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The International Journal of Coaching in Organizations

LEADERSHIP DEVELOPMENT: A COACHING APPROACH TO GROWING SUSTAINABLE LEADERSHIP CAPABILITIES

"Executive leader coaching has grown in popularity and application over the past several decades. The reasons for the expansion of leadership coaching are many. he task of being an executive has arguably become much more difficult and expansive. More leaders now routinely deal with significant ambiguity, disruptive changes and pressures to perform in an increasingly global and diverse context. They are asked to be both strategic decision makers and masters of the "soft" skills required to effectively manage people. At the same time, due to the pace and magnitude of change and the disruption within organizations themselves, the relationships that can support personal development and learning, an absolute requirement for effective leadership, are often lacking. Into this breach has stepped, among other professionals, the executive leader coach – who is tasked with helping guide leaders and managers toward betterment."

—Barry Schlosser, Derek Steinbrenner, Ellen Kumata and James Hunt, "The Coaching Impact Study: Measuring the Value of Executive Leader Coaching," p. 5

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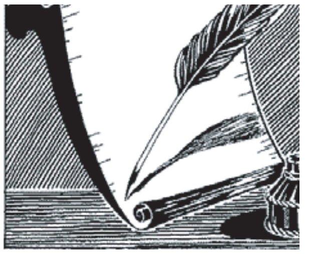

FROM THE DESKS…

…of the Co-Editors

WILLIAM BERGQUIST AND JEANNINE SANDSTROM

At a recent presentation one of us [Jeannine] asked her colleagues "to define 'leadership' . . . that phrase we'd been using for hours in this session with an unspoken collusion that we all knew what we were talking about." You'd have thought one of the Blue Angels jets [from the famous American acrobatic jet fighter squadron] had just done an unannounced flyover of a lakeside family picnic. The room went completely silent. Stunned. Slowly, phrases were tossed into the room. Then faster and faster, until there was a virtual cacophony of ideas, definitions, differing opinions, similar themes, and so forth for everyone to examine. Surprisingly, for some seasoned professionals in the room, it had been years since they'd taken time to carefully examine their definition of leadership and identify the constructs on which they approach any leadership development assignment.

One us [Jeannine] with her partner, Lee Smith at CoachWorks International Inc. (www.CoachWorks.com), has been grappling with this complexity since 1998 when they began to codify their leadership development coaching processes. This was done at the request of client companies that wanted to replicate the progress made by Coachworks when Jeannine and Lee were not on-site. Jeannine and Lee utilize a systems approach to the interrelatedness of organizational culture, level of maturity (experience) of the leader, skills and competencies of the individual and their direct reports, sphere of influence and how that is accomplished, vision and/or goals of the company. With their colleagues at CoachWorks, Jeannine and Lee codified a complete leadership development platform—found at www.LegacyLeadership.com—that uniquely foretold and reinforced the research, models, applications and concepts of the authors and the articles being presented in this issue of IJCO.

As co-editors of this issue, we were struck by how each author spoke about the complexity of their subject area. Leadership is by no means a simple, straight line cause-and-effect relationship. It's this very challenge that affords the discipline of executive leader coaching and the practitioners of executive leader coaching such a unique opportunity to identify and define those approaches, processes, tools and evaluation methodologies which successfully grow leaders towards their best sustainable impact.

We sincerely challenge you to utilize this issue as a basis for a review of your personal concept of leadership:

- How do you define leadership? How do you know when you see/don't see it?
- What specific construct/model do you use as your basic platform from which to coach or select coaches?
- When do you coach fundamental leadership distinctions if your client doesn't have a clear personal concept? Or if you are a coaching client, when do you request your coach to provide fundamental leadership distinctions?
- And, how do you, as a coach, help your client actively apply their new knowledge/skill within an action laboratory so that their learning can be integrated real time? Or if you are a coaching client, how do you make use of the services being provided by your coach to actively apply new knowledge/skills you have acquired within an action laboratory so that your learning can be integrated real time?

Coaches are leaders and often have the clearest model of what is possible when growing others—predominately through the language of leadership we choose in our work.

Each of the articles in this issue presents multiple perspectives in the discipline of coaching leaders—from ways to form the trusting relationship required for transformational work to follow-through coaching strategies for integrated application and sustainability of the client's learnings. Results of such efforts are documented by research looking to identify the return-on-investment (ROI) of the client's and coach's investment in their engagement.

While cultural contexts and models for transformational coaching are presented in most of the articles presented in this issue of IJCO, the initial article concerns an even more fundamental question in the field of executive leadership coaching: what difference does it make? Schlosser, Steinbrenner, Kumata and Hunt report results from a major research project concerned with the impact of leadership coaching interventions. The authors of this multiple company coaching impact study describe ways in which they measure the value of executive coaching. While this mode of coaching continues to be viewed with skepticism in the corporate community, the authors show how to measure the impact of executive leadership coaching and suggest how this type of measurement can be of great value in addressing this skepticism. Our authors outline their efforts to develop a meaningful methodology for the study of return on investment (ROI), presenting an overview of their rationale, a description of methodology, and some of the results from their study to date.

In our second article, Bergquist and Brock outline six distinct organizational cultures, each of which can impact how a coach chooses to coach leaders in an organization. A common thread throughout each culture is how anxiety (normal and collective reaction to stress) is contained and impacts leadership direction and organizational change. Bergquist and Brock challenge coaches to be conscious and intentional in taking into account these cultural forces as they design each unique coaching relationship.

Stoneham, Weger and Rocco present a core dynamic of coaching—organizational clients expect coaches to facilitate change in both the individual coachee and the impact that individual has within the organization. Often that may look to the client that Ways-of-Doing things differently will produce expected results. Based on their research and successful application of their Integral Intelligence Model, the authors of this article declare that focusing on the leader's Ways-of-Being is the true lever for sustainable transformation in leadership development.

Hebenstreit and Hinzdorf present theory and results of their LeadershipCircle (LC) coaching program using two pilot groups of 16 leaders each. LC takes both individual and group approaches to maximizing learning and stimulating transformation in leaders. This program is designed to connect cognitive learning at a deep enough level to produce observable shifts and measurable results in seven leadership skills. Outcomes from this pilot project strongly encourage a modular approach to coaching initiatives which allow the coachee maximum safety in choosing and practicing their developmental components.

With the article prepared by Borie and Eckstein, we initiate a new IJCO series. This series concerns ways in which theory and research regarding organizational coaching can be translated into specific coaching practices. While most IJCO articles reside somewhere between theory/research and practice—focusing on the "strategies" of organizational coaching—articles are also needed that show how theory and research can be directly applied at the "tactical" level of organizational coaching. Borie and Eckstein specifically define and illustrate the role of integrity in business-oriented client relationships, as well as in the practices of coaching to individuals and groups in organizations. Integrity-Based Leadership Coaching (IBLC) involves the use of radical inquiry-based approaches to coaching interventions. Three developmental coaching processes are discussed—assessment, diagnosis and coaching interventions. These processes are underpinned by theory and research. IBLC is intended to be a powerful tool that can be used to incrementally deconstruct "disintegrity" and to reconstruct more empowering inquiry-based integrity.

This issue of IJCO also includes the fourth in a series of interviews between experienced organizational coaches. In this fourth "Coaching Dialogue," two senior-level coaches, Moritz and Zepuntke, converse about the issue of trust in executive coaching. Not only do they have distinctions slightly different from each other, they also bring a North America and European cultural background to the conversation. Both coaches recognize the absolute requirement of trust in the executive coaching relationship and define how they know that trust exists and when it does not. They identify those moments in organizational coaching when coaches must pull back if a lack of trust has allowed a transfer of power to the coach. They also suggest ways in which coaches can model appropriate use of trust and responsibility in the coaching relationship. Implications in multiple coach engagements of mismatched trust and responsibility approaches among the coaches are further discussed.

Finally, in his regular essay (called "Musings"), Mike Jay digresses from his declared subject for this issue in order to talk about SAGE Leadership—a self-authoring (Kegan's level 4) leader. Mike unpacks his model and (as usual) offers neat, pithy comments to support his leading edge thinking. Mike, so very appropriately, challenges each of us as leader and coach of leaders to evaluate our own SAGEness and the impact of our response in nurturing the discipline of organizational coaching.

C. Jeannine Sandstrom, Ed.D.
William Bergquist, Ph.D.

Co-Editors

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The Coaching Impact Study: Measuring the Value of Executive Coaching

BARRY SCHLOSSER, DEREK STEINBRENNER, ELLEN KUMATA AND JAMES HUNT

When the topic of the return on investment ("ROI") of coaching comes up among coaching professionals, there is often skepticism about its ultimate usefulness. This may be rooted in the notion, held by some, that it is essentially impossible to accurately measure ROI. This paper reports on our efforts to develop a meaningful methodology for the study of return on investment broadly construed, of executive coaching. We will present a brief overview of the rationale for continued efforts to come to grips with the ROI challenge followed by a description of the methodology developed by the research team and some of the results from the study to date. Our goal has been to create an approach that will help organizations enhance informed decision-making regarding how to invest in executive leadership coaching, as well as to share information about the impact and value of leadership coaching with the larger leadership development communities.

THE CONTEXT FOR MEASURING IMPACT

As we know, executive leadership coaching has grown in popularity and application over the past several decades. The reasons for the expansion of leadership coaching are many. The task of being an executive has arguably become much more difficult and expansive. More leaders now routinely deal with significant ambiguity, disruptive changes and pressures to perform in an increasingly global and diverse context. They are asked to be both strategic decision makers and masters of the "soft" skills required to effectively manage people. At the same time, due to the pace and magnitude of change and the disruption within organizations themselves, the relationships that can support personal development and learning, an absolute requirement for effective leadership, are often lacking. Into this breach has stepped, among other professionals, the executive coach – who is tasked with helping guide leaders and managers toward betterment.

THE CONTEXT FOR ASSESSING VALUE – WHY YOU SHOULD CARE

We also know, however, that coaching in some organizations has demonstrated a "life cycle" effect (Hunt and Weintraub, 2006). Coaching has caught on, spread throughout the organization and then been scaled back or even brought to an abrupt halt. The usual rationale for ending coaching in an organization has to do with the sense, on the part of key organizational decision makers, that the coaching is not connected to the needs of the business. Yes, it was helpful to individuals, but did it help the business? How is one to know its value from that perspective?

This examination of worthiness takes place within the larger context of the changing face of human resources management and strategy. Human capital, the idea that people represent more than tangible assets and are in fact organizational investors in a knowledge economy, rather than organizational costs (Davenport, 1999), has begun to change the way we think about such questions such as "did coaching help the business?" The question confronting human resources management is whether or not it can move from being a function that provides a "nice to have" set of programs to a "decision science" that helps organizational leaders gain the most from their and others' people-related investments (Boudreau & Ramstad, 2005). Decisions, good ones, require some ability to assess and measure relevant variables (among other things, of course). One could argue that the assessment of intervention impacts, from a business perspective, is thus one of the main requirements of a decision science of human resource management.

In general, expert coaching appears to be a useful tool to promote learning and development, and yes, at times, helping get a leader back on a successful track (so-called "fix-it" coaching). Although executive coaching has, for the most part, been very poorly researched to date, some brave practitioners and researchers have documented such outcomes. See Wasylyshyn, Gronsky & Haas (2006), Orenstein (2006), Fillery-Traves & Lane (2006), Smither, London, Flautt, Vargas & Kucine (2003) and Hall, Otazo & Hollenbeck (1999) for some examples. These authors describe or review a variety of studies indicating that effectively conducted executive leadership coaching engagements result in both client satisfaction and personal learning including changes in leadership behavior. However, such studies have focused on the individual level of analysis. Yes, coaching helps individuals, but does it help the business?

The task of being an executive has arguably become much more difficult. More leaders now routinely deal with significant ambiguity, disruptive changes and pressures to perform in an increasingly global and diverse context.

The fact that we are able to document that coaching can promote individual learning does not help people make decisions about whether or not, or how, to institute coaching in their organizations. Is what is learned in coaching truly relevant to the organization's mission? Does it help the organization enough to warrant the costs associated with the investment? The latter question helps us understand the occasionally heard notion that everyone should have their own coach. Perhaps that could be argued. However, realistically, not everyone is going to get one. Leaders typically think about costs, types of costs and desired impacts when making decisions. They usually must make some assessment with regard to which interventions will likely create the most value for the organization and for key stakeholders involved with the organization, such as investors and customers.

Measures of return on investment then become relevant to making decisions about the deployment of leadership coaching. However, note that from this discussion "return" can be defined in multiple ways, as can types of investment. Measures of return can be purely economic – as in: We spent X-dollars and have received X+Y dollar value as a result of coaching. If we can document the numeric outcome that flows from a coaching engagement, we can answer that question. However, such an outcome measure isn't always required. Let's assume that an organization has a very robust leadership competency model in place such that they know that certain behaviors or actions will lead to desired business outcomes. If it can be documented that coaching has resulted in the development of such competencies, a similar equation can be made regarding investment and business results. Such non-financial results from executive coaching, for example those involving leader behavior changes, are easier to measure (Fillery-Traves & Lane, 2006). Beyond this perspective, however, we have found in some organizations, particularly those that are "mission driven" or are privately held, measures of return based solely on economics may seem irrelevant. In such instances, it may be much more relevant to think about coaching "strategically" rather than tactically, relating organizational-wide coaching to business mission and strategy (see Kumata, 2002). The health-care organization, for instance, may place quality of patient care above all, based on their stated mission. Discussions

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of returns put in terms of money may seem irrelevant and even inappropriate.

Value is in the eyes of the beholder. Decision makers look for value creation, either implicitly or explicitly, when deciding what to do about leadership coaching. In most cases, they don't just look at costs though, of course, there are always exceptions. We would suggest, however, that they are most likely to focus strictly on costs when they do not have a clear understanding and first-hand experience of the value that coaching, if properly executed and deployed, can create in terms of whatever outcomes are of importance in their organizations.

In the absence of a broader discussion of returns and value creation that are measurable, traditional calculations of ROI typically get considerable and growing attention. Interestingly, such attempts (e.g., Anderson, 2003, p. 181) typically suggest rates of return that may seem rather incredible, e.g., on the order of several hundred percent! How does this happen? It comes about because in large measure the coaching program involved some carefully chosen individuals who, with the aid of coaching, were given the opportunity to have a significant impact that was of specific value to their organizations. These may also be individuals who, by the nature of their role, influence larger financial metrics to begin with and, in comparison to other coachees, disproportionately bias ROI results. ROI in reality is at least to some degree, an organization-specific metric. This suggests again the importance of relating ROI metrics to what is valued within a particular organization. This perspective, of course, is aligned with the trend toward viewing executive coaching as serving a strategic rather than a remedial role.

An organizational view of executive coaching that takes a broader perspective towards an examination of value creation will likely consider the following organizational issues and needs:

- The competencies (i.e., behaviors and abilities) required of leaders and other potential coachees if the organization is to execute its business strategy, and in particular the competencies required for significant impact on business results, short and/or long term.
- Those individual leaders who need those competencies the most.
- How expert coaching can help to build those critical competencies in this particular group of people who are likely to be able to have a real impact on business results.

It is necessary . . . to provide measurement methodologies that address both the financial and non-financial results of executive leader coaching that will be of importance to particular organizations." rather than "importance to specific organizations.

In sum, it is necessary, in our view, to provide measurement methodologies that address both the financial and non-financial results of executive coaching that will be of importance to particular organizations. It was this perspective that drove the design of our research initiative and the development of the survey tool to be discussed below.

HISTORY, OBJECTIVES AND ASSUMPTIONS OF THE COACHING IMPACT STUDY

Description of the Study

Beginning in December 2004, Cambria Consulting launched an ongoing study of the impact of executive leadership coaching in large organizations. The four authors served as principal investigators in this effort, comprising a multidisciplinary partnership from the areas of coaching, consulting and academia. The study was designed to utilize a T1 – T2 methodology ("before" and "after") to assess the potential impact and realized impact of coaching from the perspective of multiple stakeholders. We have endeavored to understand the importance of potential and realized gains from coaching from the organization's perspective rather than our own.

The study instrument is an online survey that can be supplemented by follow-up interviews. Coachees, coaches, managers/sponsors and, when appropriate, other stakeholders are surveyed in each participating organization. Initial findings from the study have been presented to the annual convention of the Society for Industrial and Organizational Psychology (Kumata, Schlosser, Hunt, Gentry & Steinbrenner, 2005) as well as to the Conference Board's Executive Coaching Conference (Hunt, Stern, Mickelsen & Steinbrenner, 2006). As exemplified by this article, we are now moving toward written dialog with the coaching community.

The study is designed such that, in addition to providing participating organizations with valuable insights into the impact of their coaching activity, the aggregated findings will make available to the extended coaching community—both providers and consumers—more refined information about the broader impact of leadership coaching than is currently available in the existing literature.

Research Objectives Within and Across Organizations

It was our goal to create a research methodology that would be both useful and illustrative. Our desire to be "useful" drew our attention to significant questions that repeatedly confronted us when engaged in consulting or research projects related to coaching activities. Organizations have a long list of issues that they face and a woeful lack of data or theory to guide them. ROI studies are inherently a form of action research as they require a partnership with a research "subject," in this case a firm, which is motivated by their own interests to participate. As discussed in the previous section, value is in the eyes of the beholder and is contingent in part on the situation of the beholder. Thus we needed a methodology that creates a good deal of "firm-specific" knowledge. Second, however, we hoped to approach this challenge from a perspective that would travel well across organizations and thus build insights valuable to the field. Our research objectives, then, were as follows. We hoped to:

1. Systematically gain insights regarding which capabilities/behaviors are focused on in coaching within and across organizations.
2. Identify individual leader development as well as business outcomes thought to have been improved as a result of coaching.
3. Explore perceptions of the qualitative and quantitative value, impact and satisfaction of executive coaching engagements.
4. Use a time-efficient, concise data collection system that would be "user friendly."
5. Avoid what we see as a trap, for now, regarding questions that are beyond the state of current research to address, such as which coaching methods work best.

It was our goal to create a research methodology that would be both "useful and illustrative.. Our desire to be "useful" drew our attention to significant questions that repeatedly confronted us when engaged in consulting or research projects related to coaching activities.

Research Assumptions

Exploratory research (such as this study represents) requires careful examination of the underlying assumptions of the researchers and the methodologies that emerge from this effort. In our case, we held the following four working assumptions based on field experience and our review of the literature as presented above:

1. There are costs associated with coaching (and for not coaching, for that matter).
2. Coaching usually results in the creation of value.

3. Assessing the impact of coaching can be difficult but is not impossible.
4. These valuations can be compared to the costs to estimate ROI of various types.

Assumption 1:
There are costs associated with coaching (and with not coaching, for that matter).

The costs of coaching may include dollar outlays to coaches, travel expenses, time spent by all of the stakeholders (e.g., coachee, coach, manager/sponsor, HR professional), administrative support, materials, training, coachee's activities as suggested from the coach (e.g., homework, readings, workshops, off-sites), gatherings of the coaches, etc.

Assumption 2:
Coaching usually results in the creation of value.

What happens as a result of coaching? And how might we understand the value ("impacts") of what happens from executive leader coaching? Given that organizations and organizational stakeholders to coaching have a variety of perspectives regarding the nature of value created from coaching, multiple assessments of value are likely to be more appropriate than a single measure. However, the phrase "value is in the eyes of the beholder" does not get us very far. A more formal delineation of our assumptions regarding the kinds of value that are created through coaching is as follows:

1. Operating Financial Results: The financial results may be expressed, in overview, as savings and revenue. Note that from a particular intervention there can be a distinction between perceived financial results based on opinion and actual financial results (e.g., guesstimates about cost savings vs. actual cost savings).
2. Business Results: Business results would include outcomes related to shareholder value, organizational growth, market share, profitability (obviously related to #1, above), product or service development, customer satisfaction and industry leadership.
3. Strategic Results: The strategic value to the organization and its subunits refers to factors such as supporting high potency leadership, culture optimization, transition management and other initiatives that help the organization compete effectively.
4. Human Capital Development and Organizational Effectiveness Improvements: Acquiring, developing and retaining talent; leadership development; organizational effectiveness and succession planning, for example. Note here that one of the challenges associated with assessing impact on human capital is the long-term nature of human capital management. Some results take years to show and as such, we are again dealing with what we can see in the relative here-and-now versus what we perceive is likely to be the longer-term impact of an intervention.

Assumption 3:
Assessing the impact of coaching can be difficult but is not impossible.

Various estimates of results from the categories listed under Assumption 2 are, more or less, readily accessible. We believe it is important not to let the desire for perfection drive out the possibilities of gaining knowledge through the use of estimates, particularly multiple estimates from multiple stakeholders, and thus the use of estimates may be viewed as essential as well as practical.

Assumption 4:
These valuations can be compared to the costs of an executive coaching program to estimate ROI of various types.

Note here that once a comprehensive assessment of value is offered, it becomes easier to estimate both the financial or business return on investment as well as the ROI in relation to outcomes such as human capital development.

THE INSTRUMENT

The stakeholders we hoped to enlist in this effort are very busy people. We often find, as have others, that they are not necessarily interested in spending a great deal of time on overly complex efforts to measure coaching impact, particularly when they feel that the coaching has been relatively effective from a satisfaction standpoint. As such, we attempted to develop a survey tool that would:

1. Be as brief as practicable.
2. Make it possible for multiple raters to assess the same items.
3. Take the respondents through a relatively granular assessment of coaching impact and value, moving toward an overall assessment.
4. Provide a comprehensive depiction of human capital/organizational effectiveness as well as business and financial targets. (See Tables 1 and 2)
5. Allow for the selection of multiple outcome targets (up to three items) along with ratings of the item's importance and an estimate of dollar value of coaching success in that item's area (i.e., perceived valuation). (See Table 3)
6. Provide the ability to visually track which items were selected from pre- to post-surveying.
7. Provide an opportunity to assess other relevant aspects of a particular coaching program and activity.

The stakeholders we hoped to enlist in this effort are very busy people. We often find...that they are not necessarily interested in spending a great deal of time on overly complex efforts to measure coaching impact . . .

Tables 1 and 2 describe the specific items that relate to the building of human capital and/or organizational effectiveness. Table 1 focuses largely on the personal gains in capability or behavior that can be expected through participation in executive coaching in terms of competencies and competency-related outcomes. Table 2 focuses more on organizational effectiveness and business outcomes external to the coaching client but nevertheless related to the work of the coaching engagement.

Capabilities and Behaviors Targeted in Coaching		
Big-picture/Detail Balance	Diversity Considerations/Sensitivity	Meeting Facilitation
Building Enthusiasm	Executive Presence	Negotiation Skills
Building Relationships	External Visibility/Image	Partnering across Boundaries/Silos
Building Team Morale	Field Presence/Field Experience	Personal Energy/Optimism
Business Acumen/Knowledge	Following Others	Productivity/Time Management
Business Results/Execution	Fostering Innovation	Project Management
Career Advancement	Global/International Perspective	Quality of Work Product
Client Focus/Service	Goal Setting	Self-Awareness/Self-Reflection
Collaboration/Teamwork	Influence	Self-Confidence
Communication Skills	Internal Visibility/Image	Sense of Urgency/Responsiveness
Conflict Management/Resolution	Interpersonal Skills	Setting Direction and Vision
Decision Making and Judgment	Job Satisfaction and Enjoyment	Strategic Thinking
Delegation/Empowering Others	Leading/Driving Change	Stress Management
Developing Self	Listening Skills	Technical Skills Mastery
Developing/Coaching Employees	Managing Performance Issues	Work/Life Balance

Table 1

Human Capital and Business Outcomes/Metrics Items		
Alignment with Business Priorities	Employee/Team Retention	Product/Service Launch
Avoidance of Termination/Separation	External Client Sat./Relationships	Productivity
Base of Committed Followers	Increased Sales/Revenue	Profitability
Client Retention/Growth	Intention to Remain with Organization	Promotability/Career Progression
Efficiency/Cost Reduction	Internal Client Sat./Relationships	Quality Management
Employee Alignment	Merger Integration	Reduce Loss/Business Decline
Employee Engagement	Process Improvement	Risk/Liability Reduction
Employee Satisfaction	Product/Service Development	Turnaround/Business Recovery

Table 2

We utilized two ways to assess stakeholders' perceptions of the value of these outcomes. This included a set of ten questions regarding the perceived overall value of the coaching. This approach was utilized given the difficulty we anticipated in gaining reports regarding specific dollar estimates of the impact of general, overview coaching outcomes.

