex and ever-changing VUCA world, organizations across industries and, their executives, are calling for new ways to develop leaders that bridge the gap beyond traditional executive leadership programs and approaches.

As practicing executive and organizational coaches, we have the unique opportunity to focus on tapping new and authentic ways for executives to promote their meaning making and extend their success. Among those, custom 360-degree assessment that bridges current and emerging technical and professional competency requirements is but one underpinning. Combined with vertical models for coaching that foster more mature, complex and nuanced behaviors, the development of the leader can move beyond current boundaries of thought and action. This session introduces a novel approach for analyzing and tapping the conversational cues of executive coachees into the hands of attendees along with a way to scaffold from this analysis to clients' sought-after transformation. The combination will further their practice and provide them with the tools to experiment beyond the session.

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Warrant Statement

I warrant that given my experiential session proposal is accepted, will submit a written summary for inclusion in the conference proceedings. I agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I understand that if this summary is not submitted by August 19th, my presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I also agree that formatting of the document according to conference specifications is my responsibility, and I understand that the document will be returned to me if it does not meet the required specifications.

LEAPS & BOUNDS: COACHING TO FOSTER 21st CENTURY COMPETENCIES IN EXECUTIVES

In the Words of Coachee 1: Andrew

"I came here as Assistant VP of HR 8 years ago and was promoted to Senior VP, 4 years later. I understand targets . . . keeping compensation in rein and dealing with the unions. Senior management needs support and they know they can count on me to deliver when there are employee issues. My department managers need a lot of attention. The employee engagement survey was a mess because of them. Getting things done with the rest of the Executive Team isn't easy either. When I have a report to present or a plan needs approval, the CEO puts it on the agenda but it gets pushed off to the next meeting again and again. HR has a lot of things on the table now . . . rising insurance costs, FMLA, changes in the hourly wage law, gender pay gap reporting. It's not my fault if we're not on top of them."

Coachee 1: Andrew – Leadership Competencies Overview

Importance for Success and Average Scores

The left column of this chart lists the competencies. The center gray column shows the Importance ratings. You and your raters were asked to choose 5 competencies *Most Important for Success* in your organization. The right column of the chart provides the average scores from All Raters and Self for each of the competencies. All Raters includes Boss, but not Self.

You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent
DK = Don't Know/Not Applicable

Key: [ ] 40% highest rated competencies by All Raters; 40% lowest rated competencies by All Raters

Competency	Importance for Success			Average Scores	
	All Raters	Boss	Self	All Raters	Self
1. Communicates	8	1	1	3.85	3.80
2. Participative management	3			[4.13]	4.00
3. Confronting problem employees	3			4.03	3.17
4. Managing conflict; negotiation	7	1	1	3.91	3.67
5. Developing and empowering	1		1	4.07	3.50
6. Building collaborative relationships	4		1	[4.23]	4.14
7. Leading change	8	1		3.69	3.60
8. Courage	2			3.83	3.40
9. Influencing, leadership, power	8	1	1	4.10	3.33
10. Risk-taking, innovation	2			3.67	3.40
11. Recognizes trade-offs	1			[4.31]	4.29
12. Sound judgment	6			4.02	3.67
13. Acts systemically	4			[4.14]	3.80
14. Results orientation	1			4.05	3.67
15. Acts with integrity	7	1		[4.50]	4.25
16. Learning from experience				[4.23]	3.60
17. Learns from mistakes				[4.22]	3.60

In the Words of Coachee 2: Tom

"I'm Senior VP of Internal Audit & Risk Management; 4 years ago I rejoined the company – left for 2 years to take another job. The regulatory environment is tough today. I feel for the other members of the Executive Team. IT, HR, Finance . . . all dictated to by outside regulators. I have to get along with everyone, but I have my own 'rule book' for monitoring compliance. The bottom line is regulations apply to everyone – no exceptions. I rebuilt my department and used my expertise to grow my team. This year I left my primary position and took an interim role as EVP of our smallest division. My staff are on their own but my way of doing things continues.

I'm sure I can put my own spin on the division I'm heading now too. I know where I want to go in my career. With this current interim role, my job experience, and 2 graduate degrees, I'm aiming for a CEO spot in the next 5 years."

Coachee 2: Tom – Leadership Competencies Overview

Importance for Success and Average Scores

The left column of this chart lists the competencies. The center gray column shows the Importance ratings. You and your raters were asked to choose 5 competencies *Most Important for Success* in your organization. The right column of the chart provides the average scores from All Raters and Self for each of the competencies. All Raters includes Boss, but not Self.

You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent
DK = Don't Know/Not Applicable

Key: [ ] 40% highest rated competencies by All Raters   40% lowest rated competencies by All Raters

Competency	Importance for Success			Average Scores	
	All Raters	Boss	Self	All Raters	Self
1. Communicates	11	1	1	4.14	3.60
2. Participative management	7			4.25	3.78
3. Confronting problem employees	2			[4.33]	3.50
4. Managing conflict; negotiation	5			3.96	3.33
5. Developing and empowering	4			4.18	4.00
6. Building collaborative relationships	7			[4.33]	3.71
7. Leading change	7			3.97	3.20
8. Courage				[4.34]	3.80
9. Influencing, leadership, power	5	1	1	4.08	3.33
10. Risk-taking, innovation				4.00	3.20
11. Recognizes trade-offs	1			4.25	3.43
12. Sound judgment	5	1	1	4.23	3.50
13. Acts systemically	3		1	[4.29]	3.80
14. Results orientation	3	1		[4.40]	3.83
15. Acts with integrity	8	1	1	[4.77]	4.25
16. Learning from experience	1			4.29	3.80
17. Learns from mistakes	1			[4.32]	3.60

In the Words of Coachee 3: Dianne

"One of the most significant factors that contribute to success is the ability to listen to what people are saying. Whether it be the clients, staff, vendors or others, the ability to understand and be able to address concerns, develop plans or fix problems is key to any future positive momentum. One's ability to communicate a vision for future direction plays an important role in any leader's effectiveness. These two factors are key in managing change and goal attainment. In my 12 years with the company, first as COO and now as EVP, I've lived through amazing changes to the industry; I've learned a lot and continue to as I see the horizon for business shifting. On my leadership team I have wonderful, talented people to work with, many whom I promoted or hired. Right now we don't always see eye to eye. I want to make sure they see all the angles on the issues we face."

Coachee 3: Dianne – Leadership Competencies Overview

Importance for Success and Average Scores

The left column of this chart lists the competencies. The center gray column shows the Importance ratings. You and your raters were asked to choose 5 competencies *Most Important for Success* in your organization. The right column of the chart provides the average scores from All Raters and Self for each of the competencies. All Raters includes Boss, but not Self.

You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent
DK = Don't Know/Not Applicable

Key: [ ] 40% highest rated competencies by All Raters — 40% lowest rated competencies by All Raters

Competency	Importance for Success			Average Scores	
	All Raters	Boss	Self	All Raters	Self
1. Communicates	6	1		4.10	4.20
2. Participative management	5	1	1	4.05	4.00
3. Confronting problem employees				3.50	4.33
4. Managing conflict; negotiation	3	1		3.92	3.67
5. Developing and empowering	4			3.92	4.50
6. Building collaborative relationships	5			[4.20]	4.29
7. Leading change	7	1	1	[4.35]	4.60
8. Courage	2		1	3.84	4.20
9. Influencing, leadership, power	4	1	1	[4.23]	4.44
10. Risk-taking, innovation	4		1	[4.50]	5.00
11. Recognizes trade-offs				[4.19]	4.57
12. Sound judgment	1			4.17	4.50
13. Acts systemically	4			[4.26]	4.60
14. Results orientation	1			3.95	4.00
15. Acts with integrity	3			[4.24]	4.75
16. Learning from experience	1			3.91	4.60
17. Learns from mistakes				4.02	4.40

In the Words of Coachee 4: Bernie

"I worked my way up from the bottom and learned the facilities business from the inside out. The first 2 years I pushed a broom. For 20 years I've been involved with maintenance, managing construction, controlling costs and working with executives to negotiate contracts for our biggest projects. The company has 5 major locations – all within a 40-mile radius of headquarters. We own real estate at 4 and lease the 5th. There isn't much I haven't seen, so no one can pull the wool over my eyes. It's my job to make sure everyone is clear on what to do, when and how. Sometimes that's not easy. Recently execs at some of those outside locations think they can boss my staff around and tell them what work needs to be done. Being in charge is what I like and I don't want to negotiate that."

Coachee 4: Bernie – Leadership Competencies Overview

Importance for Success and Average Scores

The left column of this chart lists the competencies. The center gray column shows the Importance ratings. You and your raters were asked to choose 5 competencies *Most Important for Success* in your organization. The right column of the chart provides the average scores from All Raters and Self for each of the competencies. All Raters includes Boss, but not Self.

You and your raters used the following response scale to indicate the extent to which you display specific behaviors:

1 = To a very little extent
2 = To a little extent
3 = To some extent
4 = To a great extent
5 = To a very great extent
DK = Don't Know/Not Applicable

Key: [ ] 40% highest rated competencies by All Raters — 40% lowest rated competencies by All Raters

Competency	Importance for Success: All Raters	Importance for Success: Boss	Importance for Success: Self	Average Scores: All Raters	Average Scores: Self
1. Communicates	6		1	4.20	3.40
2. Participative management	5			[4.28]	3.89
3. Confronting problem employees	2			[4.27]	5.00
4. Managing conflict; negotiation	2		1	3.98	3.67
5. Developing and empowering	6		1	4.23	4.33
6. Building collaborative relationships	5			4.19	3.29
7. Leading change	3			4.26	3.60
8. Courage	2		1	[4.41]	4.60
9. Influencing, leadership, power	2			4.21	3.67
10. Risk-taking, innovation	2			4.24	3.60
11. Recognizes trade-offs	2			[4.43]	3.57
12. Sound judgment	6			4.24	3.83
13. Acts systemically				4.20	3.20
14. Results orientation	6			[4.45]	3.83
15. Acts with integrity	5		1	[4.42]	4.25
16. Learning from experience				[4.43]	3.40
17. Learns from mistakes	1			4.21	3.80

Identifying Forms of Mind

	Socialized	*Self-authoring*	*Self-transforming*
Purpose	Find core group to set as anchor Join /stay in core group	Advance personal goal/values/principles	Foster a vision Gain broader understanding Increase learning
Rules	Apply core group values & norms Always do things right It's either right or wrong	Create personal values & norms Understands others' values & norms	Consider personal values & norms in balance with those of others Accept own fallibility
Flexibility	Adjust to what others want to hear Adapt to group behavior	Set limits & take stands My way or the highway	See across systems/ cultures/perspectives Resist polarized thinking
Appreciate	Authority of others Those who act the same way and share similar beliefs Require authority figures/groups that agree or avoid conflict	Welcome authority figures/groups that agree or avoid conflict	Leadership challenge Shades of differences/ complexity of issues

Leap to Higher Forms of Mind

S SCAN	What are key challenges for the coachee? - Authority - Values - Conflict - Relationships What assumptions is the coachee making? What emotional disposition (valence) is the coachee displaying verbally or nonverbally?
N NEGATIVE	- What's the toughest part of this for you? - What are you afraid of the most? - What about this makes you the most worried?
A AMBIVALENT	- What is making you hesitant about that? - What is frustrating you most about this? - What part of this decision is most important to you? - What would making the wrong decision about this result in?
P POSITIVE	- What's the most exciting part of this for you? - What do you look forward to most about this? - What's the best thing that could happen?