Dollar Value Rating Scale	
Scale	**Dollar Value**
1	$0
2	$1 to $5,000
3	$5,001 to $10,000
4	$10,001 to $25,000
5	$25,001 to $50,000
6	$50,001 to $100,000
7	$100,001 to $250,000
8	$250,001 to $500,000
9	$500,001 to $1,000,000
10	over $1,000,000

Table 3

However, we also asked stakeholders to estimate the dollar value ascribed to various specific outcomes of the coaching using the dollar ranges as presented in

The instrument also allowed stakeholders to define desired changes in behaviors or competencies, the human capital or business outcome associated with such changes, and an estimate of the dollar value associated with competency and outcome changes.

THE METHODOLOGY

The Coaching Impact Study is designed to assess stakeholders perceptions at baseline (time 1 which is roughly at the outset of the coaching) and after the conclusion of coaching ("follow-up" – time 2). The survey instruments are quite similar for times 1 and 2, differing mainly in grammatical tense. The follow-up primary survey also asks for permission from the respondent to participate in an assessment interview and has a supplemental survey appended that assesses coach competencies and concomitant professional practices. Thus there is a capability for pre-post measurement (including supplemental surveying) along with qualitative post-coaching interviewing.

Because some participating organizations already have coaching engagements underway, there is an option to simply begin organizational participation by starting with the follow-up surveying (useful in its own right). We point this out because we have found that organizations and those charged with managing coaching programs within organizations require a good degree of support as they move up a learning curve associated with conducting such a detailed program assessment. We stress that an ROI study is itself an organizational intervention and that it is critically important to begin with "meeting the client where he/she is," rather than insisting upon a rigid partnering and design process.

Organizations participating in the study identified individual coachees, as well as their managers, their coaches, and, in some instances, their HR contacts, to respond to the on-line survey(s). Automated system reminder e-mails were used to encourage higher response rates. To help cover the costs associated with online data collection, quantitative analysis, summary reporting, and presentation of findings to scientific/industry communities, each participating company was asked to make a very modest financial contribution.

Participating organizations were invited based on previous relationships with one or more of the authors, as well as an active word-of-mouth campaign. Two of the authors also served as coaches at two or more of the organizations.

Organizational participation in the Coaching Impact Study at times required a certain degree of "selling." Particular benefits emphasized to participant organizations include:

1. Having information to share with coaches and consumers of coaching about what is valued from coaching at the participating organization.
2. Receiving a summary report based on an analysis of the responses from their coaching program – to learn what areas receive attention in coaching and patterns of progress.
3. Ultimately receiving a benchmark report aggregating results across participating organizations.

We found that those organizations participating in the study did so for a variety of reasons. Some coaching practice managers were under explicit requirements to provide ROI justification for program activities. All were interested in understanding the question of value-creation in greater depth, even if they were not under pressure to conduct a formal ROI study. All were also interested in trying to develop a clearer picture of how their programs were doing in relation to other "best practice" companies. A spirit of continuous improvement seems essential to such a partnership.

Data Protection

Confidentiality considerations are an important element of conducting the Coaching Impact Study. The sponsoring firm, Cambria Consulting, is committed to maintaining the confidentiality of the information gathered and stored in the process of carrying out the Coaching Impact Study. The investigators are committed to treating all study-related information as sensitive, and to that end, steps have been taken to protect names and other identifying information of individual respondents. The sensitive nature of this information is such that any analyses and interpretations shared with an external audience will be in aggregate form. Furthermore, names and other information provided to Cambria in the course of the study will not be used for any purpose other than study-related activity.

We found that those organizations participating in the study did so for a variety of reasons...All were interested in understanding the question of value-creation in greater depth, even if they were not under pressure to conduct a formal ROI study.

Assessments are completed over the Internet on a private survey portal owned and maintained by Cambria Consulting, Inc. SSL encryption is used to protect communications with the server, and participants are given access to the system by an individual username and password. User information and data are kept confidential at all times and will be used solely for the purposes of this survey.

THE RESULTS

The findings reported herein are meant to give an initial overview of what we are learning to date (as of August, 2006) and our assessment of the strengths and weaknesses of the methodology under study. We report here on some of our initial findings regarding the triad of coachee/manager/coach using a subset of items from the follow-up primary survey data only. In that this is an ongoing study, our aim is to periodically update the coaching community through articles and other media.

One or more stakeholders from 132 unique coaching engagement "triads" (coach, manager, and coachee) at Wachovia, Credit Suisse and Deloitte (the U.S. firm) were invited to participate in the study. The results that follow are from 95 of those engagements, meaning that at least one stakeholder from each of 95 engagement triads responded to the survey. Each of the participating organizations has a substantial coaching program in place and is overseen by a coaching practice

Study Participants			
	Coach	Manager	Coachee
Invited	124	114	130
Responded	70	14	56
Response Rate	56%	12%	43%

Table 4

manager. All of the coaches in the data presented are external. Response rate is calculated based on the number of individuals in a particular stakeholder role invited to respond to the survey.

As can be seen in Table 4, the most responsive stakeholder group consisted of coaches and the least responsive were managers. Presumably, coachees would not have had more than a single engagement, whereas a given coach or manager could be represented for more than a single engagement. In general, for most engagements, there would be a triad of coachee/manager/coach. Summing across respondents, the total n (sample size) for this report is 140. For all of the general analyses that follow, please note that not all items have all members of a particular stakeholder group responding (i.e., the n's may vary, where n is the number of respondents to a particular item).

There is a tendency in all human beings to engage in any number of behaviors to reduce either physical or emotional distress in the moment.

Capabilities/Behaviors

To understand what kinds of things were worked on for development, respondents could select from a set of 46 capabilities and behaviors that could conceivably receive attention during a given engagement. The ten most frequently selected "Capabilities/Behaviors" per stakeholder group are listed in Table 5.

Ten Most Commonly Targeted Capabilities/Behaviors by Stakeholder Group

Coach	Manager	Coachee
Building Relationships **(74%)**	Developing Self **(57%)**	Communication Skills **(61%)**
Self-Awareness/Self-Reflection **(63%)**	Building Relationships **(50%)**	Self-Awareness/Self-Reflection **(54%)**
Communication Skills **(53%)**	Big-picture/Detail Balance **(43%)**	Developing Self **(52%)**
Career Advancement **(46%)**	Goal Setting **(36%)**	Conflict Management/Resolution **(52%)**
Executive Presence **(44%)**	Listening Skills **(36%)**	Building Relationships **(45%)**
Developing Self **(43%)**	Self-Awareness/Self-Reflection **(36%)**	Career Advancement **(45%)**
Partnering across Boundaries/Silos **(41%)**	Career Advancement **(36%)**	Executive Presence **(41%)**
Internal Visibility/Image **(41%)**	Leading/Driving Change **(36%)**	Internal Visibility/Image **(38%)**
Building Team Morale **(39%)**	Managing Performance Issues **(36%)**	Interpersonal Skills **(36%)**
Influence **(37%)**	Building Enthusiasm **(36%)**	Listening Skills **(36%)**
		Setting Direction and Vision **(36%)**

Table 5

Across the three stakeholder groups, four items were present in the top ten items selected by each group: "Developing Self," "Self-Awareness/Self-Reflection," "Career Advancement," and "Building Relationships."

Coaches selected the most capabilities/behaviors, an average of 10.1 items (SD =6.5; n=70) out of a total of 46 possible, excluding a "None" option. Coachees selected an average of 9.8 items (SD=6.1; n=56), and managers an average of 8.6 items (SD=8.6; n=14). [note: SD = Standard Deviation, a measure of central tendency]

The "Other" item from the list was selected by 10% of coaches, 7% of managers and 5% of coachees, indicating that the list of items provided effectively captured a substantial majority of all behavioral change concepts addressed in coaching engagements. Respondents were given the opportunity to describe their response for "Other," three of which were described by more than one respondent: 'building a high performing team' (by three respondents), and "leadership" and "networking" (each by two respondents).

The incidence of respondents endorsing the "None (no change in any area)" item was very low—one respondent from both the coach and coachee groups and two from the manager group. Obviously, at the individual engagement level, a response of "None" is notable. Once our dataset has grown sufficiently, we can begin to explore the characteristics of such engagements.

Outcomes/Metrics

To convey the impact of coaching, respondents could select from a set of 25 outcomes and metrics that were believed to have improved as a result of the coaching engagement. The five most frequently selected "outcomes/metrics" per stakeholder group are listed in Table 6.

Top Five Selected Outcomes/Metrics per Stakeholder Group		
Coach	**Manager**	**Coachee**
Internal Customer Sat/Relationships **(51%)**	Employee Engagement **(43%)**	Promotion/Promotability **(50%)**
Employee Engagement **(49%)**	Base of Committed Followers **(36%)**	Employee Engagement **(41%)**
Promotion/Promotability **(44%)**	Promotion/Promotability **(29%)**	Productivity **(34%)**
Alignment with Business Priorities **(41%)**	Alignment with Business Priorities **(29%)**	Base of Committed Followers **(32%)**
Employee Alignment **(40%)**	Employee Satisfaction **(21%)**	Employee Alignment **(32%)**
Productivity **(40%)**		

Table 6

Across the stakeholder groups, two items were present in the top five items selected by each group: "Employee Engagement" and "Promotion/Promotability." Because the survey's design allows for the respondent to describe (in a text entry field) what progress looked like, we are able to gain additional insight as to the meaning of a given outcome, such as those listed in Table 6. For example, thematically, the meanings ascribed to "Employee Engagement" included improvement by the coachee in some instances and, in other instances, improvement was ascribed to other employees (such as team members or other staff). At times, "Employee Engagement" gains also referenced increased teamwork overall.

Coaches again selected the most outcomes/metrics, an average of 5.3 items (SD=3.9; n=70) out of a total of 25 possible, excluding the "None" option. Coachees selected an average of 4.5 items (SD=3.1; n=56), and managers an average of 3.2 items (SD=3.2; n=14).

The "Other" item from the list was selected by 10% of coaches, 7% of managers, and 4% of coachees, indicating that, again, the list of items provided effectively captured most of the relevant outcome concepts impacted by coaching engagements. As with the list of capabilities and behaviors, respondents were given the opportunity to describe their response for "Other," only one of which was described by more than one respondent: "increased profile/visibility" (by two respondents).

The incidence of respondents endorsing the "None (no change in any area)" item was again very low—one respondent from the coach group, three from the coachee group and two from the manager group. This finding indicates that, for most coaching participants, the change they implemented as a result of coaching produced an observable positive impact on their workplace accomplishments.

Assessments of Value: General Perceptions

A series of ten questions follows the outcome items described above, each accompanied by a common 10-point rating scale that ranges from 1 (very little) to 10 (very much). These ten questions address overall impact as well as factors that could potentially affect the degree of impact experienced through coaching. Average ratings were calculated for each respondent group, as shown in Table 7.

Means Table for Rating Scale Questions

	Coach	Manager	Coachee
1. To what extent has coaching positively impacted COACHEE's† overall effectiveness in his/her role?	**7.9** *SD*=1.9; *n*=62	**5.8** *SD*=3.5; *n*=12	**7.7** *SD*=1.6; *n*=55
2. To what extent was the coaching worth COACHEE's† investment of time?	**8.7** *SD*=1.6; *n*=66	**7.2** *SD*=3.2; *n*=12	**8.9** *SD*=1.3; *n*=55
3. To what extent was the coaching worth COMPANY's† dollar investment?	**8.6** *SD*=1.8; *n*=64	**6.5** *SD*=3.8; *n*=12	**8.6** *SD*=1.6; *n*=54
4. How important was coaching success, in this instance, to the part(s) of COMPANY† for which COACHEE† works?	**8.5** *SD*=1.7; *n*=58	**6.8** *SD*=3.4; *n*=12	**8.0** *SD*=1.6; *n*=53
5. To what extent was COACHEE† personally committed to the coaching process?	**8.7** *SD*=2.0; *n*=69	**7.7** *SD*=2.8; *n*=12	**9.0** *SD*=1.2; *n*=55
6. To what extent MANAGER† personally committed to the coaching process with regard to COACHEE†?	**7.8** *SD*=2.3; *n*=68	**8.2** *SD*=2.8; *n*=13	**8.3** *SD*=1.9; *n*=51
7. To what extent did COMPANY† set clear expectations about coaching deliverables?	**8.1** *SD*=1.8; *n*=68	**6.5** *SD*=2.3; *n*=11	**6.4** *SD*=2.4; *n*=52
8. To what degree was coaching useful in facilitating understanding of COMPANY† strategic goals?	**7.2** *SD*=1.6; *n*=60	**6.6** *SD*=3.3; *n*=10	**6.1** *SD*=2.3; *n*=52
9. At present, how satisfied are you with the value of coaching for COACHEE†?	**8.5** *SD*=1.8; *n*=69	**6.4** *SD*=4.1; *n*=13	**8.8** *SD*=1.4; *n*=55
10. At present, how satisfied are you with the value of coaching initiatives across COMPANY†?	**8.8** *SD*=1.1; *n*=62	**5.3** *SD*=2.5; *n*=12	**7.8** *SD*=1.7; *n*=44

† In the online survey, the terms COACHEE, COMPANY, and MANAGER shown above are replaced by the specific names of the relevant parties.

Table 7

These survey results reveal that coaches and their coachees tend to view most impact and impact factor questions in a similar, quite encouraging, light. While also past the mid-point side of the 10-point scale, managers have a somewhat less positive view of most factors (with the notable exception of item 6, an assessment of their own commitment to their direct report's coaching process). Given that this study overall is still in its relatively early stages we cannot state with strong conviction the reason for this difference. One might hypothesize, however, that the reasons for this difference in ratings may be an indication that, in many coaching situations, managers (as an averaged group) are not sufficiently or effectively incorporated into the coaching process to the point that they are fully prepared to detect behavior or style change in their direct reports, or to connect changes they do see to the coaching process. Alternatively, it could be that managers, having less of a personal investment in finding positive results from the coaching process, simply have a more skeptical (pragmatic?) viewpoint. This noteworthy pattern of discrepancy in responses between managers and both

. . . may be an indication that . . . managers . . . are not sufficiently or effectively incorporated into the coaching process to the point that they are fully prepared to detect behavior or style change in their direct reports, or to connect changes they do see to the coaching process.

coaches and coachees is seen consistently throughout the survey results, and is perhaps cause for coaching community debate.

Overall Future Value

One of the last items on the survey addresses the overall value of the coaching engagement, giving respondents an opportunity to provide a single assessment that accumulates factors and details already explored in the survey, as well as any additional factors deemed important by the respondent. The results from this forward-looking item are shown in Figure 1.

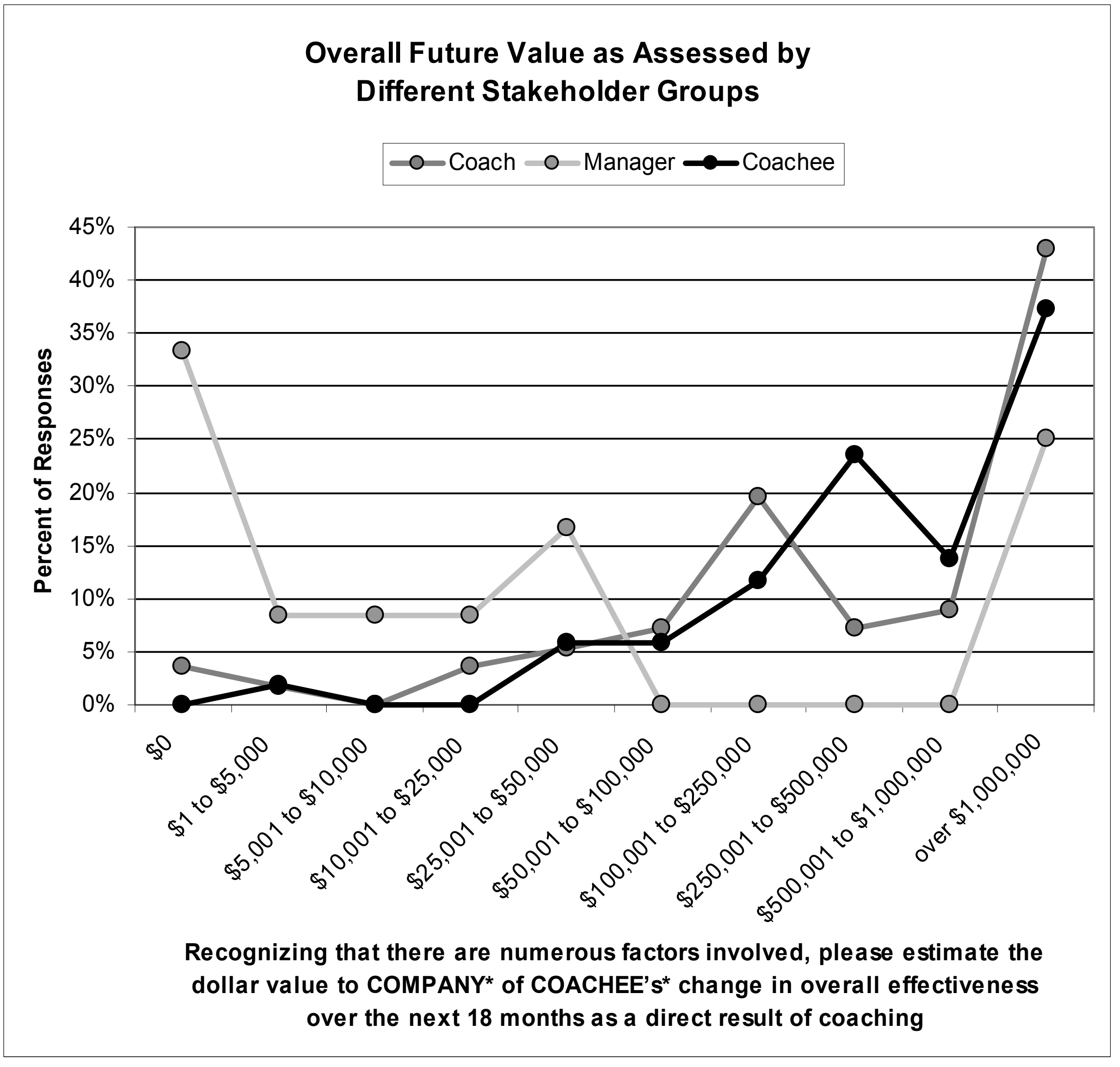

Figure 1

As Figure 1 shows, over 85% of 56 coaches and over 90% of 51 coachees estimated 18-month prospective value of their coaching engagement (from the date of survey completion) to be over $50,000—a figure that would in nearly all cases recoup the expense of a one-year executive leadership coaching engagement.

In contrast, the 12 managers who responded to this item differed dramatically among themselves, with over 30% observing no value from the coaching process, 42% estimating less than $50,000 in value from coaching, and 25% estimating a substantially higher value of over $1,000,000. Again, this is preliminary data from a very small sample size. However, we might again consider whether or not managers of coaching programs might benefit from giving more focus to how managers are enlisted as contributors to the coaching process.

As a subpart to this item, we added a request for a confidence estimate for the 18-month forward-looking dollar valuation to be provided on a 10-point scale. Average responses indicate that coaches and coachees are highly confident in their valuation estimates, while, averaged manager responses fell just above the middle of the scale. Not surprisingly, the two stakeholders most involved and knowledgeable about the coaching process and results were more confident in their estimations. A message for program managers may, again, be to more prescriptively include them ("managers") in the coaching process, particularly during the contracting and action planning stage where the business impact of the proposed coaching plan can be clarified and agreed to by all parties.

Correlating Value with Potential Moderating Factors

Up to now, we have examined aggregate group-level responses to survey items independently of one another. However, a deeper examination of the full survey data may reveal interrelations among responses across multiple items. While a comprehensive analysis of all such potential mediating relationships is beyond the scope of this paper, we include here one such analysis: an examination of the correlations between the Overall Future Value item mentioned previously, and the ten rating-scale items (estimates of impact and impact factors) also described previously. Table 8 contains the results of this two-tailed Pearson correlation analysis using the

Correlations between Estimates of Overall Future Value of the Coaching Engagement and Ten Rating-Scale Items

	Overall Future Value‡
1. To what extent has coaching positively impacted COACHEE's† overall effectiveness in his/her role?	0.49**
2. To what extent was the coaching worth COACHEE's† investment of time?	0.47**
3. To what extent was the coaching worth COMPANY's† dollar investment?	0.50**
4. How important was coaching success, in this instance, to the part(s) of COMPANY† for which COACHEE† works?	0.49**
5. To what extent was COACHEE† personally committed to the coaching process?	0.35**
6. To what extent MANAGER† personally committed to the coaching process with regard to COACHEE†?	0.28**
7. To what extent did COMPANY† set clear expectations about coaching deliverables?	0.21*
8. To what degree was coaching useful in facilitating understanding of COMPANY† strategic goals?	0.25**
9. At present, how satisfied are you with the value of coaching for COACHEE†?	0.49**
10. At present, how satisfied are you with the value of coaching initiatives across COMPANY†?	0.38**

**$p < .01$
*$p < .05$

† In the online survey, the terms COACHEE, COMPANY, and MANAGER shown above are replaced by the specific names of the relevant parties.
‡ Full survey item: "Recognizing that there are numerous factors involved, please estimate the dollar value to COMPANY of COACHEE's change in overall effectiveness over the next 18 months as a direct result of coaching."

Table 8

combined data from coachees, managers and coaches.

As this table shows, all ten questions are positively correlated with overall value. The most strongly correlated items, not surprisingly, are those whose purpose is also to provide an estimate of the overall value of the engagement in various ways. However, the strength of the correlation of even the least significant factor, "To what extent did COMPANY† set clear expectations about coaching deliverables?" indicates that the context, expectations, and environment set by the company, the program manager, and the coaching "triad" (coach, coachee, and manager) are all important factors that affect perceptions of the value of coaching across the board.

DISCUSSION

This coaching impact study is intended to be ongoing and to include an ever-growing number of participant organizations from a variety of business and other sectors. As our knowledge accrues, the findings can be put to use for improving coaching services delivery.

The aim of this article is to report on our efforts to create a tool and a methodology for the study of coaching impacts which begin to satisfy the multiple challenges associated with the task. Such a tool and methodology must be capable of capturing the relationships between coaching outcomes (typically behavior and style changes), business outcomes and financial outcomes. Such a tool and methodology must also be readily useful and not represent a burden on those involved. Such a tool and methodology need to take into account that different stakeholder groups and different organizations will have different perspectives on the kind of value that is created through executive coaching. This coaching impact study is intended to be ongoing and to include an ever-growing number of participant organizations from a variety of business and other sectors. As our knowledge accrues, the findings can be put to use for improving coaching services delivery.

Multiple Perspective, Multiple Organization Studies Appear to Have Promise

Attention to the multi-faceted ways in which value is assessed in coaching and trying to establish the relationships among them, inclusive of financial and non-financial outcomes, appears promising. Relating financial outcomes, which admittedly and purposefully represent estimates, and behavior observation appears workable and, just as importantly, appears sensible to organizational stakeholders.

The Manager's Voice Needs to Be Heard

The results of these initial studies obviously draw our attention to both the low rate of response of managers and the fact that those who did respond had different estimates of the value of coaching. We would note, however, that 42% of them reported a value estimate of $25,001 or higher that in most cases would have paid for the coaching and then some (which touches on the issue that frames ROI as part of the justification for coaching). Nevertheless, the unique perspective of the manager needs to be heard. This has implications for the challenges facing the coaching practice managers in their efforts to understand coaching value creation. The manager has to be brought into the process of measurement. This will likely require greater partnering around outcome measurement as a part of the coaching process itself. The findings also suggest that more frequent and in-depth involvement of the manager would help them understand what is happening within a given engagement and to be, thus, more attuned to coaching's impact. Such involvement is an opportunity for the coaching triad and the organization.

Extending the Scope

The findings presented here represent but a few examples of what can be gained from an effort to research within and across organizations around the topic of the value of coaching. As the study proceeds, we will be able to broaden and deepen our analyses and move toward statistical significance testing to supplement the survey descriptive metrics touched upon herein. Like many readers, we can also imagine the variety of additional ways to look and examine the data. We invite your discussion and dialog!

Assuring that coaching is serving the individual and the organization in ways that demonstrate clear value is key to the success of the field.

As time, funding and personnel may allow, we can also envision related studies that would endeavor to correlate other organizationally available data with coaching outcome survey data. Table 9 presents some examples of such data that might be available through HRIS systems or from coaching practice managers. Knowledge about these variables can complement outcomes drawn from the "perceived" outcomes referenced in the Initial and Follow-up Coaching Impact surveys. Obviously, study of such variables assumes support, access, permissions and resources. Also, in general, it would be useful to compare relatively matched cohorts of coached versus non-coached executives. This would help discern the value and impact.

Examples of Coaching Impact Variables External to the Surveys
■ Actual dollar cost of a given coaching engagement
■ Length of particular coaching engagement
■ Reason(s) for coaching
■ Previous experience of coachee, manager and/or other stakeholders with coaching and/or other forms of development
■ Experience level of the coach
■ Method of matching coach to coachee
■ Real-world financial performance metrics, such as revenue, savings and profit changes (under the purview of a given executive, or pro rata)
■ Extent to which new products/services developed (as a business impact from coaching)
■ Time to market for products/services
■ Retention and turnover (as compared to matched, non-coached execs)
■ Promotion (as compared to matched, non-coached executive leaders)
■ Compensation level and changes
■ Scope of the coachee's job responsibilities

Ways to Use the Study within the Organization

Broadly speaking and taken together, impacts, value and ROI estimation represent a method of organizational self-study that should be helpful to program managers on an on-going basis. The data that emerges from this self-study could be made of use to organizational decision-makers, coaches and coaching clients as well as their managers. Ratings of the frequency with which particular capabilities are targeted for coaching intervention can help decision-makers assess the alignment between overall coaching activities and business needs, for instance.

The notion of self-study also has potential as a coaching tool itself. The data gathered from initial surveys could be utilized to help the coach and coachee guide their activities going forward in the coaching. Choices of targets, impacts and the business implications of impacts can serve to focus those involved, without necessarily undermining the customization that represents a true strength of coaching.

CONCLUSION

In launching this study, our hope was to stimulate a dialogue regarding the value of coaching that would engage those organizations who utilize coaching or are contemplating coaching, as well as involving other stakeholders to the coaching enterprise. Assuring that coaching is serving the individual and the organization in ways that demonstrate clear value is key to the success of the field. If we have no way to demonstrate and articulate this value, coaching in organizations is at risk. We understand the difficulties inherent in measuring coaching impact and have had multiple dialogues with coaches and organizations regarding both their reservations and support of this effort. We believe that despite the difficulties and complexities of a study of this kind, surrender is not an option! The challenge we face is that of continuing to refine a methodology for assessing value that meets the needs of all stakeholders involved.

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Coaching and Leadership In the Six Cultures of Contemporary Organizations

WILLIAM BERGQUIST, PH.D. AND VIKKI BROCK, M.B.A.

Over the past twenty years, one of us [Bill] has recognized the need for cultural analyses of organizations from the perspective of those who lead and work in these organizations. (Bergquist, 1993; Bergquist, Guest and Rooney, 2003, Bergquist and Pawlak, 2007) He assumed that those inside the organizations might welcome an understanding of organizational culture, because many organizations seem to be particularly resistant to influence and change. The dynamics of contemporary organizations are often difficult to understand. Any framework that can help bring order to the complexity of these organizations will be greatly appreciated. One of us [Vikki] has recently conducted a series of interviews with leading practitioners in the field of coaching. She has discovered widely divergent perspectives on the field and believes (with Bill) that these differing perspectives relate to differing organizational cultures and, in turn, to differing notions about effective leadership and coaching in each of these cultures. This article represents a blending of the conceptual work and research done by both authors.

SIX ORGANIZATIONAL CULTURES

It has become increasingly fashionable to describe organizations as cultures. Anthropologists, management consultants, organizational psychologists, and other social scientists have become enamored of this concept and have helped to popularize the notion that cultural analyses yield important insights about the life and dynamics of an organization. The definitions of organizational culture and the methods used to study organizational cultures are as diverse as the disciplines involved (for example, Pettigrew, 1979; Peters and Waterman, 1982; Schein, 1985, 1992, 1999; Kotter and Heskett, 1992; Deal & Kennedy, 2000; Alveson, 2002; Martin, 2002; Cameron & Quinn, 2006). Here we will use Philippe Rosinski's (2003) view that "a group's culture is the set of unique characteristics that distinguishes its members from another group" (p. 20). Rosinski's definition encompasses visible and invisible manifestations and sees culture as a group phenomenon as opposed to an individual reality. While Rosinski is primarily focusing on the "Big C" (cultural differences across national and ethnic boundaries), his analysis (as Rosinski himself suggests) also applies to the "Small c" (cultural differences within organizations and other social groups). The purpose of this article is to provide an analysis of culture with regard to organizational coaching strategies. Rosinski (2003) states that "once differences can be seen as cultural, there is the possibility of understanding and developing skills to manage, or better yet leverage, those differences" (p. 17).

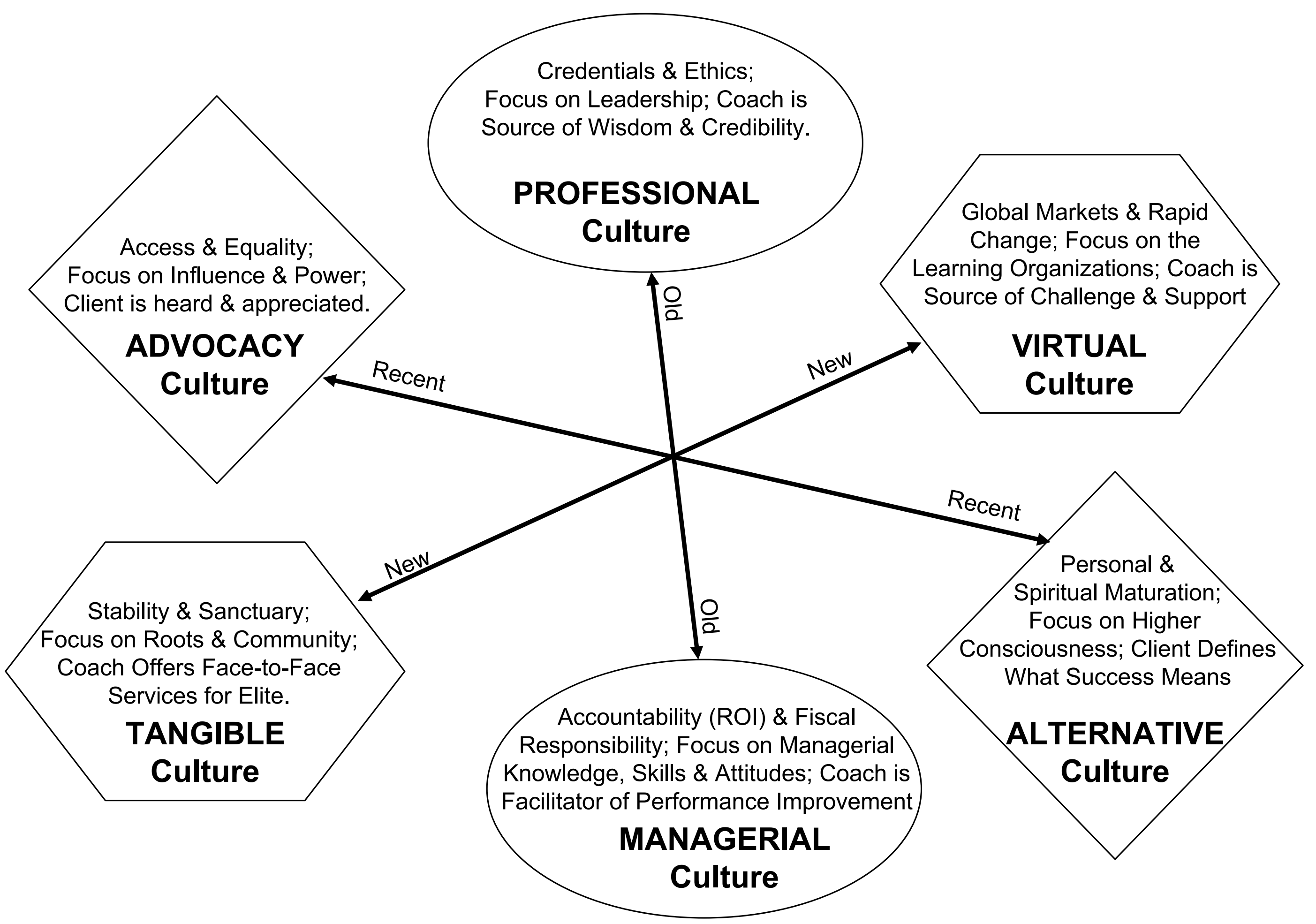
Four different, yet interrelated, cultures of leadership and coaching are often found in contemporary organizations. These cultures have a profound impact on ways in which leaders and coaches view their current work, as well as ways in which they perceive the potential for personal benefit and organizational improvement. These four cultures also influence how those outside the organization perceive the purposes and appropriate operations of organizations, and how they believe they themselves should interact with these organizations. Two of the four leadership and coaching cultures can be traced back several centuries. They are the professional culture and the managerial culture. The other two have emerged more recently, partially in response to the seeming failure of the two original cultures to adapt effectively to changes in contemporary organizations. The first of these more contemporary cultures is referred to as the alternative culture and the second is referred to as the advocacy culture.

There are additional external influences in our global culture that are pressing upon the contemporary organization, forcing it in some ways to alter the way it goes about its business. Two new leadership and coaching cultures are emerging in organizations as a result of these global, external forces. These two cultures interact with the previous four, creating new dynamics. The first of these two cultures, the virtual culture, has been prompted by the technological and social forces that have emerged over the past twenty years. The second culture, the tangible culture, has existed in some form for quite some time, yet has only recently been evident as a separate culture partly in response to emergence of the virtual culture.

Four different, yet interrelated, cultures of leadership and coaching are often found in contemporary organizations. These cultures have a profound impact on ways in which leaders and coaches view their current work, as well as ways in which they perceive the potential for personal benefit and organizational improvement.

We propose that these six distinct cultures (each with its own history and values) yields a specific perspective with regard to organizational coaching and, in turn, assumptions about the way in which to work most effectively with organizational leaders. (See Figure One)

Figure 1. Six Leadership and Coaching Cultures



The Professional Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a "profession" and seek to build its credibility through establishing a code of ethics, professional organizations [such as International Coach Federation (ICF), Professional Coach and Mentor Association (PCMA), European Mentoring and Coaching Council (EMCC) and International Consortium for Coaching in Organizations (ICCO)] and publications [such as the International Journal of Coaching in Organizations (IJCO) and International Journal of Evidence Based Coaching and Mentoring (IJEBC&M)] and research and scholarship regarding coaching. In many cases, the established professions (in particular, psychology and business consulting) have claimed that they alone can certify coaches or, at the very least, that the field of coaching should be closely monitored and controlled. The motives behind this professional concern are laudable: concern for quality of service and for an adequate foundation of theory-based and evidential research to support coaching practices. However, underlying these legitimate motives is often an unacknowledged thirst for control of the field (with its potentially rich source of money and capacity to influence personal and organizational lives).

"Professional associations play a variety of roles, including addressing "a need for status, a sense of commitment or calling, a desire to share in policy formation and implementation . . . a feeling of duty, a wish for fellowship and community, and a zest for" coaching. (Houle, 1980, p. 171; Merriam and Brockett, 1997, p. 224) In debating the professionalization of adult education, Cervero (1992) suggests that the debate over professionalizing is basically a moot issue because the field has already done so. Cervero believes that adult education must turn its efforts toward finding a model of professionalization that best reflects the values and philosophies of practice. Coaching is in the same situation and has the same opportunity as adult education to "avoid a more traditional model of professionalization and instead move toward a view that questions authoritative assumptions about the field and reduces overdependence of professionals." (Merriam and Brockett. 1997. p.221)

While those aligned with this culture support research on coaching, they are inclined to identify coaching as an "art" rather than a "science," and cringe at any efforts to quantify (and therefore constrain or trivialize) the specific outcomes of coaching. In his book Coaching to the Human Soul, Sieler (2003) supports both practice and theory when he says "according to an ancient Chinese expression, 'theory without practice is foolish; practice without theory is dangerous'" (p. xi). He presents "a robust theoretical and practical framework for dealing with the inevitable intersection of organizational and personal concerns" (p xiii). Coaches who associate with this culture often embrace many untested assumptions about the dominance of rationality in the organization. They conceive of the coaching enterprise as the generation, interpretation, and dissemination of knowledge and the development of specific values and qualities of character among leaders in the organization—and they tend to differentiate between managers and leaders. As "professional" coaches they are inclined to associate their work with leadership, rather than the more "mundane" (in their view) operations of managers in the organization.

Those aligned with [the professional] culture . . . are inclined to identify coaching as an "art" rather than a "science," and cringe at any efforts to quantify (and therefore constrain or trivialize) the specific outcomes of coaching.

The Managerial Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a vehicle for the improvement of managerial performances. Management, in turn, is often identified with a specific set of organizational functions and responsibilities. Viewing management from a professional culture orientation, Warren Bennis (1989), suggests that managers administer, ask how and when, focus on systems, do things right, maintain, rely on control, and have a short-term perspective. Bennis also suggests that managers tend to accept the status-quo, have an eye on the bottom line and imitate. They are the classic good soldier and are a copy. Given Bennis's limiting perspective on management, the role to be played by coaches becomes quite clear. They are to assist managers in performing these organizational functions. While Bennis is somewhat biased in his professional culture perspective on management, many of those aligned with the managerial culture who have written about coaching seem to agree with him. For example, Fournies (1978) proposes that "the coaching process is a technique that helps managers more successfully bring about performance achievements in business that relate directly to the survival of that business" (p. vii). Megginson (1979) similarly indicates that "coaching is a process in which a manager, through direct discussion and guided activity, helps a colleague to learn to solve a problem, or to do a task, better than would otherwise have been the case." (p. 5) Peltier (2001) identifies management coaching as a "set of day-to-day skills exercised by managers at all levels of the organization." (p. xv).

Those aligned with [the managerial] culture tend to value fiscal responsibility and the quantifiable measurement of coaching outcomes (for example, Return-on-Investment).

Many other definitions of coaching from the late 1970s through the 2000s are similarly oriented toward the management culture. Coaching is seen quite widely as a vehicle for improved managerial performance. Coaches aligned with this culture are often engaged in the planning, implementation, and evaluation of a manager's work—this work being directed toward specified goals and purposes. They often perceive few, if any differences, between management and leadership. Those aligned with this culture tend to value fiscal responsibility and the quantifiable measurement of coaching outcomes (for example, Return-on-Investment). They tend to believe that management (and therefore leadership) skills can be specified and developed through a blend of training and coaching. Coaches who associate with this culture often embrace many untested assumptions about the capacity of an organization's managers (leaders) to clearly define and measure its goals and objectives. They conceive of the coaching enterprise as the inculcation or reinforcement of specific knowledge, skills, and attitudes in the men and women they are coaching, so that they might become successful and responsible managers (leaders).

The Alternative Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a vehicle for the creation of programs and activities that further the personal (and often the spiritual) growth of all members of the organization (or even more broadly the entire community). Flaherty (2005) says "coaching is a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing" (p. 3). Sieler (2003) supports this assertion:

> "The human soul is the hidden side of business. Coaching to the human soul is about supporting people to be at their best in living, learning and working. Coaching to the human soul makes good business sense, for when people are at their best, organisations benefit from their enhanced performance, productivity and creativity."
> (p.xiii)

Those leaders who are aligned with this culture turn to coaches who value personal openness and service to others, as well as the integration of mind, body and spirit (also in this issue of IJCO). Both coaches and leaders often do not accept an "artificial" distinction between personal and organizational coaching. Coaches who associate with this culture often embrace many untested assumptions about the inherent desire of all men and women to attain their own personal maturation. Both coaches and leaders wish to assist the development of others in the organization (or even the broader community). They conceive of the coaching enterprise as the encouragement of potential for cognitive, affective, physical and spiritual development among all members of the organization—not just the formal leaders.

Those leaders who are aligned with [the alternative] culture turn to coaches who value personal openness and service to others, as well as the integration of mind, body and spirit.

The Advocacy Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a vehicle for the establishment of equitable and egalitarian policies and procedures regarding the distribution of resources and benefits in the organization. Rosinski (2003) views this as the equality end of the "hierarchy/equality" continuum and at the universalist end of the "universalist/participant" continuum. Rosinski (2003) defines equality as the organizational arrangement as "people are equals who often happen to play different roles" and universalist as "all cases should be treated in the same universal manner, adopting common processes for consistency and economies of scale" (p. 54). Those aligned with this culture often have been associated in their past life with the formulation and/or enforcement of HR (human resources) policies and procedures (serving as "policy police" in a large corporation or government agency). Leaders who are aligned with this culture turn to coaches who value confrontation and equitable, enabling and empowering strategies that bring all stakeholders "to the table." Leaders turn to coaches who recognize the inevitable presence of (and need for) multiple constituencies with vested interests that are inherently in opposition. They believe that coaching is essential to this engagement. Coaches (and leaders) associated with this culture embrace many untested assumptions about the ultimate role of power in the organization. They frequently identify the need for outside mediation and conceive of the coaching enterprise as the surfacing of existing (and often repressive) social attitudes and structures, and establishment of new and more liberating attitudes and structures.

Leaders who are aligned with [the advocacy] culture turn to coaches who value confrontation and equitable, enabling and empowering strategies that bring all stakeholders "to the table."

The Virtual Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a vehicle for the engagement and use of knowledge and expertise that is being produced and modified at an exponential rate in our postmodern world. This organizational arrangement, labeled "change" by Rosinski (2003), "values a dynamic and flexible environment, promotes effectiveness through adaptability and innovations, and avoids routine which is perceived as boring" (p. 54). Those aligned with this culture tend to value a global perspective and make extensive use of open, shared, and responsive learning systems. They are participants in what Thomas Friedman (2006) describes as a "flat world" which has abandoned organizational and national boundaries.

Leaders who are aligned with this culture turn to coaches who speak about learning organizations. As Peter Senge (1990, p. 4), one of the early proponents of the learning organization has noted: "The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization. Learning organizations are possible because, deep down, we are all learners." Furthermore, as learners, we do not avoid taking risks and making mistakes, yet we do avoid repeating the same mistakes and taking the same unsuccessful risks. We learn from our mistakes and (the appreciative inquiry advocates would suggest) our successes. Coaches and leaders associated with this culture embrace many untested assumptions about their ability (both coaches and leaders) to make sense of the fragmentation and ambiguity that exists in the postmodern world. Coaches and leaders conceive of the coaching enterprise as linking the leader's learning needs to technological resources that enable the leader to access a global market and learning network.

Leaders who are aligned with [the virtual] culture turn to coaches who speak about learning organizations.

The Tangible Culture

Coaches and the users of coaching services who are aligned with this culture conceive of coaching as a vehicle for the identification and appreciation of an organization's roots, community and symbolic grounding. This organizational arrangement is at the opposite end of the continuum of the virtual culture. Labeled "stability" by Rosinski (2003), it "values a static and orderly environment, encourages efficiency through systematic and disciplined work, and minimizes change and ambiguity which is perceived as disruptive" (p. 54). Those aligned with this culture tend to value the predictability of a value-based, face-to-face coaching process. Leaders who are aligned with this culture turn to coaches who focus on deeply-embedded patterns (traditions) in the organization. Cultural-change is either considered impossible or unwise. A strong emphasis is placed on the full appreciation of the existing and often long-standing dynamics of the organization—this emphasis being most fully articulated by those embracing an "appreciative approach" to leadership (Shrivasta, Cooperrider & Associates, 1990) and coaching (Bergquist, Merritt & Phillips, 2004). Coaches and leaders associated with this culture embrace many untested assumptions about the ability of organizations to "weather the storm" of faddish change. They conceive of the coaching enterprise as the honoring and reintegration of learning from the existing sources of distinctive wisdom located in their specific organization.

Those aligned with [the tangible] culture tend to value the predictability of a value-based, face-to-face coaching process.

Although most organizational coaches and leaders tend to embrace or exemplify one of these six cultures, the other five cultures are always present and interact with the dominant culture in an actual coaching session. The dynamic interaction among these six cultures is critical. We would suggest that each culture has an "opposite" on which it depends and with which it shares many features and assumptions. Thus, the alternative culture, which has evolved primarily in response to faults associated with the professional culture, is nevertheless dependent on it and shares many values and perspectives with this culture. Similarly, the advocacy culture grew out of opposition to the managerial culture, yet looks to it for identity and purpose—and shares values and perspectives with it. We similarly suggest that the tangible culture has reared its head in opposition to the virtual culture's lack of acknowledgement of the value of face-to-face or historical contact, and that tangibility and virtuality need one another.

CULTURE AND MEANING

A culture helps to define the nature of reality for those people who are part of that culture. People belong to multiple groups and cultures, which provide the lenses through which members interpret and assign value to the various events and products of this world. Culture is composed of artifacts and products (visible and conscious manifestations), norms and values (group's collective answers to universal challenges) and basic assumptions (invisible and unconscious beliefs about universal challenges). (Rosinski, 2003, pp. 21-28) If we are to understand and influence men and women in their daily work inside contemporary organizations, then we must come to understand and fully appreciate their implicitly held models of reality. Schein agrees with this view: "The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. Cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead." (Schein, 1992, p. 15) Equally critical is for coach practitioners to understand the particular norms, values, and basic assumptions that shape their perspectives.

If we are to understand and influence men and women in their daily work inside contemporary organizations, then we must come to understand and fully appreciate their implicitly held models of reality.

Ultimately, culture provides guidelines for problem-solving, decision making, influencing, establishing mindsets and directing behaviors. (Rosinski 2003, p. 42) More generally, culture (both Big C and small C) serves an overarching purpose—a dimension that was often ignored in cultural analyses and traditional coaching prior to the publication of Coaching Across Cultures by Rosinski in 2003. A culture is established around the production of something valued by its members. A culture does not exist for itself; rather, as Lessem (1990) notes, it exists to provide a context "within which the production and consumption of needed, worthwhile, and quality products and services can take place." At a deeper level, culture is the collective programming of the mind that distinguishes members of one group or category of people from another. The cultures of organizations must thus be understood within the context of each organization's purposes. The ceremonies, symbols, assumptions, and modes of leadership in an organization are usually directed toward the organization's purposes and derive from its cultural base. Precisely because of its subordinate (though critical) role, culture is a phenomenon so elusive that, unless it is explicitly targeted, it can often be seen only when an organization is struggling with a particularly complicated or intractable problem—as often is the case with contemporary organizations.