Complete Guide to Best Practice Coaching and Training. London: KoganPage Limited

Section III: Coach Demonstrations

Leveraging the Dynamics of Support and Challenge for High Performance: A Coaching Demonstration focused on Facing the FACTS

David Matthew Prior, Getacoach.com LLC

Abstract. This session invites participants to challenge some of the sacrosanct philosophies and teachings of multiple professional coach education and training organizations regarding the non-directive principle, holding the client's agenda and the role of rapport in the coaching relationship. Attendees will calibrate themselves as coach practitioners along the 'support-challenge continuum', followed by a live coaching demonstration aimed at addressing the dynamic tension between challenge and support using an organizational coaching model (FACTS).

Key Words: Performance Coaching, Coaching Models, Organizational Coaching, Manager as Coach, Team Coaching.

Competencies (International Coach Federation)

Establishing Trust and Intimacy
- Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure
- Asks permission to coach client in sensitive, new areas

Coaching Presence
- Is open, is not all-knowing, and takes risks

Active Listening
- Bottom lines or understands the essence of the client's communication and helps the client get there rather than engaging in long descriptive stories

Powerful Questioning
- Asks questions that evoke discovery, insight, commitment or action (e.g., those that challenge the client's assumptions)

Direct Communication
- Is clear, articulate and direct in sharing and providing feedback
- Clearly states coaching objectives, meeting agenda, purpose of technique or exercises

Creating Awareness
- Identifies for the client his/her underlying concerns, typical and fixed ways of perceiving himself/herself and the world, differences between facts and the interpretations, disparities between thoughts, feeling and actions
- Helps clients discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them
- Ask the client to distinguish between the trivial and significant issues, situational vs. recurring behaviors, when detecting a separation between what is being stated and what is being done

Demonstration Outline

Session Objectives

The goal of this session is to raise the awareness of how coaches can expand their thinking and approach when assessing the dynamic tension between challenge and support in service of the client's high performance. The coaching demonstration is intended to push the boundaries of how the coach more directly challenges the client by sharing observational feedback in a directive (indirect) manner, in addition to asking provocative questions that test assumptions and the perimeters of the client's comfort zone.

By the end of the session, participants will be able to:

- **Name** the 5 cornerstones of the FACTS coaching model - **F**eedback, **A**ccountability, **C**ourageous Goals, **T**ension and **S**ystems Thinking. *[Knowledge-based learning objective]*
- **Calibrate** the current state and discuss the desired future state of each audience member's coaching place on the Support-Challenge Continuum. *[Comprehensive-based learning objective]*
- **Generate** high impact coach responses (statements and questions) that aim for high performance coaching (combining high support with high challenge). *[Application based learning objective]*

Session Outline

Welcome and introduction (1 minute)
Presenter to outline how the session will unfold and set expectations.

Introduce an assertion regarding the potential imbalance between support and challenge in current coach education and training (2 minutes)
Presenter to provide the authors' (Blakey & Day, 2012) assertion made in *Callenging Coaching* that most coach education and training is biased toward support, and that more challenge is being called forth in organizational and leadership coaching. Show the Support-Challenge Matrix.

- Rationale: challenge participants' viewpoints of how they may have been educated and trained to think of the coach's leading mindset/role (i.e., support partner vs. challenge partner).
- Expected outcome: provoke possibility thinking about a call for more challenge in coaching.

Audience self-assessment on the support-challenge continuum (4 minutes)
Audience members will be instructed to calibrate their number (current state) on the Support-Challenge Continuum (handout will be provided) and discuss the gap between their current state and desired future state, if any. Audience will then be invited to share their assessment results with their neighbor(s) (dyads/triads) for brief discussion and insights.

- Rationale: bring audience into a practitioner mindset and discussion.
- Expected outcome: increased awareness of potential gap between current assessment and where participant may want/need to expand out of their comfort zone (i.e., more or less of challenge or support).

Introduction of the FACTS Coaching Model (3 minutes)
Show 1 slide with headlines of the FACTS coaching model to be used during the live coaching demonstration.

- Rationale: introduce a new coaching model and framework.
- Expected outcome: participants will have a blueprint from which to generate high impact responses (statements or questions) to apply during the ensuing coaching demonstration. (FACTS slide will stay up on screen throughout the demonstration.)

Laser-coaching demonstration using FACTS model (10 minutes)
Presenter will introduce client, and then coach the client on his/her coaching topic using the FACTS model.

- Rationale: translate from page (slide) to stage (live demonstration) – knowledge to application
- Expected outcome: bring audience observers into active participant-coaches (they will be set up with an observational task).

Session will be paused as audience will generate one high-support, high-challenge question as a coach (5 minutes)
Using the FACTS model, the audience will be asked to generate one high-challenge / high-support question

- Rationale: transfer the learning from the live demonstration back to the support-challenge framework.
- Expected outcome: The audience will have integrated the support-challenge matrix framework with the FACTS coaching model.

Presenter will complete coaching demonstration with client (10 minutes)
Presenter will continue session by offering a high support high challenge question to the client. Presenter will advance and then close session and debrief the experience with the client.

- Rationale: lets the audience know there are many powerful questions available.
- Expected outcome: client is empowered to self-direct their own 'challenge edge' in partnership with the Coach.

Presenter will ask audience to debrief insights from session with one another (pairs) and provide resource slide up front (5 minutes)
Presenter will invite audience to summarize a key insight and action commitment from the session. Presenter closes by thanking the audience.

- Rationale: closes and solidifies the learning loop for the presentation.
- Expected outcome: leaves audience in discovery and commitment peak.

Implications for Practice

Challenging beliefs about the value-add of coaching and the role of the coach: Participants will leave the session having challenged some of their learned beliefs about effective coaching and how those thoughts relate to the future role and value of a coach. An amplified perspective will be offered in terms of upholding the agenda of a client through a coach's strategic weighting of and intentional choice in applying the appropriate mix of support and challenge.

Provoking the coaching mindset regarding advice: Another coach training assumption to be challenged is that coaches are often taught not give advice, though research suggests that clients want and expect advice from their coaches, without being told specifically what to do or how to do it. The coach's motivation around giving advice will be to combine a 'challenge with support' approach, while trusting that the client is autonomous and ultimately responsible for making their own decisions and executing upon them.

Stirring the coaching applications beyond the 1:1 delivery mode: The session will be aimed at a broader stakeholder audience (in addition to external and external coaches, to be useful for other applied practitioners including manager as coach, team leaders, corporate trainers, and HR & OD professionals) that uses coaching skills in their day-to-day work world.

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Warrant Statement

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Bridging the Chasms between Individuals: Expanding Our Understanding of Mindset

Janine A. Schindler, JAS Coaching & Training, Inc.

Abstract: Attendees will explore the boundaries of Life Positions to discover what mindsets are, their characteristics, and how they affect brain chemistry, emotion and performance. Participants will acquire the tools to shift out of an undesirable state, and into a heathy, productive one. They will learn how, as individuals and as coaches, to identify Life Positions and use that knowledge as an advantage when coaching themselves and their clients to achieve an optimum level of success.

Key Words: Creating Awareness, Designing Actions, Coaching Presence

Competencies

In this presentation, we will focus on how to help the client become aware of fixed ways of perceiving herself and the world, and the differences between the facts and the interpretation. We will explore how to communicate broader perspectives to a client and inspire commitment from him to shift viewpoints and find new possibilities for action, based on the awareness of Life Positions as tools.

We will also expand our understanding of how to engage the client to encourage her to explore alternative ideas and solutions, by active experimentation and self-discovery. We want to show that by enlarging previous boundaries, the client will now have new opportunities to apply what has been discussed and learned during sessions, in real-time/real-life situations.

We will explain how imperative it is for the coach to be present and flexible during the coaching process, and to demonstrate confidence in working with strong emotions. We wish to explore the importance of being able to confidently shift perspectives and trust one's inner knowing to effectively expand the boarders of the client's mindfulness. We aim to discuss the effectiveness of seeing many ways to work with the client, and how it is essential to choose in the moment what approach is most effective to help build a bridge to the client to enhance his self-awareness.

Demonstration Outline

By the end of this session, participants will be able to name, list and define each distinct mindset in the Life Positions model. Attendees will also be able to understand, discuss and describe the content, because the concepts will be reinforced by audience participation on several levels.

The concepts and practical use of the content will be practiced in pairs by all attendees. They will also be involved in audience participation with the speaker.

The attendees will be supported in their ability to use the information in their personal lives, and be able to implement the concepts in their professional practice for a beneficial outcome after the session by receiving a wallet sized, laminated card with a diagram of the Life Positions model. Going forward, the participant need only glance at the card to bring the concepts of mindset back into focus.

The session will begin with the presenter sharing a scenario which illustrates how a person can quickly and often unconsciously go through shifts in Life Positions, and sometimes through all

4 in just one situation. She will then ask participants to identify at which points in the example she was in the different positions, and how each of those positions may have impacted her ability to perform optimally. She will then explain how a different position may have created a preferred result. This portion of the presentation is expected to last approximately 7 minutes.

The presenter will then lecture on the concepts of Life Positions, and how they pertain to each person. The attendees will have the opportunity to understand how being aware of one's own mindset and the mindset of the person(s) being interacted with allows individuals to build bridges between them, no matter what the personal, monetary or ideological differences.

The presenter will explain neurochemical changes in the human brain that accompany specific Life Positions being utilized. The correlation between stressful mindsets and the production of cortisol in the amygdala which results in brain "lockdown" of executive function and triggers the primitive flight or fight reaction will be explored. As will how stressful events can elevate cortisol levels in the blood for prolonged periods [1].

Conversely, it will be explained how positive mindsets and the production of oxytocin result in high level brain function and feelings of social inclusion and trust. The discussion will examine not only how oxytocin can decrease anxiety and protect against stress [2], but also how laughing and the experience of humor can lower cortisol levels [3]. This portion of the presentation is expected to last approximately 7 minutes.

The speaker will then discuss the creation of a safe environment for the activities. She will encourage agreement from the participants, that although they will be sharing personal stories with the audience, and each other, that they make a commitment to extend respect to one another. They will be encouraged to engage with each other on a meaningful level, but leave the personal information in the room, and not share personal information outside of the venue. This section is expected to last 2 minutes.

During the middle part of the session, the speaker will ask for volunteers from the audience to role play and travel through each mindset that makes up the Life Positions. They (and the rest of the audience) will observe the emotions involved, and will be able to judge the effectiveness/ineffectiveness of each mindset. This portion of the presentation is expected to last approximately 12 minutes.

In the final section of the presentation, the speaker will guide the audience to work together in pairs to experience the attitudes and emotions of each state themselves, to ensure they understand on an individual level the concepts and the consequences of each separate mindset. By experiencing these Life Positions on an individual level, the participants will discover new and helpful techniques that will enable them to push past old boundaries to achieve unprecedented success in their personal and professional lives. This portion of the presentation is expected to last approximately 6 minutes.

In conclusion the audience question and answer period will be allotted approximately 6 minutes.

Implications for Practice

Once the concepts of Life Positions have been explained and understood, the practicing executive and/or organizational coach will be able to be aware of transitions in states not only for themselves, but also for their clients.

They will be able to identify triggers—whether they are time of day related, stress related, or whether they are caused by certain types of clients. This knowledge will allow them to be self-aware and able to actively work to achieve a plus/plus state, which is optimal, balanced and productive.

Not only will the leader/coach will be able to consciously employ the tool to evaluate and manage his own behavior, he will be able to teach his clients how to effectively make use of this tool in their own lives.

Ultimately the use of Life Positions will become an incredibly powerful tool in the coach's leadership, team inspiration, and client inspiration. It can be used to build strong relationships, foster trust and encourage positive attitudes.

The Life Positions tool presents an excellent opportunity for collaboration. Via its utilization it becomes possible to work more effectively with colleagues and teams. By understanding the tool and using it to determine which team members are in which positions on a minute-to-minute, day-to-day basis, the coach will be better able to bridge the chasms between individuals. The results will be apparent in the active partnering and the generated synergy which allow for a productive and rewarding outcome.