CULTURE AND LEADERSHIP: THE CONTAINMENT OF ANXIETY

Beyond the understanding of the cultures themselves and how they are formulated, it is important for organizational coaches to consider how cultures serve the purpose of containing the anxiety and fear that is faced by organizational leaders. Anxiety is created in relation to the work of the leader and the formal and informal processes of evaluation and monitoring that are associated with this work. Anxiety is also created at a second level, as the assumptions of one culture collide with those of other cultures. A group creates assumptions and thus develops a culture as it learns to adapt to external circumstances and establish internal integration. The group feels better because the culture provides a solution – a way of perceiving, thinking, and feeling about the challenges it faces.

Organizational cultures do not change easily (as those aligned with the tangible culture tend to emphasize). This is for a variety of reasons. Not the least of these reasons is the ability of culture to assuage the anxieties and fears that develop as we adapt to external influences and seek internal integration. If the assumptions and beliefs upon which our culture is based are challenged through either external or internal situations, or through an organizational change process, we will tend to resist the challenges. We seek cognitive and emotional stability. We avoid fear and anxiety of instability because they provoke pain and we avoid pain. So we avoid change. Edgar Schein (1992, p.23) specifically suggests that anxiety is released when basic assumptions are unstable. The human mind needs cognitive stability. Therefore, any challenge to or questioning of a basic assumption will release anxiety and defensiveness. In this sense, the shared basic assumptions and beliefs that make up the culture of a group can be thought of as psychological defense mechanisms that permit the group to continue to remain viable.

Anxiety and Culture

We long for an existence that is comfortable, even joyful, and certainly free from anguish or surprise. Instead, we find ourselves living a contemporary life in a world that is filled with the demands for change and the accompanying demands for learning. To the extent that the hazards of learning are unknown and unpredictable, specific fears translate into a diffuse anxiety about that which can't be clearly defined. Culture provides a container. It establishes roles, rules, attitudes, behaviors and practices. It prescribes ways for people to feel safe. Culture provides predictability and ascribes importance to one's actions and one's presence in the world. It says that when you participate in this culture you are not alone. There are specific roles and responsibilities.

Psychologists tell us that when we become anxious, we tend to regress to a more primitive state of mind and feelings. We become more like we were as children. In particular, we are likely to become dependent, and look forward to being taken care of by a person who in certain respects is superior. This anxiety and resulting dependency often serves us well. Anxiety, however, is a source of major problems with regard to learning. Anxiety not only keeps people from embracing major new learning in their lives, it contributes to the inability or unwillingness of leaders to learn about their own organization and to learn about ways they must confront the emerging challenges of our postmodern era. We propose that anxiety blocks the personal and organizational learning required in our contemporary systems. When we as coaches and leaders come to understand the nature and effect of this anxiety and its interplay with organizational culture, we will begin to unravel many of the Gordian knots associated with resistance to learning and change.

The shared basic assumptions and beliefs that make up the culture of a group can be thought of as psychological defense mechanisms that permit the group to continue to remain viable.

Organizational Culture as a Container of Anxiety

The fundamental interplay between the containment of anxiety and the formation of organizational cultures was carefully and persuasively documented many years ago by Isabel Menzies Lyth (1988). She wrote about ways in which nurses in an English hospital cope with the anxiety that is inevitably associated with issues of health, life and death. Menzies Lyth noted how the hospital in which nurses worked helped to ameliorate or at least protect the nurses from anxiety. She suggested that a health care organization is primarily in the business of reducing this anxiety and that on a daily basis all other functions of the organization are secondary to this anxiety-reduction function.

It is specifically the culture of the organization that serves as the primary vehicle for addressing anxiety and stress. The culture of an organization is highly resistant to change precisely because change directly threatens the informal system that has been established in the organization to help those working in it to confront and make sense of the anxiety inherent in health care. Menzies Lyth's observations have been reaffirmed in many other organizational settings. Anxiety is to be found in most contemporary organizations and efforts to reduce this anxiety are of prominent importance. Somehow an organization that is inclined to evoke anxiety among its employees must discover or construct a buffer that both isolates (contains) the anxiety and addresses the realistic, daily needs of its employees.

How exactly does anxiety get addressed in organizations? Menzies Lyth (1988) suggested that it gets addressed through the "social defense system"—that is, the patterns of interpersonal and group relationships that exist in the organization. Other organizational theorists and researchers similarly suggest that the rituals, routines, stories, and norms (implicit values) of the organization help members of the organization manage anxiety inside the organization. Yet, these rituals, routines, stories, and norms are not a random assortment of activities. Rather, they cluster together and form a single, coherent dimension of the organization. This single, coherent dimension is known as the "culture" of the organization. As Edgar Schein (1999) has noted, the culture of an organization is the residue of the organization's success in confronting varying conditions in the world. To the extent that an organization is adaptive in responding to and reducing pervasive anxiety associated with the processes of organizational learning and related functions of the enterprise, the existing cultures of this organization will be reinforced, deepen and become increasingly resistant to challenge or change.

REDUCING THE ANXIETY

Perhaps contemporary organizations can best reduce the fear of their leaders, employees and other stakeholders through bringing together the diverse perspectives that the six cultures bring to the organization. Taken in isolation, each of the six cultures provides a vehicle that is only partially successful in reducing the fears and anxieties of people about their own learning. Furthermore, even when successful, each culture alleviates only the symptoms of the anxiety—not its ultimate source. Fear and anxiety will only be fully addressed when people feel that they are being freely served with the skills, knowledge, strategies and resources of all members of the company—regardless of culture.

We propose that it is crucial to appreciate each of the cultures so that one can operate effectively within and among them. With this knowledge one can also more effectively influence and improve the quality of change that is required in contemporary organizations. With this sense of appreciation, each culture can become a force for improvement rather than destruction in our organizations. Each culture can contribute to the learning of leaders rather than reinforcing limiting and inflexible assumptions about the nature and direction of the enterprise in which these leaders are engaged.

It is specifically the culture of the organization that serves as the primary vehicle for addressing anxiety and stress.

Professional Culture

The primary vehicles for containing and eliminating anxiety in the professional culture are the demonstration of wisdom and credibility on the part of the coach. If she can exhibit extensive knowledge of the particular business in which her client is working or if she can exhibit a broad-based knowledge of how organizations work and how leaders lead, then her client is likely to feel more at ease and less vulnerable to the leadership challenges that he faces. If a coach can show that she is credentialed (such as ICF certification) or if she can relate her client's leadership issues to a specific theory (e.g., a model of leadership) or specific research findings (e.g., leadership competencies) then she gains credibility with her client and is likely to be influential in her coaching interactions with him.

Managerial Culture

When a leader and coach interact under the auspices of this culture, anxiety is likely to be contained and eliminated if the coach can provide services that yield measurable results – the leader improves her performance in a specific way (such as being able to increase revenues in her department by 30%). The coach is likely to be particularly effective in reducing his client's anxiety, if the performance improvement is linked to specific rewards. Thus, it is not only important that revenues increased by 30%, it is also important that this leader receive a substantial bonus, salary increase, increased responsibility, or promotion in recognition of her improved performance. The coach who is aligned with the managerial culture holds an advantage over coaches aligned with the other five cultures with regard to the reduction of anxiety, because he can commit to specific goals (and this commitment is itself anxiety-reducing). On the other hand, with explicit coaching goals, there is always the danger that if these goals are not met, the anxiety of both leader and coach will be increased, not diminished.

Alternative Culture

The leader and coach who are associated with this culture tend to feel less anxious when the client "feels better," feels more aligned with some greater purpose or higher level of consciousness, or feels that he has access to some higher (spiritual) source of energy or inspiration. In many ways, this culture offers the most accessible and intimate vehicles for the reduction of anxiety: the leader senses that he is physically "more alive," he is experiencing "less stress," or he is "energized "by some external power or presence." There are no standardized criteria for determining the success of coaching in this culture. Success in each case is defined by the client or by the particular community of belief and values in which this specific coaching process is engaged.

Perhaps contemporary organizations can best reduce the fear of their leaders, employees and other stakeholders through bringing together the diverse perspectives that the six cultures bring to the organization.

Advocacy Culture

This specific culture is often filled with anxiety, given that it inevitably involves some confrontation and some tension between the "haves" and "have nots." The client (or client system) that is receiving the coaching is likely to feel less anxious when he feels "heard" and "appreciated." He will feel even less anxious if he believes he has been influential in the area(s) of greatest concern to him. As in the case of the managerial culture, anxiety is often reduced in the advocacy culture if the coach and client can be explicit about their coaching goals. An advocacy-oriented coach is likely to help her client identify specific ways in which (and times and places when) he can be more influential. If "influential" can be stated in measurable terms, then the advocacy leader and coach can celebrate victory (yet also risk the increased anxiety associated with defeat).

Virtual Culture

The leader and coach who operate out of this particular frame of reference are involved in a balancing act with regard to the reduction or elimination of organizational anxiety. On the one hand, the coach is often in the business of challenging his client with new information regarding her postmodern world or with new points of access into a dynamic network of relationships. On the other hand, the virtual coach is also trying to be supportive of his client, providing her with some sense of coherence in a world that is filled with complexity, unpredictability and turbulence. (Bergquist and Mura, 2005) The virtual coach faces a difficult task in helping his client make sense of her world – it is not only a matter of digesting a large amount of information; it is also a matter of thinking and acting at a very high level. Kegan (1994) suggests that we, of the postmodern era, are "in over our heads" (certainly a source of profound anxiety) and it would seem that coaches to these virtual, post-modern leaders are particularly needed to help their clients address these major postmodern challenges.

Tangible Culture

Given the postmodern challenges facing contemporary leaders, it is obvious that the tangible coach is potentially of great value—for leaders long for coaching strategies that are directly aligned with the tangible culture. They want to be able to meet with their coach face-to-face; they seek out a time and space that is safe. When effective, the coach who is aligned with the tangible culture will help create a "sanctuary" in which her client leader can talk about anything and feel deeply. This coaching client may have no specific agenda, nor does he necessarily want to improve his performance, find a higher level of consciousness, or become more influential. He mostly wants to find a place where he can "be himself," "talk to someone who holds no agenda other than being there for him," or "simply be listened to by someone who cares about my personal welfare." These needs are not easily articulated in a formal coaching contract. However, as in the case of the alternative culture, the coaching strategies associated with the tangible culture may be immediately effective in helping to reduce postmodern anxiety – though this type of coaching is often reserved only for those with sufficient power, wealth or opportunity to meet in person with a coach (often in some retreat site). Thus, the tangible culture – more than any of the other five cultures – is often associated with coaching services that are reserved for the elite.

BEYOND AND BENEATH THE ANXIETY

Our analysis would suggest that there are not only many sources of anxiety associated with leadership of a contemporary organization; there are also many different ways in which coaches can help to alleviate the leader's anxiety. Many psychological theorists suggest that human service providers should not be in the business of reducing anxiety—for anxiety is a signal that something is wrong in the life of the person being served. The anxiety we are talking about here is a normal (and collective) reaction to stress that helps one deal with a tense situation in the organization—not the disabling anxiety disorder that becomes an excessive, irrational dread of everyday situations (NIMH, 2006). Just as pain is an important source of information for the health care provider regarding the nature of an injury or illness, so anxiety might be a source of information about the "malady" facing an organizational leader regarding his own behavior or some broader systemic problem. Thus, an organizational coach might wish to examine the ways in which her coaching strategies and perspectives help not only to alleviate anxiety, but also to reveal the underlying problem(s) that have helped to generate the anxiety. In this article we have identified several of the strengths associated with each culture and the coaching strategies aligned with each culture. We have also identified some of the potential blind spots. We encourage coaches to explore their own untested assumptions, while encouraging their clients to explore what lies beyond and beneath their anxiety.

There are not only many sources of anxiety associated with leadership of a contemporary organization; there are also many different ways in which coaches can help to alleviate the leader's anxiety.

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Themes for 2006-2007

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Integral Intelligence ™: Unleashing Potential in Leaders and Organizations

DONNA STONEHAM, PAT WEGER AND DEBBIE ROCCO

In this article, the authors describe a novel approach to coaching and leadership development that uses a holistic model, Integral Intelligence™, to generate significant expansion of the capacity and capability of leaders and their teams. Examples from their experience working with thirty leaders from the West Division of Comcast Communications, a Fortune 100 company, illustrate the Integral Intelligence™ approach to leadership development. Interested readers will be coaches, individuals with leadership development responsibility in organizations, and leaders interested in exploring a unique approach that is generating powerful results. A significant distinction in this leadership development process is the authors' focus in supporting leaders in developing a powerful "leadership presence" by becoming more conscious of the impact of their behaviors, attitudes, and actions on their effectiveness. This is what they call Way-of-Being, which is cultivated through the development of Integral Intelligence™.

WHO AM I BECOMING AS A LEADER?

This question is the focal point for beginning the Integral Intelligence™ leadership journey. Although leadership journeys are personal, they also have an enormous impact on others. For this reason, we designed our leadership program as a group experience. This article recounts the personal stories of two groups of leaders who completed our Integral Intelligence™ leadership program at Comcast Communications' West Division. Brad and Linda, members of one of these groups, worked together on a four member cross-functional team to develop a high-level business case over the course of four months. The purpose of this program was to deliver a tangible business result at the end of the program while, at the same time, developing Way-of-Being and Way-of-Doing for a group of high potential leaders. Way-of-Being was supported by learning a set of practices that cultivate and expand the dimensions of Integral Intelligence™. Way-of-Doing was supported through learning a set of tools and practices that develop leadership in collaborative teams. In designing this learning experience, we wanted to fill a void left by leadership programs that focus only on what is often regarded as the "hard stuff" of leadership development. Typically these approaches focus exclusively on Way-of-Doing, the tasks leaders perform in doing their work. It is our premise that a sharp focus on Way-of-Being, which is often dismissed as the "soft stuff," leads to more sustainable transformation in leadership development.

In asking the question, "Who am I becoming as a leader?" we are really asking leaders to focus not only on what they do as leaders, but also on who they are as leaders. This distinction often remains unexamined until it is called out and made explicit as a focus for learning. A new leadership journey began for one participant in our program, whom we will call Brad, who found himself on the first day of a four-month intensive program in a room full of hand picked high potential leaders. Teams formed, and as the group dived into projects sponsored by members of the senior leadership team, Brad felt a distinctive lack of self-confidence. As he looked around the room and heard the other leaders speak and contribute, his confidence continued to ebb. One of his peers on his project team was a particularly hard-driving, results-oriented financial professional, Linda. The teams worked in an action learning model on real-world projects between group sessions. The teams were self-directed as they worked be-

When both Way-of-Doing and Way-of-Being provide the foundation for a learning experience, the impact deepens for developing each leader and for producing optimum results for the business.

tween sessions, with intermittent support from Executive Coaches who sat in on some work sessions and offered coaching and feedback. Due largely to his lack of self-confidence, Brad began to withdraw and let Linda carry much of the workload. Not surprisingly, he soon found himself criticized by her for his failure to hold up his end of delivering on the work product.

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Brad and Linda quickly exposed their leadership development "edges" as the project team floundered, and the deadline for presenting their project to the senior leadership team rapidly approached. Linda continued with her "results only" focus and Brad spiraled further into self-doubt, assuming he had failed. While working with their coaches and drawing support from their project team and other peers in the program, Brad and Linda continued to learn more about their Integral Intelligence™ as leaders. Linda's coach encouraged her to be direct in offering feedback to Brad and to take responsibility for helping create a new, positive direction for the team. Brad's coach worked with him on showing up in an authentic and courageous way by admitting what he didn't know while bringing his distinctive strengths to the table. Brad focused on the Emotional and Somatic (physical) dimensions of Integral Intelligence™ in order to cultivate authenticity, courage and presence so he could step more assertively into his leadership, while Linda's focus was primarily on the Relational dimension, seeking to balance her drive for results with the necessary relationship work required to produce them. Brad shared his leadership story at the end of the program as he reflected on what he had learned.

> When I was first contacted about the program, I was drawn in because I wanted to learn more about Emotional Intelligence. I thought I would just breeze through it. What I thought I would learn was nothing like what I came out with! The example I'll use of my experience in this program is how, if you tap a ball of mercury, it shatters into a million pieces and scatters all over the table. That's what my life was like. My coach pointed out how compartmentalized I was. In our first meeting, I recognized what a powerful group of leaders we had in the program. They were not afraid to be 3-D people. I was more like a cardboard cutout. My goal now is to become more of a 3-D person, to get all my little bubbles of mercury into one whole person and to integrate all the different aspects of my life.

Brad experienced a significant personal transformation through this program. An integral approach to coaching and learning resulted in integration in Brad's life. Rather than approaching leadership as something separate to be performed at work, or as one of our executive coaching clients said, "your work self and your other self," the experience provided support for Brad's learning and growth as a whole human being. Brad, like many other corporate leaders, used to speak about "who I am at home, and who I am at work; they're separate people." He has now found an authentic space, where he is much freer to show up as the unique person he is. In this authentic presence he is able to step further into his power as a leader.

Through coaching and her interactions with Brad and her team, Linda has discovered an appreciation for cultivating relationships as a critical part of getting the work done.

> I came into the program only thinking about process and results. I was good at that. What I've come out with is a sense of self, with the relationship piece. Some of the tools I am taking away are

> breathing, centering myself and being able to speak when I'm in a conflict situation and not run away from that. I've learned how to be in inquiry, when before, I was always advocating for what I wanted. I'm now listening to others' points of view. I've learned to summarize so I can try to better understand what others are saying. I now ask myself everyday, "What kind of leader am I becoming and what steps do I need to take to become the kind of leader I want to be?"

Through team and individual coaching following the second session of the program, the team began to coalesce. Brad began to assert his authority as a leader and share more of the workload and Linda began to be more aware of the impact of her behaviors in facilitating Brad's withdrawal. By the last session of the program when they presented their project to the senior leadership team, they had gelled, were seamless in their hand-offs in the presentation, and received a positive reception for their work.

This integral process of discovery for leaders differs from many other leadership development approaches because it focuses on Way-of-Being, in addition to Way-of-Doing. When approached as a Way-of-Doing, leadership is often measured or judged on how leaders perform their jobs, their actions and approaches, the tasks they perform, their behaviors, and the outcomes they achieve. This is appropriate since business and organizations are outcome focused, usually in financial terms, but as a singular focus, it is not sufficient for creating transformational changes in overall leadership. Many leadership development processes that remain focused only on external behaviors and outcomes fall short in helping leaders make deep, sustainable changes in their leadership.

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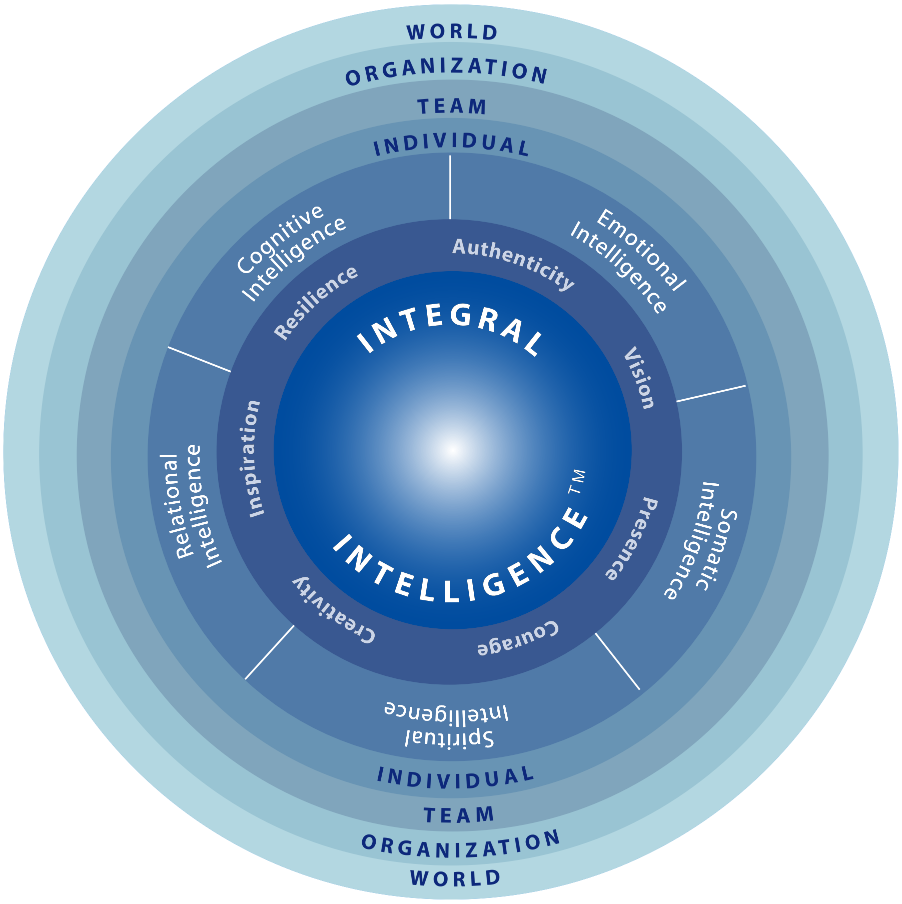
In the case of Brad and Linda, Way-of-Being, the development of Integral Intelligence™, was combined with Way-of-Doing, the application of tools for collaborative team work. This dual focus contributes not only to immediate business results, but also to deeper, transformational growth in how the participants now show up as leaders. Way-of-Being work takes leaders deeply into reflection on their own patterns of behavior and world view, initially invisible to them, and provides new practices, which create transformational shifts as they focus on, "Who am I becoming as a leader?"

WAY-OF-BEING AND THE INTEGRAL INTELLIGENCE™ MODEL

Leadership is not only a state of doing; it is also a state of being. It's not only what you do as a leader that counts. It's who you are. This distinction is critical because it is in how leaders "show up" that differentiates good, or not-so-good, leaders from great ones. Integral Intelligence™ is the capacity to access, integrate, and effectively use multiple sources of intelligence – cognitive, emotional, relational, somatic, and spiritual.



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Integral Intelligence™ Model

Cognitive Intelligence includes the use of logic, observation and analysis to generate effective plans. Emotional Intelligence includes self-awareness and awareness of others' emotional states and moods and the ability to respond appropriately. Relational Intelligence includes being able to interact effectively with others in a respectful and appreciative manner. Somatic Intelligence includes caring for one's body, the ability to observe and respond to the body language of others, and awareness of one's own leadership stance. Spiritual Intelligence is based in deeply held values and in one's ability to live with meaning and purpose. The integration of all of these intelligences manifests as a Way-of-Being for leaders by cultivating their ability to lead with vision, be authentic, present, courageous, creative, inspirational and resilient. A focused emphasis on Way-of-Being asks the leader to grow in self-awareness and to focus on how she shows up in every moment, every interaction, and every response. Integral Intelligence™ provides a foundation for coaching and leadership development, which generates significant expansion of the capacity and capability of leaders and their teams.

Historically, leaders have most often relied almost exclusively on cognitive intelligence, on the ability to analyze and think things through. In recent years, emotional intelligence has also emerged as a necessary element for effective leadership (Goleman, 1995). Our work in developing Integral Intelligence™ in leaders moves these cognitive and emotional capacities to the next level, while simultaneously supporting the development of the physical (somatic), values-based (spiritual) and human relationship (relational) intelligences.