The participants will now have the tools to go from "unconsciously incompetent" to

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Havening Techniques®: A Groundbreaking Neuroscientific Protocol for Empowering Performance

Adam Vane, MA, PCC, Managing Partner, Paragon Global Consulting

Dr. Ronald Ruden, MD, PhD, Internist, Researcher, Author, Yaffe Ruden & Associates

Abstract. This coaching demonstration will introduce a groundbreaking new technique based on the neuroscientific research and practice of Drs. Ronald and Steven Ruden applied to thousands of patients therapeutically and now successfully implemented with many different kinds of coaching clients. Participants will learn the basic neuroscience, see the peer-reviewed research, hear how clients were freed from longstanding negative behavioral patterns to achieve extraordinary outcomes and experience the technique either through observation or volunteer participation.

Key Words: (EMCC's competencies) Enabling Insight and Learning, Outcome and Action Orientation, Use of Models and Techniques, Evaluation

Competencies

- **Enabling Insight and Learning:** Work with the client and sponsor to bring about insight and learning.
- **Outcome and Action Orientation:** Demonstrate approach, and use the skills, in supporting the client to make desired changes.
- **Use of Models and Techniques:** Apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.
- **Evaluation:** Gather information on the effectiveness of their practice and contribute to establishing a culture of evaluation of outcomes.

Demonstration Outline

Session Objectives

At the close of the session, attendees will be able to:

- Explain behavioral patterns that can be safely addressed across the boundaries of medical and coaching practice through the bridge of neuroscience
- Restate the neuroscience for releasing clients from long-held "fight or flight" behavioral patterns
- Review peer-reviewed research as well as client success stories illustrating the positive impact of Havening Technique on both medical and coaching outcomes

- Experience a demonstration by accepting the invitation to practice the protocol on themselves as a guided solo exercise
- Brainstorm with participants how Havening Technique could bridge the boundaries of medicine and coaching to expand the power and reach of coaching around the world

Session Flow (40 minutes, total)

Facilitator Introductions (5 minutes)

- Facilitators briefly share their backgrounds, session objectives and the origins of the successful bridge from successful medical to coaching outcomes - supported by two slides with images representing the fields of medicine and coaching

The Science and the Outcomes (15 minutes)

- Facilitator tells a story about the initial experience of Havening and its profound impact on a personal and professional level
- Participants will hear two out of three client success stories:
    - Overcoming historically "fight or flight" nervous reactions to successfully navigate a weeklong government audit
    - Transforming a CEO's performance feedback skills to grow his company's income over 990% over three years to achieve #468 on the 2014 Inc. 5000
    - Freeing a 40-something HR professional from a lifelong serial dating pattern arising from an early stress incident to meeting and marrying the "man of her dreams"
- Each story above to be supported by three slides with images identifying the client's issue, underlying encoded memory and outcome after experiencing the protocol
- Participants learn that "repetition compulsion" (behaving the same way over and over, expecting a different result) is not insanity but a limbic, neurochemical response to highly stressful events from a client's past - supported by three slides with images of the limbic system
- Participants will learn of a technique for dissolving "fight or flight" limbic neurochemistry in order to free coaches and clients from limiting thoughts and behaviors and achieve personal and professional goals previously considered unlikely or impossible to reach - supported by three slides with images and text
- Participants are shown results from the first peer-reviewed journal article on the impact of the protocol on both medical outcomes such as depression (PHQ9) and probable anxiety (GAD-7) as well as coaching outcomes such as work productivity through the Work and Social Adjustment Scale (WSAS) before, 1 week and 2 months after a single client session – supported by handouts with a link to Health Science Journal's PDF of the article

Coaching Demonstration (15 minutes)

- The entire group of participants will be invited to experience Havening Technique from the safety of their own seats for 15 minutes
- Participants who accept the invitation will experience the calming and depotentiating impact of Delta Waves on a recent stressful memory
- This is a solo experience where participants can choose a personal issue with no need to share with a partner, thus confidentiality is assured

Audience-Driven Q & A (5 minutes)

- Facilitators will open up the floor to questions from the audience with a microphone passed around so as to direct questions to the facilitators
- Facilitators will share methods for responsibly learning and integrating the protocol into their coaching practice as a means for bridging the boundaries of medical and neuroscience and profoundly and positively impacting their own as well as their clients' future success
- Facilitators will brainstorm with the audience how Delta Wave Technique could bridge the boundaries of medicine and coaching to expand the power and reach of coaching around the world

Implications for Practice

Up to now, coaches have relied mostly on conversational tools such as questioning, paraphrasing and reframing to help free their clients from negative behavioral patterns. The few well-known coaches (e.g., David Rock, Judith Glaser) who reference neuroscience in their conference presentations, while adept at describing the problem through the lens of neuroscience, offer few solutions beyond these traditional tools. With Delta Wave Technique (or Havening), coaches can not only acquire a new language for helping a client understand the limbic nature of their behavioral blocks, but can also provide a solution, based on anecdotal evidence and peer-reviewed research for helping clients release from their past and move into radically transformed positive outcomes. This conference offers a rare opportunity to bridge with and expand the protocol's impact from the medical to the coaching world.

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Coaching in the 21st-Century: Technology to Provide Executives Receiving Coaching with Real Time Feedback and Reinforcement of New, Desired Behaviors

Timothy Morin, WJM Associates, Inc.
Alison Eydenberg, WJM Associates, Inc.
Helen Materazzi, WJM Associates, Inc.

Abstract. Demonstrates brand new technology that supports better coaching outcomes by leveraging developments in neuroscience and the latest research in habit formation. This technology is designed specifically to be used in the context of executive coaching engagements. It empowers the coaching client to collect real-time feedback on how others perceive his/her behavior vis-à-vis his/her specific coaching goals, while providing the executive with regular reminders to "deliberately practice" new behaviors, helping the behaviors become new habits.

Key Words: Designing Actions, Planning and Goal Setting, Managing Progress and Accountability

Competencies

Application of the technology to be demonstrated supports the following competency areas (ICF) for executive coaches:

1) **Designing Actions**: Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.
2) **Planning and Goal Setting**: Ability to develop and maintain an effective coaching plan with the client.
3) **Managing Progress and Accountability**: Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action.

Demonstration Outline

This session will demonstrate the use of K. Anders Ericsson's Deliberate Practice model of performance development primarily through the set up and use of a new smartphone app that helps a coaching client to:

- Translate coaching goals into daily/regular practice activities
- Rewire neural pathways with regular behavioral reminders
- Collect feedback from raters (with a touch of a button)
- Chart progress over time against personal coaching goals
- Maintain focus on development goals in-between coaching sessions and after the coaching engagement is over

The demonstration will:

- Describe current challenges of measuring the impact of coaching on behavior and job effectiveness and the shortcomings of traditional 360 assessment processes. (4 minutes)

- Describe K. Anders Ericsson's Deliberate Practice model and how it can be applied to coaching (5 minutes)
- Model effective coaching goal setting and translating such goals into daily/regular practice activities for the coaching client (9 minutes)
- Demonstrate use of new smartphone app to support daily practice of new behaviors, collect regular feedback and track progress against coaching goals (12 minutes)
- Invite input from participants regarding the potential impact of such technology on coaching outcomes, perceptions of colleagues/raters, corporate culture, etc., as well as questions and answers (10 minutes).

An important part of the demonstration is to show a coach working with an executive to create *High Priority Coaching Goals* (intersection of Change Executive Wants + Change Boss and Other Stakeholders Want + Change Critical to Business Outcomes), and then translating these goals into very specific *Deliberate Practice Activities* which support new "foundational" behaviors that will underpin the executive's progress towards his/her coaching goals. This will be demonstrated by a senior WJM Executive Coach and a WJM staff member serving as the coaching client. By the end of this section, participants will have reviewed coaching goal-setting and the importance of "getting granular" by identifying actual day-to-day practice activities that lead to lasting change. This will be informed by K. Anders Ericsson's Deliberate Practice Framework and the concept of the "Learning Zone" as coined by Noel Tichy, former chief of GE's Crotonville leadership development center.

Once the High Priority Coaching Goals and Deliberate Practice Activities for our demo client have been loaded into the App, we will demonstrate (on a projector screen) the following components of the user (executive receiving coaching) experience:

1. Receiving reminders on his/her smartphone to practice new behaviors.
2. Requesting feedback vis-à-vis coaching goals by simply clicking a button on his/her smartphone. (Participants may act as "raters" for the executive in real-time which takes seconds.)
3. Viewing rater feedback as it appears on the executive's smartphone in real-time.
4. Viewing progress over time towards coaching goals via interactive charts on the executive's smartphone.

We will discuss how this technology also allows the sponsoring company to quantify effectiveness of coaching for the entire organization by providing aggregate measurement of progress against goals for all coaching clients, while protecting confidentiality of individual executives.

Finally, we will invite input from participants with regard to the following questions:

1. How do employees react to behavior monitoring technologies when they are used for the purposes of coaching?
2. What is the impact of frequent feedback on behavior and progress against development goals?
3. What is the impact of receiving feedback requests on rater perception of behavior change (i.e. does being asked for feedback change how the rater perceives the requestor's behavior, effectiveness as a leader, etc.?)
4. How do regular behavioral reminders sent to an executive's smartphone impact his/her

ability to break habits or develop new, desired behaviors? (i.e. the "Fitbit" effect)

5. What is the impact of this type of technology on coaching outcomes in general?
6. Systemic impact: Does "broadcasting" coaching goals and frequently requesting feedback promote a more open and feedback-friendly culture?

Implications for Practice

Coaching in the 21st- Century Workplace

In order for coaches and organizations to build competencies and impact the behaviors of their leaders, new technologies are required that allow individuals to practice new skills in relevant environments and gather feedback on their performance.

Today's generation of new and soon-to-be leaders, members of the millennial generation, born in the 1980s and 1990s, have been raised on a steady diet of feedback from parents, teachers and from social media such as Facebook and Twitter. As a result, these technology- conversant leaders are quite accustomed to instant feedback, whether it is praise or criticism, delivered via computer and mobile device. According to a worldwide employee survey last year by leadership development firm Zenger Folkman, about two-thirds of millennials say they actually prefer "some helpful, corrective feedback" to mere praise and recognition. They have a strong desire for frequent, real-time feedback that is specific enough to act on right away to improve their performance. We believe coaches who recognize these differences in this generation of coaching clients, and empower these individuals to fully control the gathering of feedback (not happening with current 360° assessment processes) in order to regularly monitor their progress against their developmental goals will facilitate improved coaching outcomes.

Findings from neuroscience tell us the key to breaking habits or developing new, desired ones is to elicit attention and help hold it long enough to consolidate changes in the brain that correspond to desired changes in behavior. Continuous and repeated attention to the desired change strengthens the hard-wiring of newly created habits. The challenge with coaching today is the coach is only there to provide behavioral reminders to the client periodically during coaching sessions or by email or phone calls. This tool delivers continuous and repeated (hourly, daily, weekly, etc.) customized behavioral reminders to the client. This keeps the attention on his/her strategies for practice in-between coaching sessions and beyond the end of the engagement.

In addition to exposing participants to new technology, this demonstration will show a process coaches can use to guide their clients in effective goal-setting and identifying impactful strategies for "deliberate" practice of new behaviors – critical to reaching coaching goals.

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Warrant Statement

I (we) warrant that given my (our) coach demonstration proposal is accepted, I (we) will submit a written summary for inclusion in the conference proceedings. I (we) agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I (we) understand that if this summary is not submitted by August 19th, my (our) presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I (we) also agree that formatting of the document according to conference specifications is my (our) responsibility, and I (we) understand that the document will be returned to me (us) if it does not meet the required specifications.

Section IV: Panel Discussions

Boundary Expansion through High Impact Coaching in the Chaotic Healthcare Environment

Amy Lui Abel

Amy Lui Abel is Managing Director of Human Capital at The Conference Board and leads research efforts focusing on leadership development, human capital analytics, talent management, diversity and inclusion, executive coaching, and human resources. Amy was previously a Director of Leadership Development with Morgan Stanley, supporting high potential senior leaders globally. She has also held roles at Accenture, Adobe Systems, JPMorganChase, and led a private consulting organization performance practice.