DEVELOPING LEADERSHIP QUALITIES

When we talk about leaders who move us, inspire us and make a difference, we usually don't speak about what these leaders do; instead we speak about the qualities of leadership that distinguish them. More highly developed Integral Intelligence™ results in the growth of a set of leadership qualities: authenticity, presence, vision, courage, inspiration, resilience, and creativity. Several years ago, leading organizational learning theorists and leadership development consultants Peter Senge, Otto Sharmer, Joseph Jaworski and Betty Sue Flowers interviewed over one hundred fifty leading scientists, business and social entrepreneurs to discover what would be required of leaders for the future (2004). Presence was the core capacity they found that is required to access what they call the "field of the future." They define presence as "deep listening, of being open beyond one's preconceptions and historical ways of making sense" (2004, p.11). Our work with Integral Intelligence™ supports leaders in developing presence, which many of our participants describe as one of the most significant outcomes of the program.

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In the case of working with our second group of telecommunications leaders at Comcast, we had a specific opportunity to help them develop their "leadership stance" while preparing to present their project work to the senior leadership team. In this instance, we focused on presence, authenticity and courage. We employed several practices, particularly practices that develop somatic intelligence throughout the program to build authenticity, presence, and courage. These practices included sitting and breath work, centering and moving our bodies into our leadership stance. These practices serve to embody the leadership qualities through practice. The notion of practice, repeating something until it becomes an embodied habit, is often overlooked in leadership development. It is one thing to talk about presence, but it is quite another to be present. Here are some observations from participants.

> I have learned what it means to show up and be present…I am committed to finding my gift and giving it back to others.
>
> I have become more self-aware of who shows up. What made this possible was working on my somatic and spiritual side and through understanding others' perceptions. I have become more self-generating and the people who have benefited are my family, my coworkers, my company and myself.
>
> I found centering to be very important and I use it to calm myself before going into meetings and before coming to work. I have benefited from this work, as have my direct reports, my peers, everybody I interact with. I'm even more tolerant of my kids! I will use what I've learned by continuing to work on this area of being fully present and being available to others.

As leaders deepen their capacity to lead from a place that embodies these qualities, they are able to lead more powerfully in their teams, their organizations and to make a broader impact in the world.

COACHING: THE CATALYST FOR INTEGRAL INTELLIGENCE™

Integral coaching (Flaherty, 1995) was a core component of the learning experiences of both groups we worked with at Comcast. In the first group, participants formed peer-coaching pairs, who supported each other for the duration of the program. In the second group, project teams of four participants coached each other in the context of completing their project work. In both cases, Executive Coaches, who also served as session facilitators, coached individuals, the peer pairs and the project teams. The peer pairs worked on developing coaching ability and on their unique leadership development areas, and the cross-functional teams worked on initiatives sponsored by senior leadership, as well as on their personal leadership development plans. The learning experience spanned 4-6 months and included individual 360- feedback, personal leadership development plans, group sessions, individual coaching, and peer or team coaching.

The power in the work occurred as a result of modeling the concepts and practicing Way-of-Being. James Flaherty says that “Human beings change in biological time,” and this principle is deeply embedded in the Integral Intelligence™ work. Somatic practices such as breathing, centering, and sitting helped these leaders embody the qualities of presence and authenticity. Relational and emotional intelligence were developed through the use of practices including dialogue, Appreciative Inquiry and learning to balance inquiry and advocacy. Participants developed spiritual intelligence by clarifying purpose and values and their contribution to the greater good. Leaders left this program not only having achieved their personal leadership development goals, but also with greater capability to coach their direct reports, peers and customers, cascading the effect of the program deeper into the organization.

INFLUENCES ON THE INTEGRAL INTELLIGENCE™ MODEL

As we developed the Integral Intelligence™ model and the ensuing experiences we structured for leaders, we drew upon several bodies of work and thought. These include: social constructionism (Gergen, 1999), Appreciative Inquiry (Cooperidder & Whitney, 1999; Watkins & Mohr, 2001;Whitney & Trosten-Bloom, 2003). We also incorporated concepts from the field of appreciative leadership (Busche,2001; Schiller, Holland & Riley, 2001; Srivastva & Cooperrider,1999; Stoneham, 2004). Additionally, we applied concepts from action learning (Argyris, Putnam & McLain Smith, 1985; Schön, 1987). We also incorporated work on developing learning organizations (Senge, 1990; Wheatley, 2000), integral coaching (Flaherty), integral philosophy (Wilber, 2000, 2001) and emotional intelligence (Goleman,1995;Weisinger, 1998). Key ideas from the fields of transformative learning and education (Boyd & Myers, 1988; Heron, 1992; Mezirow, 1991, 2000; Reason, 1994; Yorks & Kasl, 2002) and adult learning (Friere, 1995; Knowles, 1998; Kolb, 1984; Rogers, 1995) are also applied in our approach.

Social constructionist thought proposes that human beings create knowledge and meaning in relationships and relationships are built through language. Our program participants build relationships through the practice of inquiry and dialogue. Using Appreciative Inquiry, our work builds from strengths and what’s working for leaders and organizations, rather than focusing on weaknesses or gaps. Action learning provides the structure, a process in which a people come together to help each other to learn from their experience. Our coaching model is based on James Flaherty’s integral coaching approach, which takes into account the integral, multi-faceted nature of human beings and offers a respectful, reciprocal relationship between coach

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and client. This approach develops new practices and new language, and provides the opportunity to examine results in relationship to intentions, which leads to self-correction, self-generation and long-term exceptional performance. The four-quadrant model (intentional, behavioral, cultural and social) and the evolving stages of human development are drawn from Ken Wilber's integral philosophy. The work on emotional intelligence, the nurturing of self-awareness, self-discipline and empathy, helped us blaze a path that both incorporates this dimension of intelligence and also moves beyond it. Finally, the principles of adult learning – direct and immediate relevance, autonomy, honoring the experience of the learner, and orientation to practical goals – form a foundation for the leadership learning experience.

All of these approaches overlap, support and inform one another in an integral fashion, resulting in a remarkably different learning experience for leaders. What we have observed with some amazement as we have interacted with program participants in the corporate environment is the openness for establishing a safe space for learning, for allowing vulnerability, and for approaching the notion of spirituality, or contribution to a greater good. In a very short time span, we are finding the willingness of leaders to open themselves within a group to the larger possibilities of their own leadership journey in courageous and powerful ways.

LEADERSHIP DEVELOPMENT AND THE "SOFT STUFF"

The initial response of leaders to the Way-of-Being leadership development work ranges from discomfort to resistance, because it is seen at the outset as "touchy-feely" or the "soft stuff." Many organizations and their leaders are much more comfortable working on the "hard stuff" of leadership: the numbers, the output, the presentations, and expertise in the business. This mistakenly makes an assumption that the "soft stuff" falls in the category of "nice to have, but not necessary." In practice, the "soft stuff" is really much more difficult than the "hard stuff"! Another participant in the program, Darren, a respected and accomplished leader when he arrived at the first session, was challenged to confront what was holding him back from being fully authentic in the workplace. He knew if he could achieve this goal, it would move him to the next level of leadership. On the last day of the program, he shared his leadership story with his peers and senior leadership.

> For me, this program has been a journey of discomfort and resistance that has evolved into enlightenment and then development. I'm not a touchy-feely type person. I don't know if you've had the opportunity to see the Oprah show, but Oprah has this uncanny ability to get people to open up. In this program, we had three Oprah's [coach/facilitators] that created a lot of discomfort! As leaders, we have created resolutions about ourselves and we don't like having our resolutions challenged. I've been through many leadership development programs in my career, but this was the first time I had an opportunity to step outside myself and see who I am and how I do what I do. My biggest challenge is the challenge of presence. Who do you see? Do you see me the person or do you see me, the role? My challenge has been to find the balance and to allow the real me to be present when I engage with others. That is what I'm learning how to do.

For Darren, who was already an accomplished leader when he entered the program, a focus on Way-of-Being, or the "soft stuff," turned out to be the powerful catalyst for his continuing growth as a leader.

THE CLIENT'S PERSPECTIVE

The experience for the two groups we worked with at Comcast's West Division had somewhat different applications, based on the end result sought for each group. For the first group, the client wanted leaders to grow coaching capability and authenticity, as well as to develop leadership bench strength as part of the company's succession planning process. The business case for the second group was also based on the organization's need to develop a bench of leaders who could engage the full participation and commitment of their teams in a decentralized, fast paced, dynamic environment. The client wanted to develop leaders who could lead and influence across functional lines, coach and develop future leaders, stay centered and focused in the midst of change and deliver exceptional business results.

Past leadership programs for this division had focused primarily on what leaders do as they perform their work, their Way-of-Doing, and they had not been as successful as desired in producing the long-term sustainability and self-generative quality that was needed to transform their organizational capability. Our client, Debbie Rocco, Senior Director of Learning and Development for Comcast's West Division, summarized the company's experience with our Integral Intelligence™ programs.

> With the support of a few key senior leaders within the company, we were able to take a "leap of faith" and integrate the Way-of-Doing approach with a focus on how leaders are showing up, or Way-of-Being. Within our organization's culture, this attention to the "soft stuff" was a foray into the unknown and a risk, but the early results have far exceeded our expectations. We were most struck by the gratitude our leadership program participants expressed for the opportunity to explore their own leadership within the larger context of who they are as individuals, and by the support and engagement senior leadership demonstrated as the participants shared their leadership stories. We are confident that as we continue to provide support for our leaders to grow as human beings, we will be able to demonstrate a sustainable return on investment for the business.

THE RESULTS

Having practiced many years in the area of leadership development and organizational development, we were particularly interested in both the sustainability and applicability of this learning experience. How often do you hear someone say that the session or program was great, but the learning was quickly lost when participants returned to work? Our belief was that a combination of individual coaching, peer coaching, group sessions and experiential learning and practice over time would embody learning so that participants would continue on their leadership learning path after the program was complete. Based on post-assessment data we have received, our belief appears credible, according to our client, Debbie Rocco.

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> Improving the company's leadership bench strength has been one significant result of the program. Within two months of completing the first Integral Intelligence™ program, three of the participants in the first group had been promoted and one had received significant enhancement of job scope, resulting in a 25% increase in bench strength. Two individuals who were promoted said that what they learned in the program gave them the leverage they needed to move to the next level of leadership in their careers.

Following the interview process for his new job, Bill, a program participant shared:

> The interview process was very challenging. There were three interviews back to back for five hours and each was a different style of interview. I have to thank you from the bottom of my heart for the training and support you have given me. Utilizing those new tools, I think I really hit the ball out of the park!

Sustainability or learning "stickiness" was a second key goal for our client. Debbie shared the results to date on this key dimension.

> In post-assessment data collected in the first group nine months after program inception and three months after completion, all respondents replied that 75-100% of program content was applicable to their work and 100% reported that they had been able to sustain their learning much of the time. Additionally, 100% of respondents in both programs indicated their intentions to continue to work with their peer coach or their project team members following program completion.

A third goal for Comcast was that what participants learned could be cascaded throughout the organization as they shared their learning and modeled a new Way-of-Being with their teams. Sue, a program participant, made these comments in her post-assessment survey.

> The program was quite beneficial to all parts of my life. It lays a firm foundation to develop leaders with the desire to develop direct reports and foster healthy relationships within the organization and across functions. I personally feel that what I learned and gained from this experience is contagious to the circle of influence I have today in all areas of my life. I have been able to sustain much of my learning by continuing to focus on them on a regular basis. I continue to ask for feedback from my peers, especially if I feel myself slipping back into old habits. As part of my development plan, I've been able to be more open to other peoples' ideas and suggestions rather than imposing my "will" on people. This is attributed in large part to my self-observation and being able to rely on my peer network for feedback.

Attaining each leader's specific development objectives was another key objective, so we assessed participants in both programs with a 360° assessment tool before the program and again, by the same group of respondents, three months after the program ended. We measured each leader's individual development goals, as well as the Integral Intelligence™ leadership qualities. At the time of this writing, the first group's post-assessment data from their raters had been completed with the following results:

- 100% of items measured indicated that participants leveraged their leadership strengths "often" or "consistently."
- 84% of the items measured indicated that the participants showed "significant" or "exceptional" improvement in their individual development areas.
- 79% of the items measured showed "significant" or exceptional" growth in the development of the Integral Intelligence leadership qualities: resilience, presence, creativity, vision, authenticity, courage and inspiration.

92% of participants in the first group and 100% of participants in the second group said they would recommend the program to a colleague.

Additionally, 92% of participants in the first group and 100% of participants in the second group said they would recommend the program to a colleague. The first group rated their satisfaction of the program at 4.58 on a 5-point scale and the second group, at 4.8.

In addition to results, Debbie spoke of the focus on high value as an important consideration for Comcast in deciding to move forward with the Integral Intelligence™ programs.

> Because of the way the program is designed, two to three leaders can participate for the cost of one Executive Coaching contract, so this was a high value proposition for our organization. That fact, coupled with the development of business cases for key business projects in the organization in the second group, should provide the company with a significant return on investment moving forward.

The Importance of a Holistic Approach

The Integral Intelligence™ program takes a strengths-based, multi-faceted and integrated approach as it addresses Way-of-Doing and Way-of Being in order to achieve effective business results. What we are learning from participants is that this approach provides leverage for critical decision-making, expands the leaders' repertoire of choices, and creates the energy and resilience necessary for them to successfully address the complexity of their ever-changing, fast-moving worlds. The Integral Intelligence™ experience opens the possibility for greater contribution by participants, their teams, and those they lead and manage, while broadening the context for leadership.

Participants report satisfying their yearning to lead in a way that unleashes personal, team and organizational creativity and potential. These leaders are cultivating greater authenticity in all settings, leading to a deeper, more connected engagement in work and life. In an organizational setting, the Integral Intelligence™ approach develops individual leaders, enhances leadership bench strength for internal succession, and creates more cohesive, effective teams. Perhaps most importantly, this holistic approach to leadership development helps leaders manifest the dream of becoming the leaders they seek to become.

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Taking the Lead: Effectiveness of a Modular Coaching Program for Transformational Leadership Development

NADJESCHDA HEBENSTREIT AND KATRIN HINZDORF, PHD.

The present study concerns the evaluation of the LeadershipCircle (LC) coaching program designed for leadership development, combining individual and group coaching, interactive learning and buddy coaching. In order to maximize learning and stimulate transformation in leaders, the integral perspective was chosen as the frame of reference for all interventions. The theoretical background and concept behind the LC will be explained and the promising results of this innovative approach to personal transformation of leaders are presented.

It is a well researched fact that one of the most important factors determining the success of any organization is the quality of its leadership (Bloom et al., 2005). To date there are endless models describing appropriate strategies and tactics of successful leaders. The main question for professionals (such as HR managers, coaches, and trainers), however, still remains: How are powerful insights and lasting transformations in behavior generated? The answer to this question determines the success (and thereby the value) of costly training and coaching initiatives.

One of the main challenges appears to be the integration of knowledge on a fundamental level where it first enables shifts in mindsets followed by shifts in behaviors. Traditional training programs often do not initiate the quantum leap from understanding a concept to transforming deep-rooted mindsets and behaviors. The most valuable knowledge will remain superficial and without lasting effect if it is not truly integrated into our being. Short term change in training programs does often occur – however, observable transformations encompassing shifts on an emotional, cognitive and behavioral level seldom take place.

The failure of a training program to transform behaviors was also demonstrated in the dissertation project of one of the authors (Hinzdorf [née Priemuth], 2002). The study evaluated a personality training program designed to enable managers to use their motivation and volition to increase personal well-being and performance. Results from this evaluation study suggested that training alone is not sufficient to produce lasting effects in participants. The author argued for the support of coaching in order to enable participants to integrate new knowledge, understand and explore emotions, and to generate insights which will subsequently promote shifts in mindsets and behaviors.

Traditional training programs often do not initiate the quantum leap from understanding a concept to transforming deep-rooted mindsets and behaviors

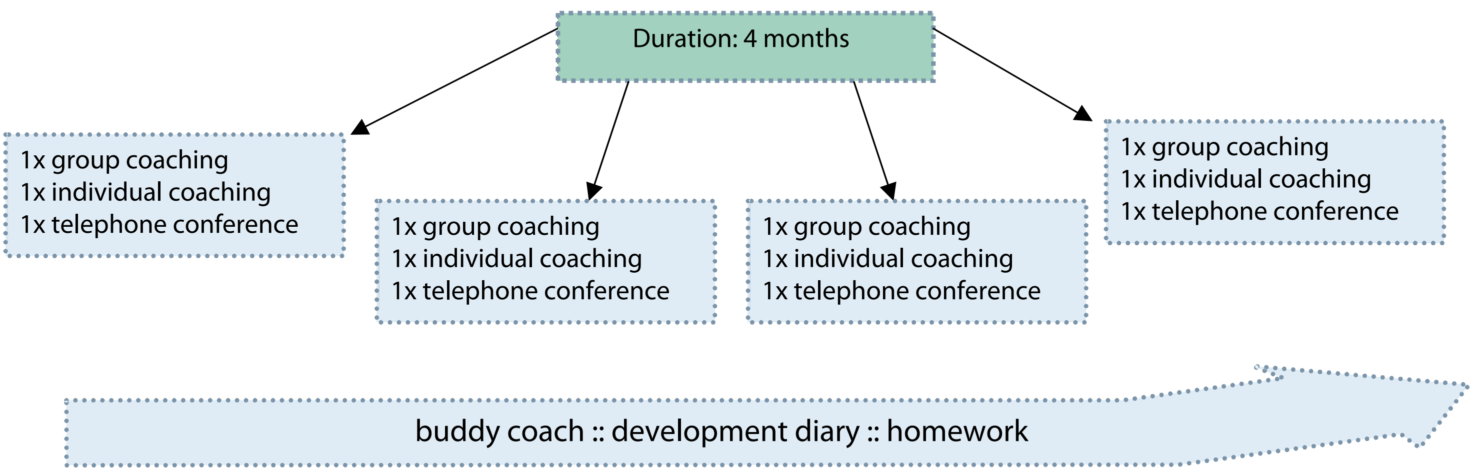
In order to convince HR managers and other decision makers in corporations to invest in coaching initiatives, coaches need to accept the challenge of demonstrating that coaching can in fact be the missing link between acquiring cognitive understanding and integrating knowledge on a level deep enough to produce observable shifts and measurable results.

Some of the responsibilities of HR managers, trainers and coaches in dealing with internal and external clients entail: boosting motivation; increasing teamwork; lowering the number of sick leaves; heightening commitment, creativity, and innovation; and (last but not least) increasing productivity. So the question we asked was: How can coaching support leaders to become the most outstanding leaders they can be, leaders who can co-create with others to reach these and even more ambitious goals?

STRUCTURE OF THE PROGRAM

The LeadershipCircle (LC) was designed for developing leaders in the business community as well as leaders from the public sector. In order to achieve maximum impact, the LC coaching program was designed to develop leaders by focusing on their personal transformation. The LC is a combination of individual and group coaching, interactive learning and buddy coaching (see Figure 1).

Figure 1. Leadership Circle Program Structure



PROGRAM CONTENT AND THEORETICAL FOUNDATION

The goal of the LC is to introduce participants to an integral perspective of leadership—with a particular emphasis on seven leadership tasks from a systemic perspective (Mussmann & Zbinden, 2003).

We paid particular attention in designing this program to the assumption that transformations are more likely to occur if the human needs for control, relationship, and challenge are fulfilled.

We paid particular attention in designing this program to the assumption that transformations are more likely to occur if the human needs for control, relationship, and challenge are fulfilled (Schmidt-Tanger, 2004).

• Control. Participants retain the control of (and responsibility for) their learning process, progress and pace during all times. They are encouraged to keep a learning journal in which to document insights, questions and self-defined learning goals. Naturally, the participants also decide on the topics to be explored during their individual coaching sessions. Participants are constantly encouraged to apply and adapt all tools and models in their personal work environment. The resulting observable shifts in participants` behaviors in turn produced positive observable responses and feedback from colleagues (and often even from spouses). These positive experiences enhanced the transformative process, shifted mindsets lastingly and strengthened the participants' commitment to develop new strategies and behavioral responses for old problems.

• Relationship. Equal emphasis was placed on personal buddy contact between participants (rotating each month), peer interactions during the group calls, and coaching calls with personal coaches. These multiple interactions produced an intense and often touching experience of being supported through relationships. In many cases, the formed relationships seem to have grown into friendships for life. By their positive and solution-focused nature, these new relationships function as powerful role models for other relationships inside and outside of the work context.

• Challenge. The group coaching and exercise elements of the LC expose the participants to the integral perspective and provided them with practical tools to incorporate in their leadership behavior. These are novel concepts for many participants—they challenge old belief patterns and require that new behaviors be tested. For example, applying a systemic, solution-focused viewpoint to leadership questions is experienced as helpful, inspiring and sometimes provoking. The goal of the LC is not to train leaders as coaches, but rather to (1) provide leaders with a set of useful tools for self-reflection as well as communication, and (2) support them to adapt new mindsets around what makes them an outstanding leader.

LEADERSHIP FROM AN INTEGRAL PERSPECTIVE

In order to give the LC a scientific, yet intuitive, framework, we linked all LC content to the Integral Theory as described by Wilber (2001) (see figure 2). According to Integral Theory it is necessary to consider at least four different perspectives in describing the cognitive, emotional, social, spiritual, physical, and behavioral development of humans. The four perspectives are visualized in four quadrants. (The authors note that Integral Theory is much more complex. However, due to restrictions regarding the length of this article, only the four quadrants are touched upon in this text. Please refer to the original publications for a deeper understanding of Integral Theory).

Quadrant upper left (UL) describes the internal representation of an individual ("Who am I? What is my internal reality? What mindsets that I hold are supporting my and others' growth and development? Which mindsets do I want to challenge?"). **Quadrant upper right** (UR) describes the external representation of an individual ("What behaviors of myself and others can I observe? Which can I build on? Which behaviors do I want to modify or challenge?"). **Quadrant lower left** (LL) describes the internal representation of a group ("What is the culture within our system? What values do we operate on?"), and **Quadrant lower right** (LR) describes the external representation of a group ("Which systems do we employ that hinder or support the goals we want to achieve? Which systems and structures need to be implemented?").

From a practical viewpoint, the four quadrants of the Integral Theory offer a coherent framework in which every model and every method can be organized and put in relation to other models and methods handling a different aspect of human reality. The goal of the LeadershipCircle is to strengthen competencies in each of the four quadrants and generally increase the participants' capacity for observation, self-reflection and insight.

Figure 2: The Four Quadrants of Integral Theory (Wilber, 2001)

I Interior/Individual (Intentional) For example: self-concept, motivation, needs	It Exterior/Individual (Behavioral) For example: observable behaviors of myself and others
WE Interior/Collective (Cultural) For example: Cultural norms, role models	ITs(plural)/They Exterior/Collective (Social) For example: observable structures and systems

A particular emphasis is put on the systemic approach, a methodology located in the LR quadrant. The systemic approach allows for a deeper understanding of the dynamics of the systems in which people operate and enables participants to reflect on their roles and relationships within their systemic context (Radatz, 2000). Operating from a solution-focused mindset makes it possible for participants to define and find solutions instead of inquiring deeper into problematic states. In other words, the LC continually encourages solution-focused questions, such as "What do we want and how do we get there?" rather than "What is the problem, how was it created and whose fault is it?" As a benchmark for leadership development, the seven core leadership tasks from a systemic perspective are used (Mussmann & Zbinden, 2003), which again can be attributed to one or more of the four integral quadrants:

Operating from a solution-focused mindset makes it possible for participants to define and find solutions instead of inquiring deeper into problematic states.

1. Capture the meaning and development of the entire system with all its components.

In order to make effective decisions, all components of a system need to be considered from a meta-perspective. Useful questions are: What is the current situation? Who are the stakeholders? What effect will a change in one area or department have on the rest of the system? What are the relationships between the different components and people within the system? What change could have the most positive powerful impact?

2. Take and show ownership of the leadership position.

Especially young leaders, specialists who have been promoted into a leadership position but don't feel they have the skills to lead, or leaders with a strong need to be liked often fall into the trap of not filling their leadership role. Distinctions between leading and leadership are made and leaders are encouraged to define how "taking and showing ownership" can be an authentic expression of their personality.

3. Create room for solutions and discover solutions.

Taking the leadership role for many leaders still implies taking full responsibility for strategy as well as outcomes. The advantages for creating room for co-development of solutions with others are explored and tested in real work situations.

4. Include and empower co-workers.
In order to include and empower co-workers, observations about these co-workers' specific strengths, talents and needs must be made. Observation is a fundamental skill that is practiced during the LC program.

5. Acknowledge and honor the contributions of (senior) co-workers.
From a systemic perspective it is important that everyone, in particular those who have been part of a system the longest, are acknowledged for their contributions. Dignified ways to express sincere gratitude to others are explored.

6. Permit and express emotions – act authentically.
In order to be seen and respected not as a function but rather as a person with a particular function within the system, it is vital for the person holding the leadership role to express emotions authentically. Participants are guided to discover and express their own needs in a way that respects the needs of everyone else involved. Better and deeper human connections are produced that increase the quality of work life within the team.

7. Invest in personal development.
Truly outstanding leaders are people who value personal development and have perfected their ability for self-reflection. Their quest is not only to be more efficient but also to be more human. They have discovered that outstanding results are more likely to be produced by co-workers who are allowed to bring intellect, heart and soul to the workplace every day.

The integral lens thus offers a useful framework not only for the seven leadership tasks but also for all exercises and methods selected to further the self development of leaders. The methods combine to help with diverse leadership challenges—such as (1) developing self-awareness through observation, goal-oriented and respectful communication with individuals, (2) powerful learning how to moderate group and team processes, and (3) increasing fun and humor in the work place. Throughout the program, learning is supported by an experiential approach. Newly acquired skills are applied in simulations during the group coaching day, followed by their application in real life situations.

The coaching approach ensures that participants never feel obliged to adopt the "latest" fashionable leadership model, but rather feel supported in their observation of what works and what is effective to generate positive relationships with self and others.

Recurrent discussions in pairs or small groups about observations and insights deepen the understanding and promote integration of new behaviors. The coaching approach ensures that participants never feel obliged to adopt the "latest" fashionable leadership model, but rather feel supported in their observation of what works and what is effective to generate positive relationships with self and others. Each participant is entitled to at least one individual coaching session over the telephone between the group coaching days. Participants use the individual coaching sessions to discuss specific personal challenges and tailor solutions that have evolved during the group coaching days to fit their personality and leadership style. Additionally, each participant selects one group member every month to be his or her "buddy". The buddy teams are in weekly contact, supporting one another in their self-defined homework, and exchange experiences and tips for solving problems.

RESEARCH METHODOLOGY AND RESULTS

Our hypothesis was that the combination of these different elements (individual and group coaching, buddy, development diary) would promote reflection, learning and lasting shifts in the seven leadership tasks. The evaluation results of two groups of 16 leaders from the public sector (school principals of various school types) are presented in this study.

Group	Number of Participants	Sex	Schooltypes	Number of Teachers in Staff
Group A	16	male: 13 female: 3	secondary schools: 1 elementary schools: 3 high schools: 6 vocational schools: 2 Junior high school / secondary schools: 3 pedagogical schools: 1	<30: 0 30-39: 3 40-49: 4 50-59: 1 60-69: 3 70-79: 1 80-89: 2 >90: 2
Group B	16	male: 13 female: 3	secondary schools: 3 elementary schools: 5 high schools: 5 vocational schools: 2 Junior high school / secondary schools: 1	<30: 1 30-39: 2 40-49: 2 50-59: 4 60-69: 2 70-79: 1 80-89: 2 >90: 2

Table 1: Description of Participants

An intervention can be rated as effective when it demonstrably produces sufficiently intensive or substantial changes relating to the program's specific goals. Furthermore, as stated by Hager (2000) about interventions in the realm of training, coaching, or therapy, effectiveness needs to be demonstrated as transfer over time (persistence, duration). We thus tested the extent to which: a) the program enhanced the self-perceived competence of the participants in realizing the seven tasks of a leader, and b) their participation had a self-perceived impact on their school environment.

Program and participant progress was evaluated by delivering the same questionnaire at three measurement points for the group A: the first prior to entering the program, the second after completion of the program and the third five months after completion. One additional measurement point was scheduled four months prior to the beginning of the LC for the group B. The questionnaire was designed to specifically target mindsets and self-reported behaviors regarding the seven leadership tasks and contained 62 items that were summarized in seven main scales. The re-test allowed investigation of the stability of the measured effects after the participants had already left the program and thus lost part of their interpersonal support.

The "Delayed-treatment control-group design" (Neck & Manz, 1996) allowed for the separation of variations in response patterns which are the direct result of participation in the LC from variations caused by unrelated factors, such as being exposed

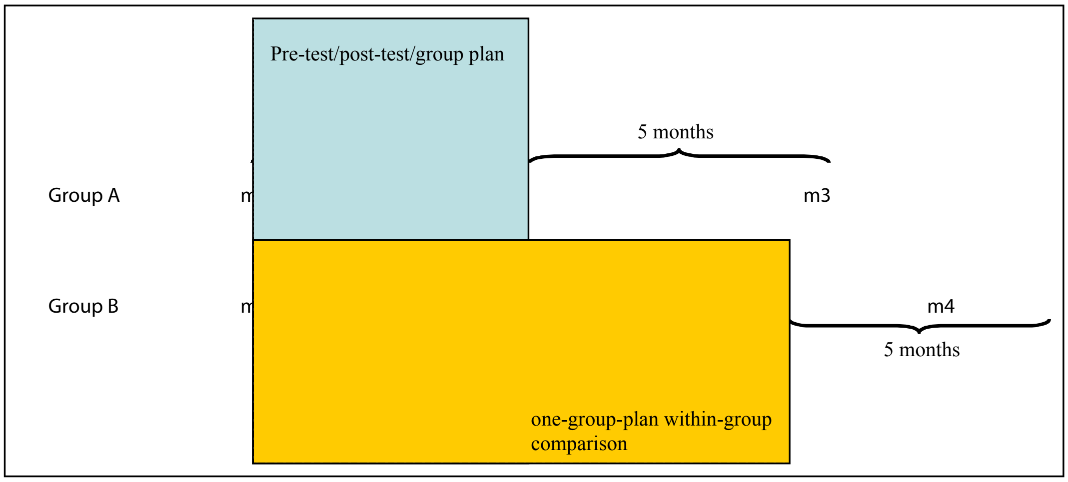


Figure 3. Experimental Design of the LC Evaluation Study

to the questionnaire or other measurement effects (Priemuth, 2002).

In order to measure and demonstrate statistical significance, the classical magnitude of effect method was used. This approach has two main advantages over simply calculating significance: firstly, independence from sample size, and secondly, consideration of variance. To prove a significant impact of the LC we followed the requirement formulated by Cohen (1988) and Bortz & Döring (1995) that verifiable

Test	Classification of effect sizes		
	small	medium	large
t-Test for dependent samples (within group comparison)	0,20	0,50	0,80
Interaction test (between group comparison)	0,10	0,25	0,40

Table 2: Classification of Effect Sizes (Bortz, 1995)

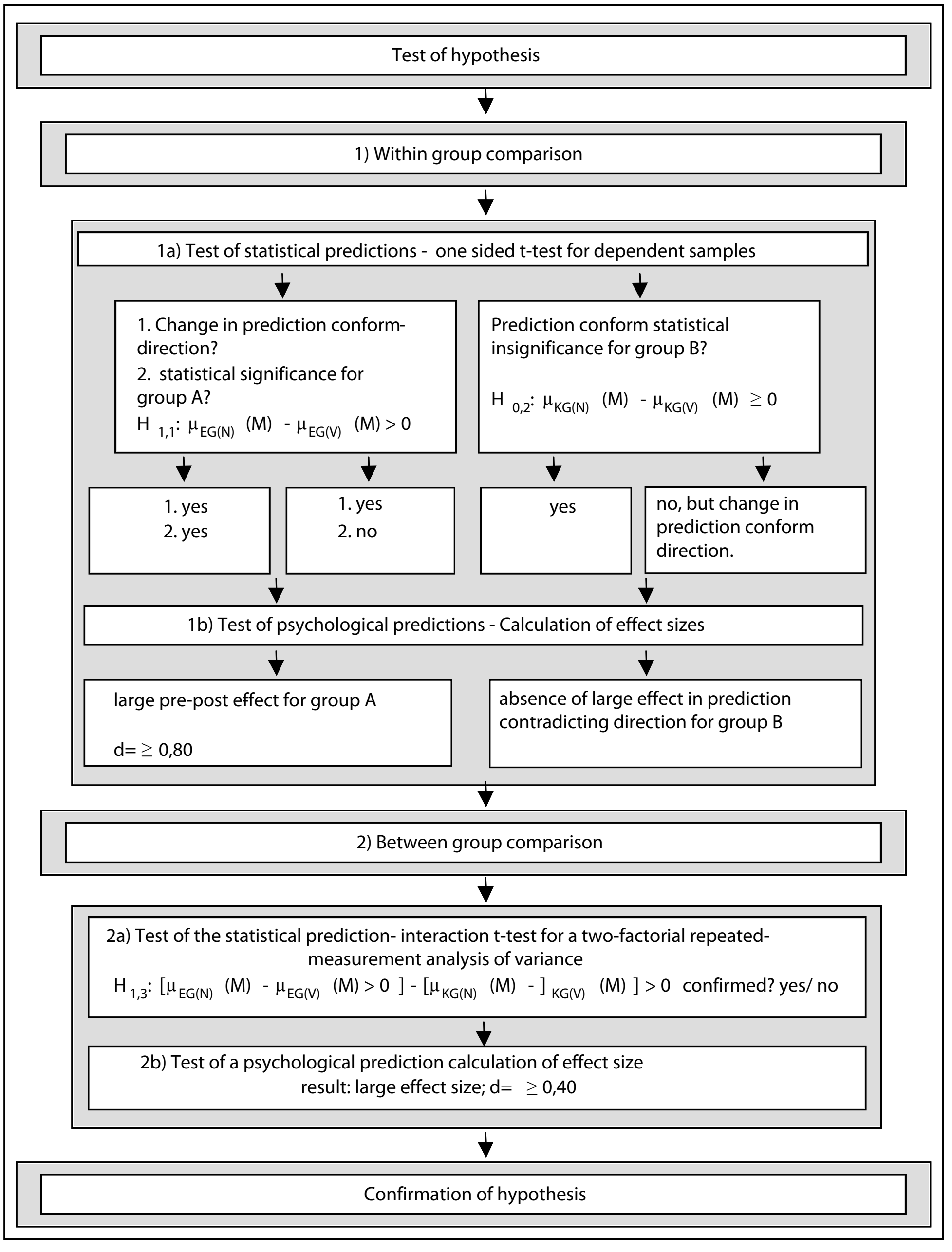


Figure 4: Procedure for Hypothesis Testing

statistical magnitudes of effects should show an effect size of 0,8 or higher.
Figure 4 visualizes the statistical procedure for testing the hypothesis:
The analysis of the LC data for group A clearly shows an effect size of 0,8 and above for all seven leadership tasks but one (leadership task #5: Acknowledge and honor the contributions of (senior) co-workers). In the second group, group B, all seven scales reached the effect size of 0,8 or above. The results can be taken as statistical verification for the effectiveness of the LC intervention. The four month post-measurement confirmed the effect sizes higher than 0,8 to be stable, which supports the

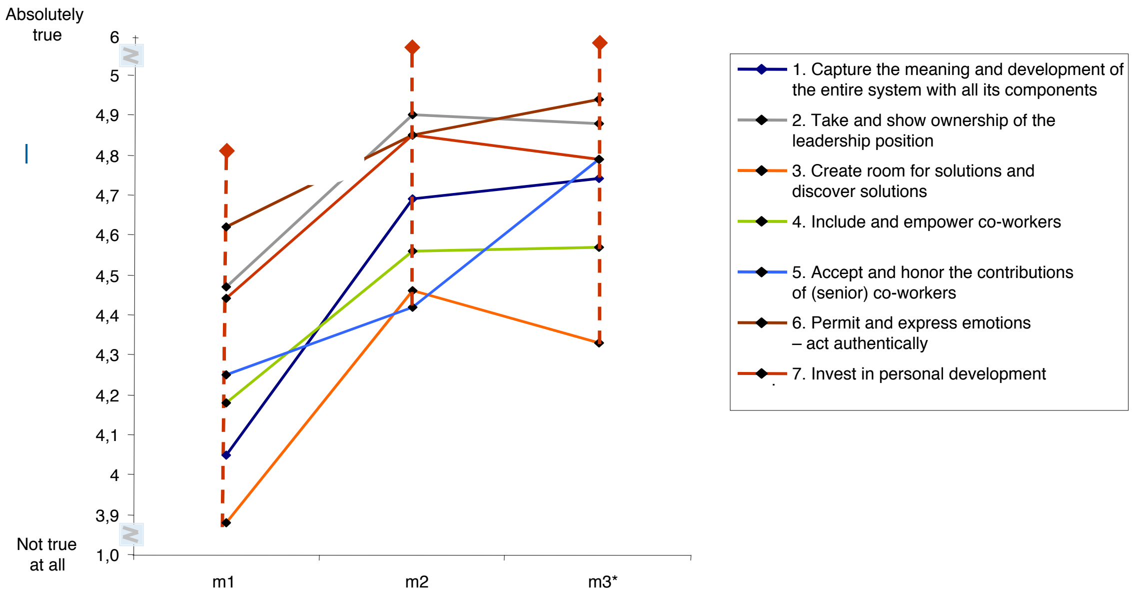


Figure 5: Results of LeadershipCircle Group A.
Mean Values of the Seven Scales at Three Measurement Points.
*The deviations between m2 (directly after the LC) and m3 (5 months after completion of the LC) are random and statistically insignificant with the expection of leadership taks #5. Here a medium sized effect can be demonstrated.

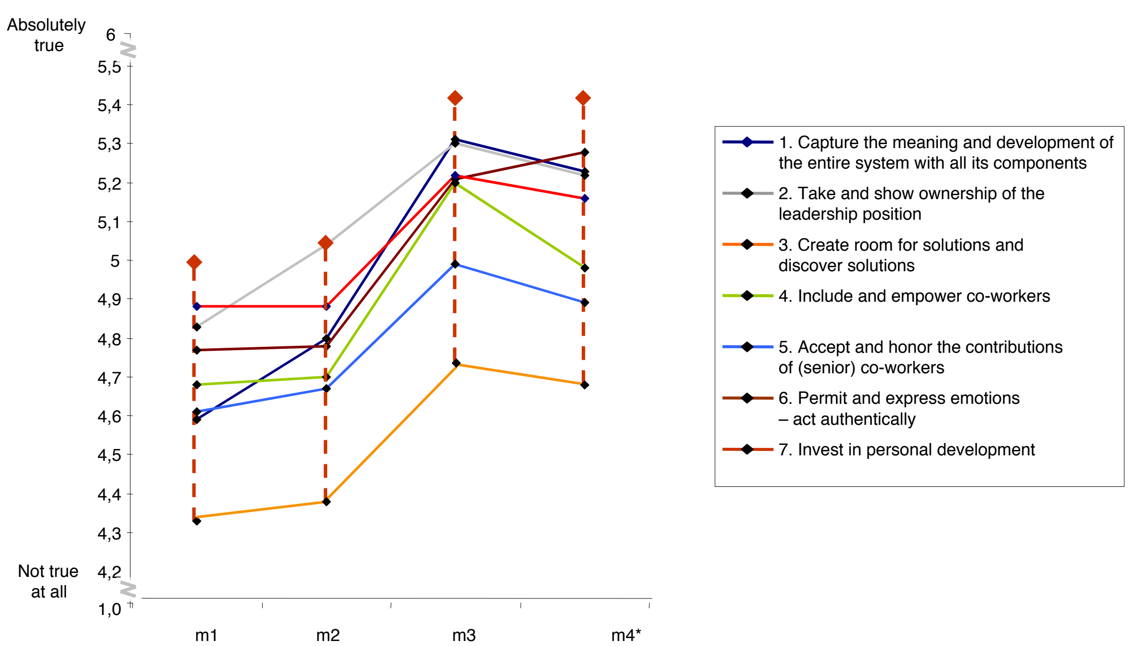


Figure 6: Results of LeadershipCircle Group B.
Mean Values of the Seven Scales at Three Measurement Points.
* The deviations between m1 (prior to the LC) and m2 (first day of the LC) and m3 (directly after completion of the LC) and m4 (5 months after completion of the LC) are random and statistically insignificant.

notion that the LC is able to build sustainable leadership competencies as defined by the seven leadership tasks.

The statistical evaluation results as shown in figures 5 and 6 demonstrate a significant development in respect to the seven leadership tasks (according to the questionnaire responses of participants). The within group effect sizes for each of the seven leadership tasks of measurement prior to the start of the LC and directly after completion of the LC are presented in figures 7 and 8.

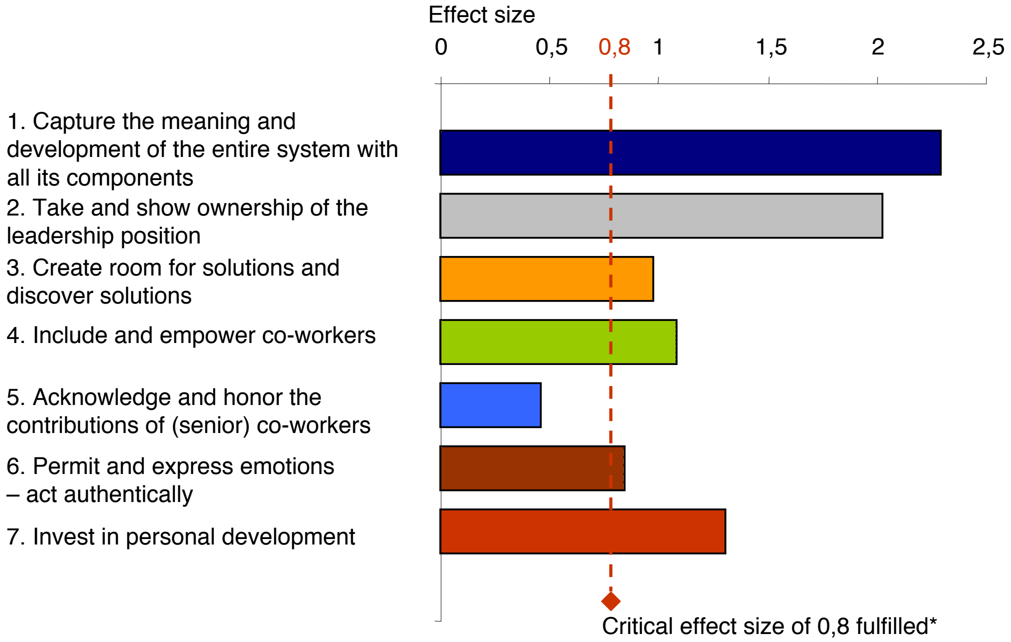


Figure 7 : Effect sizes of Group A Between Measurement Point 1 and 2

*Within group comparison, unidirectional t-test for dependent samples

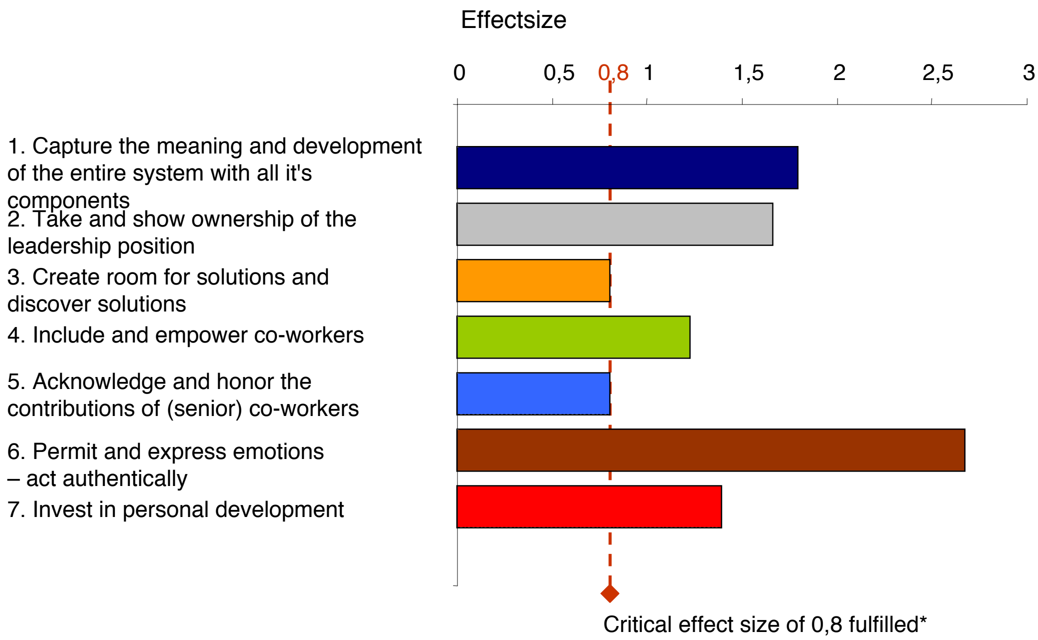


Figure 8 : Effect sizes of Group B Between Measurement Point 1 and 2

*Within group comparison, unidirectional t-test for dependent samples

[The Leadership Circle] is able to build sustainable leadership competencies as defined by the seven leadership tasks.

The evaluation results support the notion that the combination of different elements in the LeadershipCircle powerfully promotes learning, insights and sustainable shifts in behaviors. One interpretation of the different results for group A and group B in respect to improvements in the seven leadership tasks is that coaching is a process that unfolds its individuality depending on the people involved. It is unlikely that any of the groups experiencing the LC are going to have the same improvements in the same leadership tasks. The two groups also experienced different effects regarding shifts in the general climate of their schools as depicted in Figure 9.

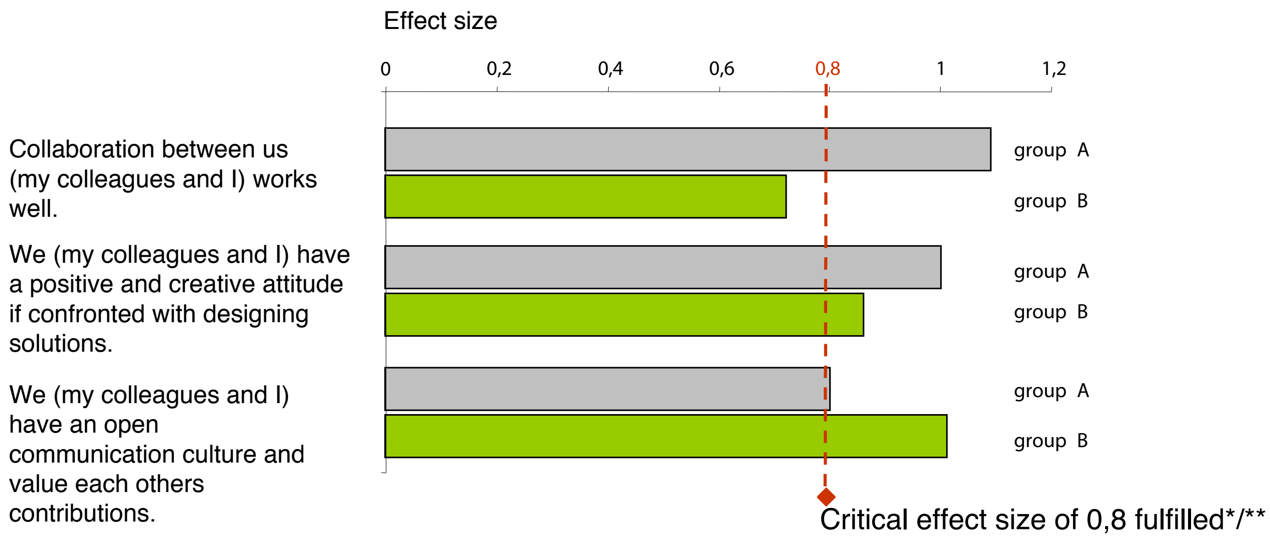


Figure 9: Sample questions for shifts in general climate between measurement point 1 and 3

*Within group comparison, unidirectional t-test for dependent samples

**The criterium for a large effect (0,4) was also reached or exceeded in the interaction-t-test for the two factorial repeated measurement analysis of variance

CONCLUSION AND OUTLOOK

The discussed effects strongly encourage a modular approach to coaching initiatives tailored for developing leaders in and across organizations. Preliminary data from other test groups such as the next two groups of school principals as well as a group of twelve leaders from a company in the wood-producing industry indicates that the concept is equally effective for in-house groups consisting only of leaders within one organization as well as in open groups consisting of leaders from different organizational backgrounds. However, specific benefits may vary for in-house or open groups (for example, strengthening of internal networks and cooperation for in-house groups and more powerful external networks for open groups).