Amy currently serves on the New York University Tandon School of Engineering Enterprise Learning Board of Directors. Amy has taught at NYU Stern School of Business in management and organization studies and served on the Board of Directors for the Association for Talent Development (formerly ASTD) NY Chapter. Based on her doctoral research study about corporate universities and organizational learning, Amy was recognized for 'Best Workplace Learning Dissertation' by the American Educational Research Association Workplace Learning Group.

Amy was published in *The Center for Creative Leadership Handbook of Coaching in Organizations* by Jossey Bass, People + *Strategy Journal*, *The Handbook of Workplace Learning* by Sage Publications, *Human Resources Development Quarterly* Journal, and ATD's *T+D (Training and Development) Magazine*. She holds a PhD from New York University in organizational learning and performance.

Patti Adelman, M.S.Ed., L.M.S.W.

Patti Adelman is the Assistant Vice President for the Physician Leadership Institute at the Center for Learning and Innovation (CLI), the Corporate University for Northwell Health. Prior to this role, she was the Program Director for the Physician Leadership Institute, Manager for CLI, and Change Management Educator. Ms. Adelman collaborates with Physician Leadership to identify and develop educational activities for physicians who possess clinical and substantial leadership abilities. This role is a result of the organization's response to the shift to a more patient-focused and inter-professional and collaborative care model. The Physician Leadership Institute is responsible for developing and delivering numerous educational activities related to leadership development, interpersonal skills and communication, as well as change management to all levels of physician leaders within the organization.

Ms. Adelman teaches approximately 14 of the different courses taught within the Corporate University. She focuses on Emotional Intelligence, influence, teambuilding, interpersonal skills, communication, feedback, and conflict resolution.
Ms. Adelman obtained her Master's in Education and is enrolled in an Ed. D. program from the University of Pennsylvania. She received her Master's in Social Work for New York University and holds a B.A. in Psychology from the University of Wisconsin, Madison.

Priscilla Gill, MBA SPHR PCC

Priscilla is an executive coach and organizational development practitioner who leads Mayo Clinic's Leadership Learning and Development enterprise function including responsibility for Coaching and Mentoring. Priscilla has over 20 years of multidisciplinary business experience in a variety of sectors. She enjoys using her strengths of facilitating the growth and development of others and linking strategies that result in successful outcomes for individuals and teams.

In addition to her leadership role, Priscilla serves on the executive committee of The Conference Board's Council on Executive Coaching, and she's a member of the Association of Corporate Executive Coaches. Prior to Mayo Clinic, she served as director of leadership/organizational development and workforce diversity for an academic medical center, director of organization development for a community hospital, and in similar roles in the telecommunications industry.

Priscilla earned her bachelor's degree in organizational communication, a master's degree in business administration. She earned her coach certifications from Stakeholder Centered Coaching and the College of Executive Coaching with a PCC credential from ICF.

Dr. Susan Marc Lawley

Susan is the Coaching Practice Leader for Lee Hecht Harrison's US Zone, oversees Executive Coaching programs, projects and practice enhancements across the United States. Prior to LHH, Sue founded a successful consulting firm, The Camelot Group, which she led with her husband for 14 years until it was sold to a publicly traded firm. Prior to that, she worked on Wall Street for 10 years as Chief of Staff at Bankers Trust (Investment Banking) and Goldman Sachs (Mortgage Backed Securities).

Sue has an MBA, a Masters in Human Development and a PhD in Human and Organizational Systems. Sue's coaching credentials include Board Certified Coach (BCC) from the Center for Credentialing and Education, Professional Certified Coach (PCC) from the International Coach Federation and Master Executive Coaches. Sue also acts as "Dean" of LHH's Coach Certification Programs in which we prepare client HR teams or individuals to attain their Associate Certified Coach (ACC) credential with the International Coach Federation.

To round things out, Sue is a published poet and *Hieroglyphics of the Heart*, which describes her early years growing up in Greenwich Village, won Honorable Mention in the Writers' Digest Self-Publishing Contest.

Reginald D. Odom, Esq.

Reginald joined the Physician Affiliate Group of New York (PAGNY) in 2013 as Chief Human Resources Officer. **PAGNY** is an organization comprised of 3,000 skilled healthcare professionals who deliver exceptional patient-centered care within NYC's Health & Hospitals Corporation Medical facilities. PAGNY's mission is to bring collaborative, efficient, compassionate care to underserved communities in Manhattan, Brooklyn and the Bronx.

Prior to PAGNY, Reggie was VP of Medical Center Employee & Labor Relations at NYU Langone Medical Center where he directed the strategic/regulatory HR function. In addition, Reggie served as Associate General Counsel, managing labor and litigation matters, supervising outside counsel and providing advice to Medical Center Leadership. Reggie also served as Assistant General Counsel to Mount Sinai NYU Health where he managed a myriad of employment, labor, medical staff, contract and litigation issues.

Reggie began his legal career as an Associate at Proskauer Rose LLP with a focus on employment and labor law. Prior, Reggie worked in various US locations as an HR Generalist for Olin Corporation. Reggie holds a BS in Industrial and Labor Relations from Cornell University and a JD from Hofstra University School of Law.

Reggie is licensed to practice law in New York state.

Abstract.

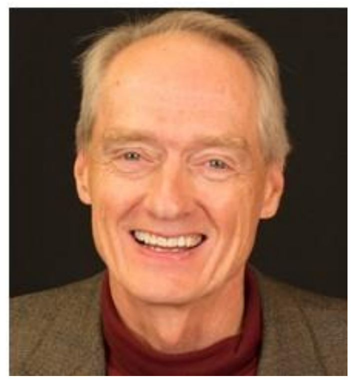
The healthcare industry is in a disruptive period – from evolving regulations, aging population, new technologies, labor shortage, and changing skills – requiring leaders to operate amidst significant business challenges and cost pressures. This executive panel session will focus on high impact executive coaching practices that provide a bridge for leaders to navigate in this complex environment, and how organizations can develop sustainable, impactful coaching and leadership development programs within dynamic changing industries.

Coaching and Consulting: Navigating the Boundaries of Support and Advice

Dana Kirchman

Dana Kirchman is an executive coach and facilitator with Goodstone Group and a managing partner of Blue Star Partners Consulting. She is the Co-Chair of the Columbia University Coaching Conference. Dana works with senior leaders, boards and teams to maximize performance, increase communication, change culture and foster innovation. Dana has over 20 years of experience in consulting, coaching, global teams and line management, and has previously worked at McKinsey & Company, American Express Company and Viacom / MTV Networks. Dana is a board member of the Ars Nova Theater and is a theater and film producer. She holds a J.D. from Harvard Law School, a B.A. from Yale University and Coaching Certification from Columbia University.

John P. Schuster (USA) PCC



John serves as faculty for the coaching program at Columbia University and is also faculty for The Hudson Institute of Coaching in Santa Barbara. He offers his own ICF-approved coach training hours in Depth Coaching and his firm pioneered business acumenpractices that tie to balanced scorecard work. He is a board member of the Jung Association of Central Ohio and an international childcare improvement NGO, Whole Child International. He is the coach in residence for a CEO mentoring firm, Merryck, www.merrryck.com.

He is the author of several books including *Answering Your Call: a guide to living your deepest purpose*, and *The Power of Your Past: the art of recalling, reclaiming and recasting.* He and his wife, Patti, have had a leadership development business for over 30 years. (www.johnpschuster.com). He sings and plays guitar and has four grandkids, recently receiving his masters in psychology.

Abstract.

Our panel of experienced practitioners addresses the coach's changing role in an environment where organizations seek "systemic" help. We consider how to navigate boundaries of coaching and consulting in design, ethics, contracting, style and presence. When a professional is both consultant and coach, how can he/she bridge roles? How much "contributing" is too much? And with coaching itself changing – including mindfulness and somatic techniques – how can business coaches and consultants benefit from broadening their practice?

Coaching and Consulting: Navigating the Boundaries of Support and Advice

John Schuster (Moderator) Columbia Coaching Certification Program and Hudson Institute of Coaching
Kathy Gallo, Goodstone Group
Dana Kirchman, Goodstone Group and Columbia Coaching Conference
Seth Levenson, Seth Levenson Consulting
Adam Vane, Paragon Global Consulting

Abstract. Our panel of experienced practitioners addresses the coach's changing role in an environment where organizations seek "systemic" help. We consider how to navigate the boundaries of coaching and consulting in design, contracting, ethics and presence. When a professional is both consultant and coach, how can he/she bridge roles? How much "contributing" is too much? And with coaching itself changing – including mindfulness and somatic techniques – how can "business" coaches evolve their models in the future?

Key Words: Coach Presence, Business Acumen, Entry and Contracting, Self as Instrument, Bridging Coaching and Consulting

Panel Discussion Outline

The Panel addresses the boundaries between coaching and consulting, from the perspective of experienced practitioners who contract with clients. Responding to client needs in talent management and professional development may involve coaching, consulting or both. In addition, coaches with a consulting background may provide business acumen that is desirable to clients, depending on the coaching need. Defining the boundaries of what service is being provided to the client – coaching, consulting or a combination – is a critical contracting task that can drive the success of the engagement and the trust in the client relationship. We explore multiple contexts and examples where it is helpful to bridge coaching and consulting – and also where it is essential to define the boundaries.

Our panel addresses the conference theme, *The Future of Coaching: Building Bridges and Expanding Boundaries*, by addressing how we build bridges between a coach's and a consultant's typical presence, style and approach. We also address the bridge between external and internal coaching, as internal coaching leaders often engage external professionals to provide coaching, consulting advice or talent assessment/talent management advice. We also consider expanding the boundaries of what a coach can address, especially if they have consulting background, as well as the boundaries of presence for coaches who may be as experienced in mindfulness and somatic techniques as they are in strategy and organization. We aim to provide a unique perspective on the contracting process between coaches, coaching firms and clients where these boundaries are defined, and to challenge both external coaches and internal coaching leaders to maximize the value they receive from future engagements, by leveraging the many talents and sources of expertise that a cadre of coaches can bring.

Session Learning Objectives:

- Identify current examples of bridging coaching and consulting
- Understand how coaches with a consulting background may approach coaching differently

- Consider similarities and differences in coach presence for coaching and consulting
- Address the role of organizational sponsors in contracting, and help internal talent managers and external coaches partner to contract effectively and define success
- Brainstorm what the boundaries of consulting and coaching could look like in the future

Panel Roles: We propose a structure with a moderator and four panelists, who each engage in coaching and consulting, and have different approaches to navigating boundaries of these fields:

- Moderator: John Schuster, Faculty, Columbia Coaching Certification Program and Faculty, Hudson Institute of Coaching; author
- Panelist 1: Kathy Gallo, Founder and CEO, Goodstone Group
- Panelist 2: Dana Kirchman, Executive Coach, Goodstone Group and Co-Chair, Columbia Coaching Conference
- Panelist 3: Seth Levenson, President, Seth Levenson Consulting
- Panelist 4: Adam Vane, Managing Partner, Paragon Global Consulting

Target Audience: We address two key target audiences: 1) external coaches with a coaching and/or consulting practice, and 2) organizational partners (HR, Talent, other) who hire coaches and consultants and are engaged in defining service boundaries and selecting the right coaching professional for the need. These two groups make up a large share of the CCCP conference audience.

Moderation Approach: We would like to maximize the interactive value and pace of the panel by combining moderator-led questioning with audience participation. With his Depth Coaching background, our moderator John Schuster will move "beyond the basics" by asking our panelists deep questions up front. We would ask each panelist the questions where they can provide the most insight, and prepare examples and stories to illustrate our points of view – rather than rotating through each panelist to address the exact same questions in order. In the second part of the panel, we would engage the audience in discussion to elicit their viewpoints.

Session Flow

Moderator Set-Up (10 minutes)

- Moderator tells a brief story illustrating the context: fluid boundaries of coaching and consulting, as well as mentoring, training, recruiting, advising
- Moderator shows a slide on session objectives and relevance to the future of coaching – a one-page framework showing coaching, consulting and other related areas
- Quick show of hands of audience background; solicit from audience what they want to learn today
- Focus – stay focused on coaching and the future of coaching (conference theme) – we are addressing consulting within a group of professionals who believe in coaching

Brief Panelist Introduction (10 minutes)

Each panelist can introduce themselves, their connection to coaching, their connection to consulting and the boundaries they most often find themselves navigating in their roles, either as head of a coaching firm who matches coaches with clients, or as a coach and consultant themselves, or both. As an interactive practitioner discussion panel, we are not asking each panelist to make a "presentation" of a finding or formal case study – rather we will have each panelist share their background and client focus and explore their best practices and learnings through the moderated discussion.

Moderator Engages Panelists (35 Minutes)
We would include concrete examples to share when answering questions.

Question Areas of Focus:
Personal examples - How have you blended coaching with consulting?

- Examples of how this has worked / succeeded
- Examples of what hasn't worked / misaligned client expectations

Styles - How may a coach with a traditional management consultant background present themselves differently than a coach who only does coaching?

- We know that Questioning is a core competency for coaches - How may the questions you ask of your clients, and of your organizational partners, be informed by your consulting background?

Identity - How is it different to interact as a coach, vs. being a consultant where you are proving your smarts and knowledge?

- How do you feel when you're in coaching mode vs. consulting? Physically, emotionally?
- When do you provide "advice" to clients? When do you push for their own answer?

Presence - Body language, word choice, how you hold the space, use of somatic techniques.

- How do these differ when you are doing pure coaching vs. consulting?
- If you use somatic or meditation techniques, how do you introduce those if you are also giving business advice? Being all things to all people?

Ethics - When is it okay to provide advice? Never? If you see a need? When asked? Would we recommend coaches become "good coaches first… then add on other things"?

- What are the ethical boundaries and responsibilities of combining coaching and consulting?

Contracting - How do we set expectations re what services are being provided, and what skills coaches can legitimately offer? How do we talk about this with clients?

- Tell me about the client roles – both the individual and the organization. How do you navigate roles, and share information, when both coaching and consulting are involved?
- What are best practices in contracting? What constitutes success for "pure" coaching, "pure" consulting and the hybrid?

The Future - What's next? What is the market looking for? What skills should coaches build and prepare for? What are the boundaries of firms, internal coaching etc?

- How does team 'coaching' incorporate both individual coaching and consulting?
- How do you see the relationships between coaching firms, consulting firms and internal talent leaders evolving?
- What research (quantitative or qualitative) would you like to see in organizations that

would help you bridge coaching and consulting more effectively?

Audience Interactive Q&A (30 minutes)
The moderator would open up the floor to invite the audience to contribute questions and reflections, with a microphone passed around. The moderator would help guide the questions to the whole panel or to specific panelists, and would also encourage discussion among audience members. If needed, the moderator may direct the flow to ask for feedback around specific topics, such as contracting for a coach, choosing a coach, ethics of combining coaching and consulting, etc.

Synthesis / Wrap-Up (5 minutes)
Moderator asks each panelist to share a one-minute observation, including a suggestion for further research and/or practice norms.

The moderator would leave the group with his own reflection including an aspiration for the future and an invitation to the audience to continue engaging each other in dialogue on the topics discussed.

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Warrant Statement

We warrant that given our panel discussion proposal is accepted, we will submit a written summary for inclusion in the conference proceedings. We agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. We understand that if this summary is not submitted by October 7, 2016, our presentation may not be included as part of the 2016 Columbia Coaching Conference in New York City. We also agree that formatting of the document according to conference specifications is our responsibility, and we understand that the document will be returned to us if it does not meet the required specifications.

The Past, Present & Future of Team Coaching: A Conversation with Key Pioneers & Thought Leaders

Sandra Hayes, M.A., Ed.D.

Sandra is an Adult Learning and Leadership Expert who is passionate about learning and helping others develop their capacities. Additionally, her work is informed by nearly twenty years of practice in collaborative negotiation and mediation. She has a deep reservoir of experience from which to draw whether she is helping Vice Presidents at L'Oreal hone their strategic leadership ability or helping professionals at the United Nations navigate careers within that very complex system.

Dr. Hayes has drawn on this experience hundreds of times facilitating, training and coaching people in a variety of organizations. She has also taught doctoral students the theory and practice of leadership and adult program development. At the core of her work, Dr. Hayes has been focused on growing people's capacity to work productively within increasingly complex systems. She earned an M.A. in Social-Organizational Psychology and an Ed.D. in Adult Learning and Leadership from Columbia University. She has pursued other trainings and certifications to support her practice, including: the Healthcare Coaching Institute coach training program, TeamAdvantage™ team coaching program, Mediation Certification from International Center for Cooperation and Conflict Resolution, NBI®, LeaderNation™ 360 Feedback Instrument, Certified LIFO Trainer, and the Certified Human Element Facilitator.

Krister Lowe

Krister Lowe, M.A., Ph.D., CPCC is an Organizational Psychologist, a Leadership and Team Coach, and a Podcaster. Dr. Lowe is a passionate contributor to the emerging team coaching field. He is the Host of the *The Team Coaching Zone* podcast–a weekly interview show that explores the art and science of team coaching in organizations–and that has a listenership in more than 95 countries globally. He brings more than 15 years of experience providing coaching, facilitation, and training solutions to diverse organizations in more than 25 countries. His interventions have reached more than 25,000 people in a number of sectors including: international organizations, professional services, financial services, information technology, foundations, pharmaceuticals and education. Krister holds both a Master of Arts Degree and a Doctor of Philosophy Degree in Social- Organizational Psychology from Columbia University and is a Certified Professional Co- Active Coach through the Coaches Training Institute. You can learn more about Krister at: http://www.teamcoachingzone.com/about/.

Abstract:

This panel discussion will feature a conversation with a number of key thought leaders and pioneers in the field of team coaching. The goal of the session will be to understand the *Zeitgeist* that led these leaders to help catalyze the field of team coaching, to gain lessons learned on the growth of the field to date and to explore opportunities and challenges for evolving the field in the future.

The Past, Present & Future of Team Coaching:
A Conversation with Key Pioneers & Thought Leaders

Krister Lowe, PhD, The Team Coaching Zone (Moderator) Sandra Hayes, EdD, The Team Coaching Zone (Moderator)
Jennifer Britton, Potentials Realized (Panelist)
David Clutterbuck, David Clutterbuck Partnership (Panelist)
Marita Fridjhon, CRR Global (Panelist)
Peter Hawkins, PhD, Henley Business School (Panelist)
Darelyn Mitsch, The Pyramid Resource Group (Panelist)
Phil Sandhal, Team Coaching International (Panelist)
Ruth Wageman, PhD, Harvard University (Panelist)

Abstract: This panel discussion will feature a conversation with a number of key thought leaders and pioneers in the field of team coaching. The goal of the session will be to understand the *Zeitgeist* that led these leaders to help catalyze the field of team coaching, to gain lessons learned on the growth of the field to date and to explore opportunities and challenges for evolving the field in the future.

Key Words: Team Coaching, Learning, Performance, Change

Panel Discussion Outline

Understanding the future of Team Coaching requires an understanding of its past including its origins and the contributions of its early pioneers. The panelists, all of whom have been seminal contributors to the team coaching field, will participate in the session virtually with the exception of the moderators who will be physically present. Adobe Connect, Skype or Zoom will be used to conduct the session.

The purpose of the session will be to capture the emergence of the field of team coaching through the contributions of its main catalysts and early pioneers. These pioneers have contributed over the past 10 to 20+ years, often alone with little to no support or recognition, in establishing a new sub-discipline within coaching and an inter-discipline that spans coaching, facilitation, training and consulting. The panel will honor these contributions and also provide an opportunity to explore the past, present and future of team coaching.

Learning Objectives for the Session
Participants will leave the session having:

1. Increased cognitive knowledge surrounding the impetus for the early origins of the team coaching field through the lenses of theory, research and practice. *(Past)*
2. Increased cognitive and applied knowledge about lessons learned and best practices from coaching teams in organizations. *(Past)*
3. Increased cognitive knowledge about the present and future emergence of team coaching including how team coaching serves as a bridge itself to the future of coaching given its interdisciplinary nature, its scalability, and its ability to link individual, group and systems

levels of analysis. *(Present and Future)*

Structure and Flow of the Session

The session will be structured around four elements; introductions, structured discussion with the panelists, audience participation, and closing remarks. Details about each element are provided below.

Framing and introduction (10 minutes): The moderators will provide brief framing comments on the emergence of team coaching as a sub-discipline/inter-discipline. The panelists will also be introduced briefly highlighting their contributions to the field of team coaching: books, articles, team coaching methods, training programs/schools, etc.

Panelists – structured facilitation (60 minutes): Three discussion topics—20 minutes each—will be explored during the session. Panelists will be invited to comment on each of the following questions in a discussion style (i.e. they can comment on and discuss freely in random order). The moderators will ensure balanced contributions from all the panelists.

- What was the impetus or the *Zeitgeist* that led you to contribute to the field of team coaching?
- As you reflect on your decade(s) of experience in team coaching, what are some of the main lessons learned that have emerged for you about coaching teams in organizations?
- What is possible for team coaching in the present and the future as an emerging discipline within the broader coaching field?

Audience participation – open Q&A (15 minutes): Audience members who are interested in asking a question or making a comment will be invited to queue behind a microphone(s) and to make their statement accordingly. Panelists will have an opportunity to address the question or comment. Moderators will ensure balanced participation.

Closing (5 minutes): The moderators will close by providing a summary of how team coaching is an integral evolution of the broader coaching field and how team coaching in and of itself is a bridge for building the future of coaching (i.e. helping it connect to other disciplines such as training, facilitation, consulting). The moderators will also pay a final tribute to each of the panelists for their pioneering contributions to the field of team coaching.

Brief Biographical Sketches of the Moderators and Panelists

1. Krister Lowe, PhD of The Team Coaching Zone (Moderator). Dr. Lowe is an Organizational Psychologist, a Leadership and Team Coach and Host of The Team Coaching Zone Podcast—a weekly interview show that explores the art and science of team coaching in organizations with leading team coaches. He holds M.A. and Ph.D. degrees from Teachers College Columbia University in Social-Organizational Psychology and is a Certified Professional Co-Active Coaching (CPCC).

2. Sandra Hayes, EdD, The Team Coaching Zone (Moderator). Dr. Hayes is an Adult Learning and Leadership expert with over 20 years of experience with specialized expertise in action learning and collaborative inquiry. She is a Columbia University adjunct professor having designed and

taught courses in leadership and team building, collaborative conflict resolution and adult program development. She holds an M.A. degree in Social-Organizational Psychology and an Ed.D. in Adult Learning and Leadership from Teachers College Columbia University.

3. Jennifer Britton, Potentials Realized (Panelist). Jennifer Britton is the Founder of Potentials Realized—a Canadian performance improvement company, an author of two seminal coaching books (*Effective Group Coaching*, 2010 and *From One to Many: Best Practices for Team and Group Coaching*, 2013), and a trainer of group and team coaches via teleseminar, face-to-face modalities and mentor coaching groups.

4. David Clutterbuck, David Clutterbuck Partnership (Panelist). Professor David Clutterbuck is Practice Lead for David Clutterbuck Partnership, Special Ambassador for the European Mentoring and Coaching Council, and Founder of Coaching and Mentoring International. He is the prolific author of more than 50 books (many in the area of coaching and team coaching including *Coaching the Team at Work*, 2007). David is also a management thinker, speaker, workshop presenter, researcher and occasional comedian. He facilitates a number of mentoring, coaching and team coaching certification programs including both a foundation and advanced level programs for team coaches.