One of the most frequent pieces of feedback we received from participants was their expressed wish to continue the coaching program beyond the four months. This, we felt, was an indication that internal as well as externally visible transformations take time to be integrated on a level affecting mindsets and behaviors. We have since added another day to the LC, focused on deepening observation skills and exposing participants to the basic premises of Spiral Dynamics (Beck & Cowan, 2005).

Outstanding leadership is not a technique or a carefully rehearsed behavior. Leadership requires awareness of one's own humanness, the ability to relate to others with compassion, the ability to acknowledge others' potential and assist them in developing it while simultaneously focusing on business objectives. Since leadership development does not stop at the office reception desk, we greatly encourage participants to bring personal issues to the coaching conversations. If leaders develop from the inside out, it is not sufficient to introduce yet another leadership tool. Transformational coaching requires that we invite coachees to invest their whole selves in the process, and create a room safe enough for them to share their needs, mindsets, values, and behavioral patterns.

Outstanding leadership is not a technique or a carefully rehearsed behavior. Leadership requires awareness of one's own humanness, the ability to relate to others with compassion, the ability to acknowledge others' potential and assist them in developing it while simultaneously focusing on business objectives.

Even if coaches can and should demonstrate the effectiveness of an intervention, they can never promise it. Every coaching process and every group is unique. Ultimately, lasting shifts rely on the choices each individual coachee makes. As coaches we can increase the likelihood of these shifts by holding the intention and the conviction in people's potential to transform. As the German philosopher Johann Wolfgang von Goethe put it: "Treat others as if they were what they should be and you will help them to become what they could be."

One of the authors is currently exploring the possibility to evaluate the program as her dissertation project and include other measurement instruments such as a 360 degree questionnaire delivered to colleagues. The LC is currently offered in Germany and the UK.

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Applying Adlerian Theory and Psychological Research:
Integrity-Based Leadership Coaching

STEWART BORIE, M.B.A. AND DANIEL ECKSTEIN, PH.D.

An oxymoron is defined as "a figure of speech that uses seeming contradictions 'cruel kindness' or 'to make haste slowly,'" (Webster's, 1991, p. 968). Too often "business integrity" and "business ethics" could be added to that list. The purpose of this article is to define and to illustrate the role of integrity in business-oriented client relationships as well as in the practices of coaching to individuals and groups in organizations; it is referred to as Integrity-Based Leadership Coaching (IBLC) by the authors.

FROM THEORY AND RESEARCH . . .

The authors define integrity as being authentic. Congruence is a similar concept. This is the leader who genuinely "walks the talk." It has been concretely described as "what you see is what you get." Conversely, "disintegrity" is the gap between who the person presents himself or herself to be and how the core essence of that individual is at their core. Trust is highly correlated to integrity while mistrust is a frequent consequence of disintegrity.

Corollaries to fundamental theoretical principals will be included, particularly as they relate to a core theme of IBLC, the use of radical inquiry-based approaches to coaching interventions. Three developmental coaching processes will be discussed: 1) assessment; 2) diagnoses; and 3) suggested coaching interventions.

Sometimes it is easier to define what something is not as a way of also describing what it is. Lack of "integrity" in business can be identified in almost every business-oriented journal or newspaper. One of the most prominent examples of course is the collapse of the Enron empire in the United States. Greedy executives, knowing the end was near, cashed in all their stocks. The workers were left with no retirement savings as the company's stock value plummeted.

What the authors describe as "radical inquiry-based approaches" to coaching interventions will also be presented.

Here is some relevant research on how coaches can utilize behavioral science concepts for maximum effectiveness in moving leaders toward integrity.

Adult Development Applied to Coaching

Axelrod (2005) applies the theory of adult development to the growing discipline known as executive coaching. He is a psychoanalyst who has also expanded his private practice in New York City to include executive coaching. Here is a summary of some of his comments.

Axelrod believes adult developmental theory is important to coaches because it furnishes a dynamic perspective on personality growth without privileging the childhood past. While the coach might have some understanding of an executive's early life issues and conflicts, these phe-

> nomena become the backdrop against which the all-important struggles of adulthood play out. The coach is more likely to focus on issues of the adult past and to be aware of how landmark adult developmental tasks are being negotiated by the client. The coach then adds to the mix an understanding of how career progress, success and failure, goals and values, leadership style, interpersonal relationships, communication skills, self-management skills, and so forth have affected the development of the personality in adulthood. (p. 118)

While the coach might have some understanding of an executive's early life issues and conflicts, these phenomena become the backdrop against which the all-important struggles of adulthood play out.

An understanding of human development theory is useful in understanding executives reaching midlife. Axelrod describes it like this:

> My most common assignment as an executive coach has been to guide the development of the hard-charging middle manager. These are executives who are typically, but not always, men and are usually in their mid-30s to early 40s. They are long on drive and ambition and rather short on people skills such as active listening, persuasion, consensus building, and conflict resolution. They tend to be results-oriented, project driven, and highly focused. They admit that they "do not suffer fools gladly" and have difficulty tolerating divergent opinions when the solutions to problems seem so obvious. These executives are typically abrasive, and in remedial cases, abusive. They are often "all business" and don't show enough of their more human (and humorous) side. (p.119)

He uses a creative metaphor of surfing in describing his coaching interventions.

> I like to think of the coach's role with these executives as helping them "ride the wave" of development from early to middle adulthood. Some are natural born surfers, but others need help spotting the wave and riding it. Understanding the normative developmental challenges of this era can help the coach guide the executive through the "transformational task. (p. 119)

Erikson (1950, 1958, 1968) and Gould (1972) have emphasized the centrality of a sense of authenticity and integrity in late middle age. Axelrod similarly states,

> . . . the attainment of authenticity carries with it an increased sense of what is truly important, a capacity to assess and accept what is real in both the external and internal worlds regardless of the consequences. Authenticity in late middle age entails a more penetrating sense of what is intrinsically important over time in relationships, work, and the life of an organization. Healthy development at this stage carries with it a strong sense of life as a journey and adventure, complete with joy, grief, success, setbacks, love, and death. (p.120)

The Corporation is a Canadian documentary, based on Joel Bakan's (2004) book by the same title. The producers asked the rhetorical question "if a corporation is indeed a 'person' having such literal legal recognition in U.S. courts since the 1930's, then what type of 'person' is a corporation?" To more precisely assess the personality of the corporate person, a checklist was employed using actual diagnostic tools of psychiatrists and psychologists. The results of the diagnostics suggested that the operational principles of the corporation give it a highly anti-social personality, which is self-interested, inherently amoral, callous and deceitful; it breaches social and legal standards to get its way; it does not suffer from guilt, yet it can mimic the human qualities of empathy, caring and altruism. A disturbing diagnosis was delivered by Bakan (2006) wherein the institutional embodiment of laissez-faire capitalism fully meets the diagnostic criteria of a “psychopath.”

The filmmakers assert that the sole function of a corporation is to make money for the stockholders. Dumping harmful chemicals into local streams therefore becomes one way of outsourcing “internal ‘pesky’ cost factors.” Deliberate pollution becomes one way to maximize corporate profits. Of course this appraisal of the corporate “person” is a generalization and not a fair representation of all corporate philosophies and practices. Indeed the producers identify “healthy personality” companies such as Interface, the world’s largest commercial carpet manufacturer, founded by Ray Anderson, where the environmental impact of company products is now being considered. Anderson, Interface’s CEO, is a visionary leader, who had an environmental epiphany about sustainable business principles and re-organized his $1.4 billion company to embody these principles. This individual, finding or listening to his personal integrity, shaped the “person” and hence social integrity of his organization.

Adlerian Contributions to Coaching

We believe that the notion of integrity and Integrity-Based Leadership Coaching (IBLC) can apply to the individual and the organizational “person” in coaching interventions designed to align the integrity of individuals and organization, with strong corollaries to Alfred Adler’s seminal work on a systems approach to human behavior. Adler’s theories of social interest—and the attendant assumption that one’s behavior is purposeful, goal-directed or teleologicall—an be applied toward committing to the value of integrity in all aspects of one’s life in individual and/or organizational coaching processes Adler stressed that individual behavior can only be understood by a systems-based focus. He used the term social interest. Behaviors associated with social interest include helping, sharing, participation, compromising, encouraging and reforming. Social interest also involves being cooperative and empathic. Feelings associated with social interest include belonging, feeling at home, commonality, faith in others, the courage to be imperfect, being human and being optimistic.

Kaplan (1991) identified concrete ways that behaviors, feelings, and cognitions (thoughts) are associated with the “integrity” of social interest. Abraham Maslow created Adler’s belief in social interest as a primary description of individuals by noting “this word (Gemeinschaftsgefuhl –social interest)… is the only one available that will describe the flavor of the feeling for mankind by self actualized subjects… They have, for human beings in general a deep feeling of identification, sympathy and affection… it is as if they were all members of a single family.” (Ansbacher, 1991, p.5)

Gemeinschaftsgefuhl is the most distinctive and yet one of the most challenging concepts in Adler’s model. It is generally translated from German into English as “social interest (SI) or “social feeling.” There actually is no accurate English word that seems to communicate the German sense of community (Ansbacher, 1999). O’Connell (1991) prefers the term “humanistic identification.” But even that seems to fall short in accurately conveying the essence of being “connected” to the total environment beyond “human” connectedness.

“Embeddedness” is the rich term Adler (1938) used to describe an individual’s personal feeling of being connected in an interdependent manner with one’s environment. O’Connell (1991) illustrated the interrelationship between the individual and the environment by proposing the following “equation.” NH=SE+SI, meaning that a "natural high" (in contrast to the high of chemical-based addiction) is a combination of both high self-esteem and high social interest towards others.

Applied to the concept of integrity, the authors assert that consultations and interventions that are directed toward the individual or group learning about oneself—about learning to be in integrity-- has fundamental implications in assisting clients in finding Gemeinschaftsgefuhl or "embeddedness". The implication is that learning about and acting in integrity can be beneficial to individuals, organizations and the larger community. Through such integral practices a community becomes sustainable.

Covey's Seven Habits

Integrity-Based Leadership Coaching is also consistent with Covey's Seven Habits of Highly Effective People (1992). Covey believes these "habits" are characteristics of what he calls "abundance managers". They:
1. Return to the "right" sources (a sense of internal serenity that helps keep them gentle, open, trusting and genuinely happy for the success of others).
2. Seek solitude and enjoy nature.
3. "Sharpen the saw" by continually upgrading their skills.
4. Serve others anonymously.
5. Maintain a long-term, intimate relationship with another person.
6. Forgive themselves and others.
7. Are problem solver, specifically being able to separate the people from the problem been addressed. (p.33)

Covey (1990, p. 52) stresses that people are guided to practice simple "habits of effectiveness." "Because they are based upon principles (guidelines for human conduct that are proven to have enduring, permanent value), they bring the maximum long-term beneficial results possible. They become the basis of a person's character, creating an empowering center of correct maps from which an individual can effectively solve problems, maximize opportunities, and continually learn and integrate other principles in an upward spiral of growth." In the authors' view, if people or organizations "walk the talk" of their "maps", then they would be operating in integrity with their core "self."

In The 8th Habit from Effectiveness to Greatness, Covey (2004) cites research from a Harris poll of over 23,000 people employed full time within key functional areas. Here are some of the five key findings:
1. Only one in five was enthusiastic about their teams and organization goals.
2. The same percentage said they have a clear "line of site" between their tasks and their team's and organization's goals.
3. Only 15 percent felt they worked in a high-trust environment.
4. Only 20 percent fully trusted the organization for which they worked.
5. Only 13 percent have high-trust, highly cooperative working relationships with other groups or departments. (pp. 2-3)

From this, Covey adds his eighth habit, "find your voice and inspire others to find theirs." In suggesting that people need to find their voice, Covey alludes to the condition we refer to as "disintegrity," wherein the persona of the individual or organizational "person" lacks integrity, and that "person's" voice is not their real voice. The person must therefore search, find, discover, or inquire into what is their real "voice." (p.5)

We believe that integrity is a cornerstone of Covey's eighth habit. Covey believes that "voice lies at the nexus of talent (your natural gifts and strengths), passion (those things that naturally energize, excite, motivate and inspire you), need (including what the world needs enough to pay you for), and conscience (that still, small voice within that assures you of what is right and that prompts you to actually do it)." (p.5)

Conversely, being "politically correct," is a symptom mentioned in M. Scott Peck's best-seller People of the Lie (1983). Saying what is expected represents when people are "out of integrity"

According to Yukl (2002), "Personal integrity means that a person's behavior is consistent with espoused values and the person is honest, ethical and trustworthy." Integrity-based leadership is the type of leadership wherein the leader is at-one with him or herself, where essentially "what you see is what you get" and his/her personality has integrity, not in the moral sense, but in the sense of reliable continuity of self. Observers of this style and type of leadership recognize it easily, when a leader "knows herself, when she is comfortable in her own skin." In other words, they are simply themselves.

Covey (1991) refers to "principle-centered leadership" or "leadership by compass" wherein "correct principles are like compasses: they are always pointing the way. And if we know how to read them, we won't get lost, confused or fooled by conflicting voices and values. Principles are self-evident, self-validating natural laws. They don't change or shift. They provide 'true north' direction to our lives when navigating the 'streams' of our environment." (p.19)

We know when someone is operating according to "true north," but this is not listed in normative taxonomies of leadership. Instead, a chorus of leadership traits and attributes drown out the essential characteristic of personal integrity-- knowing oneself--as the "true north" of leadership.

In *Primal Leadership* Goleman et al (2002) write, "Great leadership works through emotions. No matter what leaders set out to do – whether it's creating strategy or mobilizing teams to action – their success depends on how they do it. Even if they get everything else just right, if leaders fail in this primal task of driving emotions in the right direction, nothing they do will work as well as it could or should." (p.3) Goleman believes *emotional intelligence* (EI) is at the root of effective leadership. One of the EI competencies in the self-management domain is transparency, "an authentic openness to others about one's feelings, beliefs, and actions – allows integrity." (p. 254) In order to become a resonant and sustainable leader, a person must have experienced or changed according to five personal discoveries:

1. My ideal self : Who do I want to be?
2. My real self: Who am I? What are my strengths and gaps?
3. My learning agenda: How can I build on my strengths while reducing my gaps?
4. Experimenting with and practicing new behaviors, thoughts and feelings to the point of mastery.
5. Developing supportive and trusting relationships that make change possible. (p.109)

A chorus of leadership traits and attributes drown out the essential characteristic of personal integrity-- knowing oneself--as the "true north" of leadership.

Personal integrity, whether seen from the perspective of the authors, or from that of Covey, Peck, Garner or Goleman, appears to be consistent with a core Adlerian principle: one's behavior is purposeful, goal-directed, or teleological (Adler, 1938).

Positive Psychology and Coaching

Positive psychology attempts to understand positive emotions, positive strengths and virtues, and positive institutions (Seligman and Csikszentmihalyi, 2000). According to Seligman (2002), strengths are special traits that meet additional criteria, setting them apart from talents and more general personality traits and imbuing them with moral significance. A partial list of strengths that fit these criteria would include creativity, social intelligence, wisdom, bravery, kindness, fairness, leadership, humility, spirituality, and integrity.

According to Peterson and Seligman's (2004) influential classification system, strengths are the building blocks of higher order virtues. Bacon (2005) also discusses additional applications of positive psychology for coaches to consider. Rather than a set of unrelated topics, new patterns may emerge. Peterson and Seligman's Values in Action (Peterson & Seligman, 2001, 2004) classification system exemplifies this productive way in which to structure the domain. This system identifies 24 universally recognized strengths and organizes them hierarchically under a set of six higher order virtues. The web-site www.authentichappiness.com is an excellent resource for coaches relative to helping leaders identify "signature strengths."

. . . TO PRACTICE

Assessment Philosophy

Integrity-Based Leadership Coaching (IBLC) begins with an underlying philosophy of what we call "a reason to be." In Man's Search for Meaning, Viktor Frankl (l984) quoted Neitzche who said, "A man who has a 'why' for his life can withstand any 'how.'"

The "reason to be" is similar to what the existentialists refer to as an "existential anchor." This is related to a basic assessment that is made by consultants with the individual, team, or group. This assessment is based on two fundamental questions: "what's right?" and "what's wrong?"

The assessment phase of IBLC features a basic philosophy of inquiry into the core, authentic self. This has strong corollaries to Adler's concept of personal lifestyle assessment. There are many methods of exploring one's self that Adlerians use in personality life-style assessments. They are only briefly identified herein. A more thorough description can be found in Eckstein and Kern's (2002) Psychological Fingerprints: Life Style Assessment and Interventions.

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There is also a theme issue of the Journal of Individual Psychology devoted to life-style assessment, in which Eckstein's (2003) "Footprints and fingerprints: reflections on 30 years of life-style assessment" features many consulting interview questions. Les White and Linda Page have also created a "work-style assessment" that is a sequential exploration of an individual in his or her workplace (in Eckstein and Kern, 2002, pp. 209-225).

Henry Stein (l991) observes that there are many similarities and differences between Adler and the classic "Socratic method" of questioning. Milliren and Wingett (2005) have adopted the Adlerian Socratic method to their own oxymoron they paradoxically call "the practice of precision guesswork." It is based on a coaching interview style they call both "creative empathy" and "respectful curiosity." Their process encourages a person to reflect on the process of reflection. For example, after addressing some of the above questions, they add such questions as:

1. How do you experience your reflections on these responses right now?
2. How are those responses a part of your life now?

3. What do your responses say about you now?
4. What do you think are some future implications of your responses?
5. If you were your own coach, what would you suggest to yourself?"

Regardless of whether one uses Alderian lifestyle assessment or another form of directed inquiry, we suggest that radical inquiry is an important component of knowing "self" and finding individual or organization integrity.

Diagnostic Approach

Integrity-Based Leadership Coaching (IBLC) is built upon a basic foundation of diligent inquiry into "self." However, the notion of self-inquiry should not be viewed in terms of isolated self-inquiry. Instead, we suggest that facilitated and managed inquiry in a collaborative, co-creative environment is the root of effective discovery and manifesting of authentic self, or "showing up" in integrity.

Consistent with the Adlerian philosophy that a coach and client are "equals," IBLC diagnosis is meant to be a collaborative team effort. It is not the "all knowing Oz" coach making the diagnosis. Furthermore, it must incorporate a systems focus rather just focusing on the individual in isolation, particularly relative to the "and therefore what does all this mean?" summary. Several diagnostic methods are particularly well-suited for facilitating and managing radical self-inquiry, including:

1. *Encouragement:* is an ongoing critical coaching skill. Adler stressed that one should build on strengths and not weakness. Dreikurs added that humans need encouragement like plants need water. Additional application of Adlerian theory in organization settings is found in Dinkmeyer and Eckstein's (l996) *Leadership by encouragement*.

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2. *Confrontation* is paradoxically an essential aspect of encouragement. Nikelly (l971) has called them "stoke and spit" consulting skills. By that he means that both the building on strengths approach, coupled with the approach of what Adler (1956) very vividly called "spitting in the soup" is a "dynamite" "one-two" coaching "skills combination". Adler said, "if you are eating a bowl of soup and someone comes along and spits in it you can keep eating the soup… it probably won't be as pleasurable however." To confront is to focus on a discrepancy. Adler (l956) said it this way "trust the 'tongue' of the shoe not the 'tongue of the mouth.". Examples of confrontational discrepancies include:
a. Between what one says he or she will do and what is actually done
b. Between one's perception not only of quality and excellence but also of basic satisfactory work when compared to the perceptions of other people
c. Between the stated job description and stated standards of performance and the extent to which an individual is willing and/or able to perform the job and work to these standards.

Confrontation does not have to be harsh. It can be done in such a way that leaders cooperate, especially when they are invited respectfully to examine their behaviors, attitudes, and thoughts. An essential ingredient in effective confrontation is basic respect for the recipient. Coaches who care enough to make demands on their clients and show genuine empathy are, in effect, communicating to the clients that they can be fully in contact with their own potentials or personal integrity. Ultimately, however, coaches are most effective in confrontation when appreciating that, as adult learners, the individual himself or herself ultimately is responsible for deciding what to do with the information (Corey, 2005).

Intervention

IBLC is both an approach and a discipline. It focuses on identifying gaps in personal or organizational integrity and in using critical directed inquiry to identify solutions, narrow or bridge the gaps, and replace problematic patterns with inquiry-based solutions.

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The role of the coach

It is important to recognize the various potential roles of the coach. They can include:

1. *Problem solving:* dealing with diverse issues such as organizational process, conflict resolution, human resource management, organizational design, decision making, brainstorming or simply unsticking organizational log jams.
2. *Being a third party:* providing situational, objective oversight to mitigate bias and insure impartiality. This can provide fair opinions, test concepts, or critically examine a position from another point of view, including debunking false or disabling/limiting assumptions.
3. *Empowering:* providing motivational enhancement.
4. *Providing expertise:* providing expert value in areas such as knowledge, process and methods, systems, resources, organizational design, or environment,
5. *Accessing:* providing difficult-to-obtain information or influence.
6. *Bringing prestige:* attaching branded personal or organization credibility, along with an implicit endorsement.
7. *Leveraging:* using an intermediate resource as a stepping-stone to another objective, e.g., using a consultant to access a prospect, financing source or political resource.
8. *Managing issues:* using issue-specific expertise to manage a specific circumstance.
9. *Providing management coaching:* including in areas such as marketing, strategy development, and decision-making.
10. *Being a knowledge merchant:* shortening the learning curve with expert facilitation, access to hidden or hard-to-find knowledge, research, and interpretation.
11. *Being an educator/mentor:* transferring knowledge.

The role of a coach involves utilizing such interventions as critical inquiry, guided self- or situational appraisal, objective but empathetic directed inquiry, deconstructing limiting beliefs and systems, and reconstructing empowering and enabling belief systems. The roles can be diverse, concurrent and evolving, depending upon the issue or presenting problems. But depending upon the issue, presenting problem or need, the client may be facing one or more of the following challenges:

- Not knowing what they need nor having realistic expectations
- Confronting many issues which confuse the situation
- Covering up, denying, blaming or confusing
- Neediness
- Pursuing incongruent objectives
- Unindividuated thinking (i.e., groupthink)
- Using inappropriate methods or tools

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A major theme of IBLC is that “Integrity (or lack thereof) runs deep”. Hence, the presenting problems may only be a symptom. Not having integrity is an example of “What you see is not what you get.” either organizationally or individually. In other words, the persona (the personality protected by or assembled of “icon armor”) is incongruent with person or "self." IBLC applies directed inquiry to identify these gaps.