5. Marita Fridjhon, CRR Global (Panelist). Marita Fridjhon is CEO and Co-Founder of CRR Global, Inc. and Creator of the Organization and Relationship Systems Coaching (ORSC) Program—an ICF accredited coach training school. She is the co-author of *Creating Intelligent Teams: Leading with Relationship Systems Intelligence*, 2016. Her primary focus in coaching is on systemic change, leveraging diversity, creative communication, deep democracy in conflict management and the development of learning organizations.

6. Peter Hawkins, PhD, Henley Business School (Panelist). Peter Hawkins is Professor of Leadership at Henley Business School, Emeritus of Bath Consultancy Group and Chairman of Renewal Associates. Peter is the author of the seminal books: *Leadership Team Coaching: Development Collective Transformational Leadership*, 2014, and *Leadership Team Coaching in Practice: Developing High Performing Teams*, 2014. He certifies team coaches in Systemic Team Coaching in collaboration with the Academy of Executive Coaching (AoEC) and also supervises executive and team coaches.

7. Darelyn "DJ" Mitsch, The Pyramid Resource Group (Panelist). DJ Mitsch is Past President and Founding Board Member of the International Coaching Federation, President of The Pyramid Resource Group, and Founder of the Healthcare Coaching Institute. DJ is also the creator of the Team Advantage team coaching program. She provides certification to coaches and team coaches as well as training programs for leaders as coaches. She is the author of *Zombies to Zealots: Reawaken the Human Spirit at Work*, 2016.

8. Phil Sandhal, Team Coaching International (Panelist). Phil Sandahl is a Master Certified Coach, A Certified Professional Co-Active Coach and the Co-Founder of Team Coaching International. He is the co-author of *Co-Active Coaching: Changing Business, Transforming Lives*, 2011. Phil has trained more than 1000 team coaches in over 40 countries.

9. Ruth Wageman, PhD, ReThink Health and Harvard University (Panelist). Ruth Wageman is a Director at ReThink Health—an initiative of the Fannie E. Rippel Foundation—and is an Associate in the Department of Psychology at Harvard University. Ruth is a leading scholar, advisor and educator in organizational behavior and collaborative leadership. She is the lead author of the book *Senior Leadership Teams: What it Takes to Make them Great*, 2008 as well as numerous articles including A Theory of Team Coaching in *The Academy of Management Review*, 2005.

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Warrant Statement

I (we) warrant that given my (our) panel discussion proposal is accepted, I (we) will submit a written summary for inclusion in the conference proceedings. I (we) agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I (we) understand that if this summary is not submitted by August 19th, my (our) presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I (we) also agree that formatting of the document according to conference specifications is my (our) responsibility, and I (we) understand that the document will be returned to me (us) if it does not meet the required specifications.

Building Bridges and Crossing Boundaries: Integrating Coaching into Call Center Operations and Building a Culture One Conversation at a Time

Fadel Chbihna
Senior Vice President, Customer Care, Rogers Communications

As Senior Vice President of Customer Care for the Rogers, Fido and Chatr brands, Fadel Chbihna is responsible for call centers supporting business and consumer customer bases. In addition, Fadel plays an active role in leadership development across the Rogers enterprise through his role as executive sponsor of the manager and director leadership development programs. His previous role he served as Vice-President, Customer Experience and Operations and General Manager for Fido. He has extensive experience in process development and implementation, continuous improvement, customer experience and brand leadership.

Fadel is known for his passionate belief that customer satisfaction is achieved through high employee engagement at all levels of the organization. He is deeply committed to helping front-line teams bring our brand to life and sees coaching as the best way to enable a culture of ownership, accountability and empowerment.

Fadel holds a Bachelor of Science degree from the Université du Québec in Trois-Rivières. He is an avid traveler who loves learning about new cultures.

Susan M. Hahn, PCC
Founder & President, Swan Consulting Group, Inc. Certified Physician Leadership Coach

Susan is the founding president of ICF MD. As an executive coach, workplace mediator, and trainer, Susan works with diverse organizations throughout the United States, Europe and Canada. In addition to serving as President of Swan Consulting Group, she is adjunct faculty at Johns Hopkins University, The College of Notre Dame and the University of Maryland. Susan is a Certified Physician Leadership Coach through the Physician Coaching Institute. She is a certified executive coach (PCC) through the International Coach Federation and her certifications in mediation were awarded from The Maryland Institute for Continuing Professional Education of Lawyers (MICPEL) and The Baltimore School for Mediation.

Silvia Lulka, ACC, BCACC
Director Coaching, Rogers Communications

As the Director, Coaching, Silvia leads the internal coaching function for the Rogers call centers. She built and implemented the coaching strategy that resulted in Rogers winning the International Coach Federation's International Prism Award. Her work is grounded in her ability to drive cultural transformation by enabling and trusting people to do their best. She is driven by helping people and organizations achieve what they thought not possible. Silvia takes an integrative approach to everything she does and describes her role as being a coach to the organization as a whole. She has over 20 years of experience in business, having held Human Resources leadership roles in various industries in North America.

Silvia has a Master of Industrial Relations and a Bachelor of Arts (Honours) in Sociology, both from Queen's University. A life-long learner, she credits her Montessori roots for her curiosity and ongoing pursuit of knowledge. She is a Business Coaching Advantage Certified Coach and has been granted the designation of Associate Certified Coach through the International Coach Federation.

When she isn't at work, Silvia loves to re-discover the world through the eyes of her ten-year-old son and eight-year-old boy-girl twins.

Abstract.

Rogers Communications is a large Canadian diversified communications and media company. To achieve the desired customer experience, we set out to deliberately create a culture of customer-centricity and employee empowerment in our call centers. We chose coaching as the enabler of this behavioral and cultural transformation and embedded an internal coaching function into call center operations. Our results show sustained improvement across financial, customer and employee metrics. We were awarded the ICF's International Prism Award.

Building Bridges and Crossing Boundaries: Integrating Coaching into Call Center Operations and Building a Culture One Conversation at a Time

Fadel Chbihna, Senior VP, Rogers Customer Care
Silvia Lulka, ACC BCACC, Director Coaching
Moderator: Susan M. Hahn, PCC, Founder & President, Swan Consulting Group, Inc.

Abstract: Rogers Communications is a large Canadian diversified communications and media company. To achieve the desired customer experience, we set out to deliberately create a culture of customer-centricity and employee empowerment in our call centers. We chose coaching as the enabler of this behavioral and cultural transformation and embedded an internal coaching function into call center operations. Our results show sustained improvement across financial, customer and employee metrics. We were awarded the ICF's International Prism Award.

Key Words: Internal Coaching, Cultural Integration, Sustained Capability, measuring coaching

Panel Discussion Outline

Panel Set Up
Our panel will focus on sharing our journey towards deliberately transforming the culture in our call centers using coaching. The session will encourage discussion with the audience.

Session Objectives
We hope to inspire participants to stretch beyond the boundaries of internal and external coaching, of team and individual coaching, into the context of organizational coaching, coaching that is directly intertwined with business strategy and that shows measurable results.

Key Roles
The panelists will be two of the architects of our coaching culture.

Fadel Chbihna – Senior Vice President, Customer Care. Fadel is responsible for call centers supporting business and consumer customer bases across the Rogers, Fido and chatr brands. He also plays an active role in leadership development across the Rogers enterprise through his role as executive sponsor of the manager and director leadership development programs. Fadel is known for his passionate belief that customer satisfaction is achieved through high employee engagement at all levels of the organization. He is deeply committed to helping front-line teams bring our brand to life and sees coaching as the best way to enable a culture of ownership, accountability and empowerment.

Silvia Lulka, ACC, BCACC – Director, Coaching. Silvia leads the internal coaching function for the call centers. She built and implemented the coaching strategy that resulted in Rogers winning the ICF's International Prism Award. Her work is grounded in her ability to drive cultural transformation by enabling and trusting people to do their best. She is driven by helping people and organizations achieve what they thought not possible. Silvia takes an integrative approach to everything she does and describes her role as being a coach to the organization as a whole.

Our moderator is Susan Hahn. Susan has been an active supporter of sharing Rogers coaching story. The first time Rogers shared our coaching story was at an event she organized, Co-creating Coaching Cultures: How Partnerships between Business Leaders & Coaches Can Make It Happen. Susan will draw on her significant business and coaching experience to engage the panelists and audience in a thought provoking discussion.

Susan is an executive coach, workplace mediator, and trainer, who works with diverse organizations throughout the United States, Europe and Canada. In addition to serving as President of Swan Consulting Group, she is adjunct faculty at Johns Hopkins University, The College of Notre Dame and the University of Maryland. Susan is a Certified Physician Leadership Coach through the Physician Coaching Institute, a certified executive coach (PCC) through the International Coach Federation and has certifications in mediation. She is also the founding president of ICF MD Chapter.

Timing, Format and Perspective

We will start with an overview of Rogers Communications and our call centers, share our strategy and the steps we took to execute against it, and share the business results we have seen. We'll share what agent-customer and team manager-agent conversations sound like, showcasing the bridges between our internal coaching and external customer conversations. Our moderator will guide the discussion and ask questions as we go. This will take 45 minutes. The second 45 minutes will be open discussion, an opportunity for questions from the participants and a discussion facilitated by our moderator.

What's Unique About the Rogers Coaching Story (Susan Hahn, 5 minutes)
Susan will share her perspective on what she has seen through her experience why she sees Rogers as one of the most accomplished forerunners in the space of creating coaching cultures and on what she values about telling the Rogers story.

Building Bridges: Linking Business Strategy and Coaching (Fadel Chbihna, 20 minutes) Fadel will share background about Rogers as a company as well as two of our top corporate priorities to overhaul the customer experience and to invest in and develop our people. He will focus on how we are using coaching to deliver on both.

Susan will ask him to elaborate and explain his thought process throughout. She will make parallels and contrasts to what she has experienced with other organizations.

About Rogers Communications: Rogers is a leading diversified Canadian communications and media company. We are Canada's largest provider of wireless voice and data communications services and one of Canada's leading providers of cable television, high-speed Internet and telephony services to consumers and businesses. We have a highly skilled and diversified workforce of approximately 27,000 employees.

We deliver state-of-the-art wireless communications to nine million Canadians, and offer next-gen digital cable and internet services to 1.8 million households. If you're looking for the latest and greatest, you know Rogers will have it. The latest tablets and smartphones, fast Internet speeds, your favourite cable TV channels and essential telephony services … everything you need to keep you inspired, informed and in touch like never before. Through our Media segment we are engaged in radio and television broadcasting, televised shopping, magazines and trade publications, and sports entertainment.

And we're always looking ahead … seeking out tomorrow's innovations today … continuing to be the first to easily connect Canadians with what's next. We're not only committed to delivering great results and a great workplace - we're driven to make our community and our country stronger and more successful.

About the Rogers call centers: To achieve the desired customer experience, our customer service call centers set out to deliberately create a culture of customer-centricity and employee empowerment. We moved away from the traditional call center operating model with a focus on compliance and measuring outcomes (focus on the "what"). Instead, we defined behaviors that empowered agents to focus on customers, gave them ownership and accountability of their calls (focus on the "how"). We chose coaching as the enabler of this behavioral and cultural transformation.

The way we have approached coaching has enabled us to build bridges between internal culture and external customer experience. The customer-centric behavioural model we introduced for our call-centre agents focuses on quality of conversations and on the emotional connection between agents and customers. We defined behavioural competencies for our agents like connect emotionally, understand customer needs, own and resolve, inspire confidence and evolve the relationship. Coaching, through its focus on self-discovery and empowerment, became critical to building sustainable proficiency and consistency across these behaviours. Coaching became the enabler to individual and organizational transformation.

From the very beginning, we stated a goal of making our team managers the "best coaches in Canada". We invested in the coaching time each agent was allocated to spend with their manager, stipulating that each agent has 30 minutes with their manager per week.

We also set out to democratize coaching by making accredited coaching available to team managers. To this end, we embedded a coaching function directly into call center operations and hired an accredited coach to lead that function.

Fadel will also talk about how we linked coaching to an empowerment model whereby team managers take calls that customers want to escalate, and use that as an opportunity to relate to and coach their teams. This created an accountability ecosystem based in trust, transparency, vulnerability and a "We've got your back" mindset.

Crossing Boundaries: Integrating Coaching into Operations (Silvia Lulka, 20 minutes)

Silvia Lulka will speak to how coaching is integrated into everything we do, from how we run business meetings, to how we introduce change, to how we support all levels of leadership in using coaching skills with their teams. Susan will ask Silvia for examples and links between coaching and day-to-day call centre operations and continue to link her experience.

We will share Rogers' definition of coaching "a reliable and caring approach to leadership based in self-discovery, empowering people to take ownership and be accountable", and our coaching behaviours: Know Your Team, Leverage Self-Discovery, Use Positive Reinforcement, Drive Accountability and Ownership. We also talk about how we help managers understand the distinctions between coaching, teaching, directive and performance management conversations. We'll share examples of what each coaching behaviour and conversation type sounds like.

As part of our strategy, we established coaching centers of excellence at each location with a mandate to deliver training and support the sustainment of coaching skills. Training was delivered in short sessions over several months allowing managers to immediately put new skills into practice and build on learning and practice. For sustainment, we instituted an internal coaching certification process for all managers. This process includes regular coaching observations by multiple observers using a standard rubric as well as anonymous coaching surveys completed by everyone who receives coaching. As an example of integration, all levels of leadership are observed using the same criteria. Observers receive additional coaching support and training, including 1:1 coaching and coaching observations with an ICF accredited coach.

Silvia will also share the qualitative and quantitative and results across financial, customer and employee indicators. Our results show the impact of coaching across multiple, and often competing, KPIs. Our ability to change and adopt new priorities has increased since we started coaching, we can do more, better and faster.

Specifically, we'll share how we can isolate the business impact of managers using coaching skills:

as coaching was deployed at each call center, the site using coaching outperformed its historical performance and the performance of other sites where coaching had not yet been deployed.

Across the Rogers call centers, customer satisfaction has increased and customer complaints have decreased, and managers who are certified have stronger results than their colleagues who are not. Revenue has grown and not surprisingly, our leadership effectiveness index has also increased.

More than the results, we have also changed how we interact with each other and with other departments. We openly and proactively talk about what we want our conversations to sound like, both conversations between agents and customers and managers and agents.

Silvia will also talk about her role, about waking up every day and thinking about how to integrate coaching into the fabric of the call centre organization and about what it's like to be a coach to an organization as a whole.

Engaging Wider Audience through Open Discussion (35 min) Susan will open the room for questions and discussion.

We will also pose questions to the room:

- What is your interpretation of 'crossing boundaries', and how does the Rogers Communications story reinforce or shift your perspective?
- What has shifted in terms of how you think about coaching in the context of organizations?
- We often hear about the importance and sometimes challenge in getting executive support and business leaders to buy into coaching. What did you hear today that will help you garner the right type of executive partnership?
- We have more and more millennials in the workforce. How can we use coaching to build bridges between generations?
- What insights will you take back to your practice?

Implications for Practice and Research (5 minutes)
At Rogers, our journey is not complete yet; we continue to face new challenges and new ways to apply coaching, to take it deeper and broader in our organization, and then measure its impact.

Susan will discuss implications beyond Rogers. We hope other coaches and organizations are inspired to build direct bridges that integrate coaching and business strategy and to expand the boundaries of coaching to include organizational coaching.

Finally, Susan, Silvia and Fadel will offer thoughts to wrap up the discussion.

Three Ways to Scale the Power of Coaching

Krister Lowe

Krister Lowe, M.A., Ph.D., CPCC is an Organizational Psychologist, a Leadership and Team Coach, and a Podcaster. Dr. Lowe is a passionate contributor to the emerging team coaching field. He is the Host of the *The Team Coaching Zone* podcast–a weekly interview show that explores the art and science of team coaching in organizations–and that has a listenership in more than 95 countries globally. He brings more than 15 years of experience providing coaching, facilitation, and training solutions to diverse organizations in more than 25 countries. His interventions have reached more than 25,000 people in a number of sectors including: international organizations, professional services, financial services, information technology, foundations, pharmaceuticals and education. Krister holds both a Master of Arts Degree and a Doctor of Philosophy Degree in Social- Organizational Psychology from Columbia University and is a Certified Professional Co- Active Coach through the Coaches Training Institute. You can learn more about Krister at: http://www.teamcoachingzone.com/about/.

Yaron Prywes, PhD (USA)

Dr. Prywes is a coaching psychologist who specializes in inclusion and innovation. He has facilitated hundreds of groups around the world, and has worked one-on-one with hundreds of leaders over the past ten years. In 2015 he coached 71 leaders and logged over 450 coaching hours. He has led negotiation trainings at the United Nations and NASA, and is a professor of intercultural communications at Columbia University. He is also faculty member at the Center for Creative Leadership and has been the lead researcher on numerous studies measuring the outcomes of leadership development initiatives. Yaron also co-authored a leadership development book called *The Nature of Leadership*, published by the American Management Association, as well as a chapter in *The Handbook of Conflict Resolution (3rd ed.)*, published by Jossey-Bass. In 2008 Yaron co-created LeaderNation, a web-based 360-degree feedback tool which has been used by 15,000+ people to give leaders feedback. Select client list includes: Chrysler Motor Group, Coach, KAYAK, L'Oreal, Lancôme, Philips, Sirius XM Radio, Spotify, KIPP:NYC, Wallace Foundation, Whirlpool, and UNICEF.

Matt Spielman, MBA

Mr. Spielman is a partner at Leadership Capital group where he advises organizations across all industries, with a focus on technology, media and entertainment. He coaches individual executives and teams by combining his training in leadership development with his first-hand experiences as a senior executive. Matt served as Global Chief Marketing Officer for a 500-person multinational firm and built a team of marketing professionals in 6 countries. He has also held positions as a Chief Revenue Officer for a digital media company, and led Strategy and Innovation at a digital media agency. Matt has seen how the dramatic change in consumer behavior due to technology has challenged business models and conventional thinking around team structure, compensation and incentive systems, and organizational processes.

Matt has been featured as a speaker on numerous topics, recently addressed thousands of executives on the future of marketing at a Salesforce.com conference. Tenures at MTV Networks (Viacom), IAG Research (Nielsen), Moxie Interactive (Publicis Groupe), and Return Path provide the basis for his deep and diverse knowledge in Sales, Organizational Strategy, Product and Service Innovation, Digital Media, and Data and Analytics. He has also authored a Harvard Business School case study for the MBA program about scaling businesses

Abstract.

One of the trends affecting the coaching industry is the pressure to scale services. Three important perspectives are offered on this trend to offer audience members (1) a business expert perspective on how to financially scale coaching services, including tying pay to coachee performance (2) a team coaching expert perspective on how to scale the impact of coaching beyond individual services, and (3) a chief executive officer's perspective on his organization internally scaled coaching services.

Three Ways to Scale the Power of Coaching

Dr. Yaron Prywes, LeaderNation
Mr. Matt Spielman, Leadership Capital Group
Dr. Krister Lowe, Team Coaching Zone
Dr. Amy Beacom, Center for Parental Leave Leadership

Abstract: One of the trends affecting the coaching industry is the pressure to scale services. Three important perspectives are offered on this trend to offer audience members (1) a business expert perspective on how to financially scale coaching services, including tying pay to coachee performance (2) a team coaching expert perspective on how to scale the impact of coaching beyond individual services, and (3) a chief executive officer's perspective on her organization is using technology to create a parental leave coaching product, that is scaleable yet distinctly humanistic.

Key Words: Salability of Coaching, Building a Coaching Practice, Team Coaching, Purchasing Coaching, Internal and External Coaching

Panel Discussion

Outline Set-up and Session Objectives (10 minutes):
The session will be initiated and moderated by Dr. Yaron Prywes.

Moderator: Dr. Yaron Prywes, a leadership and team coach, who co-created a scalable coaching 360-degree feedback tool called LeaderNation. Dr. Prywes also teaches Intercultural Communications at Columbia University's Social Organizational Psychology program and is an adjunct with the Center for Creative Leadership.

The moderator will provide an overview of the session's topic, including a definition of scaling, and providing some overall research findings about the current state of the "scalability of coaching." He will introduce each panelist, track time of individual presentations, and facilitate audience participation.

The moderator will give an overview of session topic: *What does it mean to scale a business?* (Lowry, 2016) Companies that scale have operating leverage. They can grow revenue with minimal or no increase in operating costs (e.g., administrative, sales, etc.). To illustrate: In Year 1, company delivers $10M in revenue with $1M in operating costs. In Year 2, company delivers $12M in revenue with $1M in operating costs. Company scales because it grew revenue by $2M without increasing its operating costs. This is common with software and other technology companies who develop IP at an early stage and subsequently monetize it at low marginal costs over time.

In contrast, if company's operating costs increase by the same amount as its revenue, the business does not scale. That is, if company requires its operating costs to increase by $2M in order to grow its revenue by $2M, the business is not scaling. Consulting firms like Accenture and McKinsey & Company are prime examples of organizations that do not scale. This is because there are a fixed number of billable hours in a day, so they have to add consultants on a one-to-one basis to grow revenue.

Three key drivers that are creating pressure to scale in the coaching industry will be identified and discussed by the panelists.

The first driver: Historically high costs for individual coaching, despite recent downward pricing pressure. Individual coaching is not scalable in the sense that you need one coach and one coachee. The coach cannot coach more than one coachee at a time, and still call it individual coaching. Therefore, providing individual coaching to more coachees requires more coaches, and while "volume discounts" may be applied, individual coaching historically has been expensive. Typically, coaches are paid an hourly professional wage, or a bulk sum for a specifically number of contact points.

Our panelists Mr. Matt Spielman will discuss the financial structures typically utilized and the creative options on that front. Generally speaking, today adding additional coaches and coachees is a linear process (i.e., a 1 + 1 = 2 model) as opposed to an exponential process (i.e., 1 + 1 = 8). The point is that in a traditional individual coaching arrangement the coach can only be in one place at one time, and therefore can only help one person a time. This creates "fixed cost" pressure that feeds the desire for coaching providers to discover ways to scale. It also creates a labor need in order to grow (i.e., finding additional service providers).

Today there is also a downward pressure on price for coaching. Our panelist, Mr. Matt Spielman, will address pricing.

The second driver: equity. There is an increasing desire for greater access to coaches for many organizational members, not just the top. Historically coaching has been a privilege limited to the top of the house in organizations. Today there is recognition that coaching is useful for employees regardless of their position in the hierarchy, more and more employees in the middle and entry level of organizations are being exposed to individual coaching. Since there are simply more people in the middle and bottom of organizations than at the top, more coaches are needed and more financial resources are required (assuming traditional individual coaching arrangements). As coaching budgets grow to reach larger number of participants, this creates additional pressure on the coaching industry to scale.

Our panelist Dr. Krister Lowe will draw this connection to team coaching, while Dr. Amy Beacom will discuss how she scaled parental leave coaching services for organizations here in the US and Australia.

The third driver: Employee engagement as a competitive advantage. There is increasing awareness that coaching can help with all stages of engaging the talent pipeline. Search firms such as Leadership Capital Group are offering coaching to help with new hires, while coaching organizations like Dr. Beacom's Center for Parental Leave Leadership piloted a study showing coaching's influence on one's "intention to stay". Coaching is being used to develop and retain talent.

I conducted a study on coaching effectiveness in an international law firm, and the objective of the organization was to extend associate retention by 3 months. If they could do that, the coaching program would be considered a success.

Session objectives:

- To inform audience members on the various levers available to scale a coaching practice, including the role of technology.
- To educate audience regarding team coaching, and the research underpinning this emerging niche.
- To share with audience members a case-study on how one organization has created a scalable product around the humanistic niche of parental leave coaching.
- To explore the future of coaching from a business perspective, from a team

coaching perspective, and from a humanistic perspective.

Panelists' Focus (10 minutes each; 30 minutes total)
Panelist 1: Business Expert Perspective, Mr. Matthew Spielman, will focus on the business of scaling a coaching practice. Mr. Spielman is a partner at Leadership Capital Group. He is a business expert with decades of experience in executive positions in sales, marketing and business development in both young and mature companies. He helped build new, repeatable and scalable revenue generating processes at Nielsen IAG, MTV Networks, among others. Matt has his MBA from Harvard Business School, B.A. from Columbia University, and is enrolled in the Executive Coaching, and Leadership Development program at Columbia. He has written on the topic, most notably in an HBS Case on the expansion strategy for Cycle for Survival, a national cancer fundraising initiative.

Panelist 1 will discuss the various ways one may scale a coaching business, and the advantages scaling offers including the of lowering friction acquisition costs. He will discuss how technology such as webinars and assessment tools scales services from one to many, and will explore how fees may be tied to performance (rather than exchanging time for money at a fixed rate).

1. Existing Levers/Key Drivers
   - Number of Clients: What is the maximum number of clients?
     - Ask coaches in the audience to raise their hand, and put them down if they coached more than 10 people last year, 20, 30, 40, etc. Our moderator Dr. Yaron Prywes coached over 70 people last year.
     - What is the maximum number of hours one can devote to coaching?
   - Fee: What is the maximum fee that the market will bear?
     - According to Sherpa's latest report, 56% of coaches earn $300/hr or more. In my own practice the lowest subcontracting offers that have come across my desk is
       $125/hr for individual coaching for middle management (i.e., director level). Furthermore, more coaches are entering the industry and the market is not yet saturated (Corbet & Valeri, 2016). Increased service provider competition also creates downward cost pressure.
   - Hours
     - Equation: Max Clients x Max Average Fee
     - One (of many) examples: 40 x $10,000 = $400,000
2. Considerations in maximizing the number of client and securing the highest fee
   - Securing maximum clients, while a key driver, can also challenge the quality of the service, even if the hours in the week support it.
   - The fee charged: above a certain price point with either dictate that it must be the organization pays, and/or the client is a senior-level executive. The competition for C-level executives may not be in the sweet spot of the coach's network, experience or capabilities.
3. Suggestions to Scale
   1. Target prospective clients who can have their organization cover the fee and are able to pay the higher end of the market. This is more obvious, but still may not fit with the

coach's desired practice, i.e. if she wants to work with people transitioning out of a position.

2. Bring on a partner or more than one to begin to introduce leverage and scale
   - Will help with not only securing clients (multiple networks to leverage)
   - The Coach can be in two places at one time
- Create a tool or assessment that clients and/or other coaches can use.
   - This tool would not require much if any support, i.e. can be purchased from a website
- Technology
   - Video conferencing helps reduce travel time and costs of coaching, and thus represents a gain in efficiency. Apparently more and more coaches are taking advantage of video conferencing. According to Sherpa's 2016 report, 8% of executive coaches report delivering coaching by video conferencing, which was an increase over last year's report (5%).
   - Interesting parallel from the world of psychology: www.beatingtheblues.com is a self-guided therapy program to treat depression that was developed out of the U.K., that has gathered evidence of its effectiveness. It uses a cognitive behavioral method over the course of a series of approximately 60 minute webinars that includes homework assignments to be completed between sessions. Is it possible that the coaching industry will create something similar?
3. Speaking opportunities.
   - One to many
   - Higher paying
   - Involve a good amount of front end work, but less and less going forward as talks can be repurposed.
4. Combine with other services – a portfolio approach
   - Executive Search, Talent Acquisition
   - Resume work
   - Team Facilitation and other type of offsite programs
5. Business Models/Fee Structures
   - Tied to performance – payment now and then a payment tied to results
   - Career transition work can involve payment for coaching and payment (as a % of the job salary) for helping client secure that position.
6. Writing Books and Articles are great for content, brand, credibility and awareness, but will rarely yield a meaningful revenue stream. These and other similar activities feed the above activities.

Panelist 2: Team Coaching Expert Perspective, Dr. Krister Lowe, will focus on team coaching as one way to scale coaching services. Dr. Lowe is an Organizational Psychologist, a Leadership and Team Coach and the Host of *The Team Coaching Zone* Podcast, a weekly interview show that explores the art and science of team coaching with leading team coaches. The show has listeners in more than 95 countries worldwide.

Panelist 2 will discuss the various ways team coaching has been used to scale coaching in organizations. Given increasingly dynamic operating contexts, organizations have moved towards teaming as a response (Edmundson, 2012; Hawkins, 2014; Wageman et. al, 2008). As a consequence, teams have increasingly become the fundamental unit of performance over the individual. This is true for both leadership teams as well as functional teams deeper in the organizational hierarchy. Becoming a team and sustaining team performance however requires a number of structural as well as supportive elements including team coaching (Hackman, 2002; Wageman et. al, 2008). Team coaching addresses a unit analysis (i.e. the team) that links the individual to the organizational performance context more directly. As such it provides an economy of scale in coaching a group vs. coaching individuals.

During the session, Dr. Lowe will define team coaching, discuss how it differs from group coaching and share important research findings about how team coaches can be used to create high performing teams.

Key findings from Drs. Richard Hackman and Ruth Wageman's 2009 research on Senior Leadership team will be shared (i.e., less than 25% of teams studied were effective teams). In addition, their Team Diagnostic Survey will be explained which is a way to diagnose the root cause of effectiveness or ineffectiveness of teams. It gets at the structure and design of teams, and is based on their 6 factor model – of which Expert Coaching is one of the "enabling" factors).

Dr. Lowe will further share two examples of team coaching that demonstrate the scaling of coaching through a team coaching approach:

1. In the first example involving a team of IT leaders navigating a major IT transformation, individual coaching of Division Director led to team coaching for a sub-team of leaders. This was required as the pressures facing the team were more than the Director could handle alone. Shifting from a command and control style of leadership to more of a collective leadership approach through team coaching fostered greater adaptability and resilience in the facing of unrelenting performance pressures.
2. In the second example, drawn from an interview with one of the guests of his podcast, The Team Coaching Zone, Dr. Lowe will share the story of DJ Mitsch and the coaching of 60 teams at Sanofi Pharmaceuticals who were facing low engagement following a number of acquisitions. Team coaching dramatically improved engagement scores after one year. The approach demonstrated the impact of coaching 25% of the teams in one country.

DJ Mitsch's structure for team coaching engagements will also be briefly shared (also known as "Team Advantage" method). In this approach, teams have 16 weeks to achieve an "extraordinary" goal; this goal is converted to 100 points "game" during the launch; 60 minute weekly phone calls with the team are built into the longitudinal process; individual coaching for the leader is done behind the scenes as they progress through Tuckman's phases of team development (forming, norming, storming, performing, and adjourning).

Additional details regarding the case: the new leader of the Diabetes Medical Team at Sanofi Pharmaceuticals and her team of 8 regional directors to help them achieve an extraordinary business goal. One-to-one coaching for the team lead, a two-day launch retreat and a four-month team coaching process (12, one-hour coaching sessions over 16 weeks) was employed. The team succeeded in successfully establishing themselves as key thought leaders in the Diabetes Medical field and increased the engagement of their teams of regional field representatives that had previously reported decreasing engagement scores. Overall the initiative re-energized a national team of more than 80 field reps. It also resulted in a seamless transition for the new team leader, by providing a clear focus and deliverable result in four months. Dr. Krister Lowe was one of the team coaches that coached the team over the four months on this engagement.

Panelist 3: Dr. Amy Beacom, Founder and CEO of the Center for Parental Leave

Leadership (CPLL), will focus on how her organization is using technology to scale their RETAIN™ Parental Leave Coaching Program at enterprise level companies in the U.S and Australia.

As the founder of this relatively new and growing field of coaching in the United States Panelist 3 will briefly share how she identified and developed this niche market which focuses on addressing both organizational and individual level needs during arguably the most complex time in a person's career: parental leave. CPLL describes parental leave as the time in which an employee transitions from being a "worker" to a "parent" to a "working parent."

In doing so she will offer her vision for where coaching is heading, and how we can use technology to provide the high touch experience customers are demanding, at a budget that they can afford.

In using technology to help organize and define this complex time for all involved, RETAIN certified coaches often work directly with both the employee going on leave (men and women) as well as their manager and cover team as applicable to ensure that coaching remains humanistic, systemic and sustainable, and not simply a "check-box" or "fix the woman" intervention. This level of commitment to quality may weed out ambivalent clients in the short term, but is critical to building client trust and long term mutually beneficial client relationships.

Panelist 3 will share how CPLL has used technology to modify traditional coaching tools, such as self-assessment's and development plans to create a "just-in-time" learning program that meets the customer at their point of need. She will share how they have harnessed technology to provide phased and scalable manager/employee aligned learning and development, combined with online "Ask the Expert" sessions within companies not yet ready to commit to the full coaching program model. By creating entry level products this allows clients to enter where they are comfortable and move toward increasing their product purchase as they experience positive results.

She will further share how CPLL uses technology as part of their RETAIN program to screen for perinatal mood disorders in men and women, identify risk, and refer out to an international network of technology enabled postpartum support providers. If time allows, Panelist 3 will briefly share results of a pilot study showing the efficacy of the RETAIN coaching model in significantly impacting "intention to stay" within the organization post leave; "sense of mattering" (linked to retention and engagement); relationship with manager; and self-confidence in the new dual role of working parent, among others.

Audience Participation (40 minutes)

- Question Harvest. Moderator will spend 5 to 10 minutes conducting a "Question Harvest" where audience members can ask a question to any panelist, or combination of panelists. The moderator will board these questions for all to see. Up to 30 questions will be documented. At this time, panelists will *not* be allowed to answer the individual questions asked. Instead they too can ask questions of their fellow panelists members.
- Thematic Analysis. Moderator will spend 3 to 5 minutes identifying the question clusters, and themes that emerged from the question harvest.
- Panelist Reflective Conversation. Moderator will create a 15 minute free flowing "panelist reflective conversation" where any of the three panelists can address the clusters and themes that emerged. Moderator will make sure panelists are staying on target, and sharing the floor despite being in a more open conversation mode.

- Audience Discussion. Moderator will spend 10 minutes opening up the panel conversation to the larger audience. Audience members will be invited to share their experience of the conversation thus far, and offer their insights. Panelists will also be invited to ask questions of the audience.

Closing Reflections (10 minutes)
Each panelist will be invited to make closing remarks. They will be asked to share their perspective on the future of the scalability of coaching – Where do they see this trend heading? What are the downsides of this scaling trend that we should be conscious of and try to mitigate (i.e., scaling may sacrifice humanistic aspect of coaching)? Finally, panelists will be invited to share their experience being a panelist.

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Warrant Statement

I (we) warrant that given my (our) panel discussion proposal is accepted, I (we) will submit a written summary for inclusion in the conference proceedings. I (we) agree that the summary will be typed and single-spaced and will respect the maximum number of words expected. I (we) understand that if this summary is not submitted by August 19th, my (our) presentation will not be included as part of the 2016 Columbia Coaching Conference in New York City. I (we) also agree that formatting of the document according to conference specifications is my (our) responsibility, and I (we) understand that the document will be returned to me (us) if it does not meet the required specifications.

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