A second theme is that people or organizations may not recognize their own dis-integrity. The role of the coach is to identify this, and then use directed inquiry to allow the client to see their own gaps, helping the individual or organization find authentic "self." Another theme is that the integrity of the coach sets the resonant tone of the engagement: Integrity begets integrity.

Issues of integrity are particularly important when looking at the presenting problem or strategic objective of the coaching assignment. Organizations or individuals rarely hire coaches unless they "need" something. The presenting problem is often presented as a specific issue, a general problem, or a broader strategic issue. However, issues of integrity are confounding, illusory, and subtle and often reflect an oversimplified perspective, including a "quick fix" expectation.

Often, conflict is an individual and organization taboo, an indicator of failure, and hence shunned. Yet it is often an essential indicator of the health of the individual and the organization, essential to proper individuation and interdependent work. A coach will often be hired to help the members of an organization "solve" or "fix" conflict rather than embrace its benefits and allow it to run its course. Amidst the confusion, there are some integrity-based truisms, including these:
• If the client knew what the real problem was, he or she would probably be able to fix it.
• The client may be the problem.
• The crisis of an individual may become the crisis of the organization. For example, corporate cultures can make or break business combinations, and leadership integrity can create a lasting culture. A CEO's divorce can kill a company, highlighting the myth of work/life separation.

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Intake interview. In order to get a true picture of what is going on above and below the surface, the coach needs to pay great attention to the intake interview or series of interviews, applying disciplined inquiry to such questions as:
• Why is the coach being hired?
• Is the coach being used as a credibility enhancer rather than for substance?
• Does the client know what they need?
• Does the client have unrealistic expectations of the coaching?
• Might the individual (organizational customer) hiring the coach be the problem?

Much like a career consulting interview or a therapeutic counseling interview, the coach must be prepared to skillfully explore many layers to uncover the true issues of integrity that affect their client. There are both project scoping questions to ask of the organizational customer, as well as interview questions of the client. Scoping questions can focus on business need and urgency, what's been done before and with what result, decision making process, decision makers and their criteria, budget, and desired results and expectations. Interview questions may include:
• Why do you feel you need a coach?
• What are your specific or general needs?
• What are your expectations?
• How did you arrive at this decision?
• Who will work with you on this?
• How does this make you feel?
• How do you think this will affect you?

• How do you think this will affect others?

There may be multiple "clients" or multiple problems. There may be "fatal flaws" that hamstring the engagement from the beginning, and there may be problems best suited for someone else. Basic ethical integrity on the part of a coach is that he or she cannot be all things to all people. This is a fundamental criticism that has often been leveled at the coaching profession . IBLC begins with the personal integrity of the coach.

It is very important that in the initial inquiry a coach:
• assesses the integrity of the assignment,
• asserts the integrity of the coach with the assignment,
• sets the tone for future interventions activities, and
• establishes initial intervention inquiry paths.

Intervention
There are several important philosophies on IBLC intervention, including: identification and iconization, irreverence, and doing things incrementally.

Identification and iconization. Understanding identification and iconization as essential paradoxes is one of the most important elements of intervention, related to the aforementioned "reason to be." Much of our individual and organizational personality is based upon drive for identification made up of icons and icon (object) orientations. The essential drive for identification makes up the fabric of our separateness and hence our ability to have a different and individual perspective on life. To inquire into our own nature can sustain us but can also become a trap, where we overly revere our own icons, losing our "self" in the process.

For example, individuals chase "success" according to a symphony of learned leadership metrics, frequently becoming identified with those metrics rather than their authentic selves. They build a leadership "persona," thinking they are doing all the right things, but ultimately are disingenuous and encounter problems. They can never build trust or effectively adapt to change because they are "stuck" or cemented" in iconic belief systems. Similarly, organizations chase a business plan, and its organizational identity emerges, with the organization becoming the plan instead of the applied intelligence of its members. In either case, we assess that the individual or organization is operating in "disintegrity." Disintegrity can lead to a host of problems such as becoming disenfranchised from employees, becoming myopic in focus, encountering competitive difficulties, or breeding pathologies such as improper doctrines of failure, groupthink, moral and ethical shortfalls, compensation schisms, and false leadership metrics.

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Irreverence. If we can identify and "unstick" individuals and organizations from a pathological icon orientation, we can intervene as a coach and open them to new perspectives. If the intervention supplants the pathological icon orientation with an inquiry orientation, the intervention can become sustainable, i.e., "self-healing" over time.

Detachment from icons allows the individual and or organization to pursue discovery of a constantly emerging "self," beyond the familiar trapping of icons such as success, career or adult responsibility. In organizations, this detachment can be known as innovation, entrepreneurship, adaptability, or competitive differentiation. In individuals, this can mean the difference between false, icon-oriented leadership, and utilizing one's own integrity.

IBLC is an approach to individual and organizational mentoring based upon discovery, alignment, and the practice of integrity. .

Doing things incrementally. Much of our identity and identification process is made up of incremental cognitive assemblages formed over a lifetime. In order to affect true change, those that are assessed to be detrimental must be deconstructed and then reconstructed with healthy alternatives. However, if the process is too radical several things can result:
• The client's sense of self can be shaken..
• The client can become overly self-critical or consumed with remorse.
• It can be too painful or threatening. Too much insight or too much change can be emotionally, mentality and spiritually overwhelming and painful. The client can "check out" and abandon the intervention.
•It can be destructive. There is a fine line between deconstruction and reconstruction, and destruction. In the absence of establishing new foundations, deconstruction cannot rebuild, and becomes therefore destructive.

IBLC looks at change management much like a martial art. One cannot learn a martial art overnight. Neither can one unlearn a lifetime of behavior or undo an entrenched organizational bureaucracy overnight. It takes incremental retraining and incremental introduction of new perspectives. This begins with incremental inquiry as a foundational path to new incremental insight.

Five Intervention Tools

The primary tool of IBLC is disciplined, radical inquiry, looking for unhealthy icons, and then seeding questions (inquiry-based solutions) that open thinking to alternatives. Some of the elements of this inquiry practice include the following.

Assigned journaling. Journaling is designed to invoke self-inquiry and situational inquiry and examine value alignment and disintegrity. The coach can assign themes, as illustrated by these.
• What are your success metrics - in life, work, and/or in your business?
• Where are you going? How? Why?
• How do you practice?
• Who are your role models?
• What is your vision?
• Who is involved in your success or failure?
• What to you want to do?
• What do you have to do?
• What do you wish you could do?
• How do you make decisions?
• What are your limits? Why?

Needs analysis. IBLC emphasizes the impact of individual needs as foundational to understanding organizational issues. We look for alignment of needs, stated and unstated, throughout an organization. Stated needs are only a start, giving hints at motivating systems of thinking or icons of identification. Unstated or implicit needs are more subtle and difficult to distinguish. Diligent inquiry can uncover the implicit needs and draw them out to become explicit. For example, when dealing with a narcissistic client, implicit need can be the hidden engine driving behavior and organizational design. Questions of a needs analysis can include these:
• What do you need – in work, life, family, and play?
• What do you want – in work, life, family, and play?
• What do others need from you?

- What do they want from you?
- What drives these needs?
- How do they affect you?
- Why do you believe this?
- What have you learned?
- What do you do that is part of your culture?

Mapping values. Mapping values along decision chains, management chains, or even across an individual's thinking or actions can tell a lot about integrity. The consultant looks for disconnects and balance in areas such as congruence.

For example, the simple distinction between outcome orientation and process orientation can tell a lot about how an individual or organization works. Similarly, valuing ideas over operations can set a huge differential tone in any organization, e.g., thinkers vs. doers, or strategy vs. tactics. The paradigm of women as relationship-oriented vs. men as agency-oriented can create themes of value orientations. Value mapping can include these kinds of questions:

- What are your leadership skills?
- How do you apply them? In your work? Your family? In the world?
- What are your rules on politeness? Where do you apply them? When?
- What rules do you use? Where, when, how and why?
- How do you develop strategy?
- Where did you learn this?
- How do you react when things go wrong? Who do you turn to? Why?
- When someone asks who you are, what do you say?
- How do you compete? Why and when?

Mental modeling. Decision-making, self-conception (identification) and reverence for icons are modeled behaviors, patterned in the associations of values, cognitive functions and environmental interaction. These can include examples such as dysfunctional behavior, narcissistic thinking, groupthink mindset, overly complex process, overly simplistic rationales, or reverence to disempowering icons.

Inquiry can uncover limiting mental models, allowing their "unpacking", reframing and reconstruction of new, inquiry-based (open-ended, less reverent) models. Mental modeling is a powerful tool. Applied to self-inquiry, it can also be an important element in practicing facilitated and disciplined "self" inquiry.

Practiced irreverence. This involves loosening the grip of individual or organization icons, where inquiry is the antidote to reverence. We adhere to icons (concepts, models, notions, people, words, processes) in direct proportion to our reverence systems. Here are some examples.

- *Leadership:* We mimic iconic leadership traits according to how much we attach the reverence of "success" to them.
- *Religion:* We iconify religion according to our need to belong, or to have faith, believe, or have a solution to unanswerable questions.
- *Meritocracy:* We look to meritocracy as a dominant self-satisfaction system if we inherently believe in competition, achievement, success, or academic systems.
- *Adulthood:* Most adults abandon their essential and healthy childlike nature in reverence to the social norms of adult behavior and responsibility systems (there's that disintegrity again).

Most systems of action are based upon concrete operations, which are based on outcome orientations, judgments and conclusions. These develop into patterns of simplicity - revered in their simplicity, apparent merit or usefulness, and accepted

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social context. But any individual or organization can become a victim of their patterns and their iconic reverence (importance) systems. They believe in the icons, not in themselves. Practiced irreverence can be a pattern against pathological (overly stuck) iconification.

SUMMARY

IBLC is an approach to individual and organizational mentoring based upon discovery, alignment, and the practice of integrity. Using radical facilitated inquiry to examine and deconstruct revered icons (concepts, models, notions, people, words, processes), IBLC can be a powerful tool to incrementally deconstruct disintegrity and reconstruct more empowering and self-healing, inquiry-based integrity.

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An Issue of Trust in Executive Coaching: A Cross Cultural Conversation

MERYL MORITZ AND KLAUS ZEPUNTKE .

This is the fourth in a series of IJCO dialogues among senior organizational coaches. Meryl Moritz and Klaus Zepuntke are executive coaches who met at the Executive Coaching Summit in 2003 where they both signed up to work on the issue of Diversity in Executive Coaching. Moritz, a U.S. national with a smattering of German, and Zepuntke, a German national married to a Canadian and poised on the brink of dual nationality, entered into a three year peer coaching relationship to explore coaching across cultures from a new perspective…in part to study the phenomenon of diversity. This interview is an excerpt of a three year exchange of views on a host of topics.

BACKGROUND INFORMATION

Born in Hamburg, Germany, Klaus studied American, English and German language and literature and education in both Germany and the United States. He graduated from the University of Hamburg with the Second State Examination (comparable to a Masters degree in American and German Language and Literature). Klaus taught at the University of Cincinnati and at the Education Department of South Australia, both on a scholarship basis, before becoming a management coach and trainer with Eric Krauthammer International in Geneva.

Klaus is an independent executive and corporate coach, project manager and facilitator with international experience in a variety of industries including: banking, energy services, manufacturing, communications and health care. His special areas of interest are dealing with resistance to change processes, conflict management, analysis of a company's current culture and development of future core values and culture, implementing of newly developed core values and guidelines, change management, value-oriented leadership, goal-oriented leadership, team development, one-to-one and small group coaching in the areas of executive and corporate coaching.

Klaus is a member of the ICF (www.coachfederation.org) and ICCO - The International Consortium for Coaching in Organizations. He is MBTI and DISC licensed. Klaus works in Europe and in North America with offices in Calgary, Alberta, Canada and Hamburg, Germany. He can be reached at klazept@aol.com.

Like Klaus, Meryl studied literature – English, French, Italian, and Japanese – for her Bachelor of Arts degree, which she received from Carleton College in Minnesota. She went on to earn the Master of Science in Sociology of Organizations from Hunter College in New York City. She did her coach training through Coach U, and then earned two professional credentials (first the PCC, then the MCC) from the International Coach Federation. Meryl's career history includes a nine-year stint working for the United Nations, seven years of senior management positions in two international corporations, forming two businesses (marketing/market research and now a leadership development/coaching firm) and a three year interlude as a partner in a leadership coaching firm. She is passionate about bringing up the next generation of coaches to be even more effective than the current generation. To that end, she teaches organizational and executive coaching at New York University. Meryl's firm introduces coaching cultures to major organizations, one coaching engagement at a time. Meryl can be reached at Meryl@merylmoritzresources.com.

THE DIALOGUE

Meryl: Let's begin by defining trust.

Klaus: Basically, trust is a sense of comfort with another person that arises when both feel that they can be simply themselves in a relationship and don't feel the need to hide behind their persona or escape into their ego. The main ingredients are faithfulness and confidentiality. In the coaching relationship between client and coach, as in any other professional or private relationship, trust develops over time because everybody involved needs time to experience the other. Once trust has been established and is continually felt, it is the door opener to initiating real change (versus cosmetic change: I'll do it because my boss wants it … because everybody else seems to do it … etc.,) which roots deeply in the client and is long lasting.

Basically, trust is a sense of comfort with another person that arises when both feel that they can be simply themselves in a relationship and don't feel the need to hide behind their persona or escape into their ego.

Meryl: A definition of trust which I feel pretty comfortable with is this: the flexible state of open-heartedness and open-mindedness that is created and sustained when a person can step forward to try out new ideas, being him or herself, with relatively little fear. It is achieved in coaching at the precise moment the person registers that no harm will come to him or her, and no judgment will be levied against him or her by the coach. While this trust can happen in the first few minutes of the relationship, it deepens over time as the relationship between Client and Coach is tested by challenges encountered and satisfactorily handled with support from the Coach.

But the topic of trust is many-layered and a simple definition doesn't suffice. My own views of trust have been strongly influenced by the work of Dennis and Michelle Reina (Reina and Reina, 1999). The Reinas look at the capacity an individual has to trust. They identify types of "transactional trust:" contractual (trust of character), competence (trust of capability) and communication (trust of disclosure). These three types of transactional trust must be built before a team or an organization can come to transformative trust.

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As you and I have discussed, Klaus, trust is the cornerstone for effective coaching to occur. We've seen the ICF nominate it as a critical competency for awarding any of its worldwide coaching credentials. Our colleagues who were part of the first Executive Coaching Summit in October 1999 specified a set of Advanced Proficiencies for the executive coach to be accomplished in, nearly each of which exemplifies one of the Reinas' types of transactional trust. (www.executivecoachingsummit.com) And a major study conducted by the Executive Coaching Forum (www.executivecoachingforum.org) resulted in a competency model that identifies both basic and advanced aspects of each competency, with the very first coaching skill/task named being "build and sustain trust."

So, Klaus…how do you know – cognitively and/or intuitively – that your clients trust you? What are the indicators that tell you that you can go ahead?

Klaus: Well, Meryl, this is an interesting question. The indicators for me are when the client starts taking 100% responsibility for herself or himself and is moving out of "blame mode." Why is this an indicator? I firmly believe trust always starts from within. This implies acknowledging one's own strengths and weaknesses and constantly increasing one's own awareness about one's self by continuously doing a personal SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. If a person does not trust her/himself 100%, how can this person ever trust anybody else? Another indicator is the level of conversation. The more depth there is in a conversation, the closer the people are to one another and the more they can fearlessly relate to one another. The conversation is not empty talk anymore, where you are just being polite and repeating established patterns of communication; rather it has the capability for creative dialogue. This implies mutual, vigorous questioning to help your client move beyond the level of assumptions, and before that, to become aware of how deeply assumptions have created the issues presented. I have found that one of the key ways to create trust with a client is to constantly challenge the status quo of her/his beliefs about answers to the what and how questions.

Down the road in the development of the coaching relationship, I find that power evolves from trust. Now, how do we as coaches responsibly utilize this power? Again, the first thing is awareness. The questions we ask the client and the input we provide have an affect on her/his execution of leadership and, therefore, on other people such as direct reports, colleagues, and customers. It is important here that our thinking be process-oriented, reflective of possible effects our questions and input may have, and compatible with our own ethics. A couple of other questions come to my mind, namely when is the time and what are the indicators that tell us to pull back? The most obvious indicator is when we are being perceived as the real leaders and decision makers. For example, you coach the CEO, and her/his direct reports say say to you jokingly, "Oh, here comes our CEO." I think this is the time to pull back and to confront our client with very hard questions about her/himself with regard to ownership of responsibility and weaknesses.

There are three watchwords for us in terms of modeling trust and responsibility: Feedback, Results and Confidentiality.

Meryl: Beyond examples you've given, Klaus, here are some "criteria" or signals that I've observed to suggest trust is burgeoning. If none of these is occurring organically, after a couple of months, I'd have to say that we are just skimming the surface and are not operating at the highest level of trust. Also, if I initiate the request in any of these areas and the answer is an unequivocal, "No!" I better examine then and there what happened to the trust along the way.

a) When clients introduce me to their peers and their subordinates as their coach rather than keeping the relationship private.
b) When they ask me to observe them in front of their teams.
c) When they give me highly confidential information and ask my counsel on how they should proceed with it.
d) When they ask me to interview their detractors, their premium customers or their board members regarding their leadership.
e) When they ask me to do conflict resolution coaching with them and a colleague or subordinate.
f) When they ask for "constructive" feedback in disproportion to positive feedback.
g) When they keep a scheduled coaching session even in a crisis to help them clarify their thinking and improve their decision making rather than leaping to

fight fires.
h) When they "share" me with members of their team.

Klaus: So, Meryl . . .How do you role model trust and responsibility in the client organization? What are your essential ingredients?

Meryl: There are three watchwords for us in terms of modeling trust and responsibility: Feedback, Results and Confidentiality. Perhaps you'll disagree with me as to the order I mention these things, Klaus.

I suppose the Number One thing we do is to establish our keen interest and openness to the Client's feedback. I am always asking for feedback on how well the organization/individual Client's expectations are being met, and treating with respect and seriousness any short falls. My coaches are also trained to ask for feedback at every juncture in the coaching relationship: from the Client at the end of every coaching session, from the Sponsor at agreed upon intervals established at the outset of the engagement, and at the completion stage of the engagement. We thank our clients for telling us the tough stuff. And we make visible our efforts to communicate and demonstrate our commitment to enhance the Client Experience.

The Number Two thing we do is to match our Client's commitment to improving business results. There are many things that will threaten a results focus in coaching and with them a tremendous temptation to "follow" the Client as he or she attempts to fight fires instead of going for the gold. We are dogs with the proverbial bone with regard to the Client/organization objective. Unless the objective is renegotiated, we can be counted on to point the Client to that goal in every session and in every designed action.

The Number Three thing we do is to be "paragons" of discretion. I put this last not because it is of less importance than the other two, but because it is a threshold requirement for any coaching. Still, of course, we set and abide by clear parameters for the protection of confidences right from the beginning of a contract. However, there are subtle challenges to our promise of confidentiality every time we communicate with anyone in the organization. For example, our invoices do not use client names but rather are coded for the contracting officer's understanding only.

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You've told me about situations in coaching where you find you need to challenge conventional wisdom and rock the boat of accepted beliefs with expertise and enthusiasm. Where you put developed trust at risk. I thought I'd mention one such situation here and what we are still learning from it. In a corporation where 5-6 of us are working with 10-15 executives and their direct reports, we have a triad kick-off meeting to set up our coaching compact. This has been working extremely well (or so we thought) for 12 months. In the past weeks, I discovered from coaching one of my clients that he was unaware his direct report was undergoing coaching in the area of presence, communication and presentation, hence had no input into the direction of the coaching. Instead, my Client's boss had participated in these meetings—creating a very clandestine triangle. This was a blind spot for me. I had approved the invoices for the coaching and the triad meeting, but made an assumption that the Client knew this was going on.

For example, our invoices do not use client names but rather are coded for the contracting officer's understanding only.

When I realized what had occurred, I went to the contracting officer and explained that I would be proposing to my Client that he either replace or accompany his own boss to future triad update meetings. This threw the contracting officer, the Client's boss and the Coach who reports to me into system anxiety, to say the least! The pattern of indirect communication in this Division of the corporation had been named and was pinned to the "specimen board" for all to see. The Client expressed tremendous gratitude for being alerted to this; however, his boss and his subordinate outright denied that these meetings had happened or that another one was slated to occur. When it was finally determined that no one was judging the past meetings as "wrong" or "bad", but rather that in the spirit of direct communication, a new behavior was called for, the denials vanished—but the sheepish expressions still remain. This incident may be a powerful springboard for the organization to unlearn a counter-productive behavior in which it has long engaged. We will try to support this change from a politically neutral stance.

You've said that in your experience, one of the key ways to create trust with a client is to constantly challenge the status quo of her/his beliefs on the answers to the what and how questions. I'd say we ask for permission to do this when we go over the logistics for coaching, but I'm not sure that folks remember this until we raise it in the situation. The way we keep the trust I suppose is through our commitment to our feedback process. When we impart the message either explicitly or implicitly that "I trust you will stand up to me as needed and you will give me straightforward feedback, feel free to disagree with my opinion, etc.," we're also planting the seed that we may respectfully disagree with the Client, stand up to him or her, and do our level best to raise awareness, expand perception and surface alternatives. When you ask me, Klaus, "Would you say this is a general experience that most executive coaches have?" I really don't know but I sure hope so.

You've said that in your experience, one of the key ways to create trust with a client is to constantly challenge the status quo of her/his beliefs on the answers to the what and how questions.

Klaus: Coming from a German cultural background and working mostly with German executives, I first help them to really take leadership responsibility, which simply means to lead and to feel comfortable doing it.

What do I mean by this? Well, within the German culture – and I am only relating this to Germany, not to any other German speaking countries – the German word for to lead is führen and a leader is a Führer. Now, I guess you understand what I am trying to point out here. Due to our recent German history, the word and the action of führen is still an unconscious taboo, because it is automatically related to the Third Reich experience, which was very painful to the world. As a corporate leader, you don't want to be unconsciously compared with or moved into the neighborhood of Adolf Hitler. Therefore and due to the fact that English is a Germanic language, the German corporate world "escaped" into the English language. English is free of any negative connotations with reference to the words leadership and leadership skills, in comparison with the German translation. So, part of my work is to liberate the executives from their deeply hidden guilt that to lead is something bad, and to help them slowly gain confidence in using the German word führen and more so, trust themselves to execute leadership.

Meryl: Let's go one level deeper and explore the idea of executive coaches working in alliance with other coaches. This was of particular concern at our last Executive Coaching Summit … we external coaches are keenly interested in successful partnering with our cohorts. What keeps us from doing that more often? What happens behind closed doors is my question. For example, what happens when your partner colleague is demonstrating a different level of self-awareness, and self-reflection? How does that impact the established trust and credibility you have with your client? What are the implications for the image and practice of our emerging profession when this occurs?

Klaus: Good question. As a team of coaches working with a client, we are permanent role models of high level leadership and of a high performance team. This means that the personal fit factor is the decision making criterion. In my personal experience, there are many highly qualified executive coaches, but to find the right fit is the challenge. What do we need to consider when speaking about the personal fit factor? First, you need to speak the same language, meaning you need to have the same or compatible work ethics and core values. You also need to be able to give and perceive feedback on an eye-to-eye level without your egos getting in the way. If you as a team can't do that, if you can't engage in disciplined debate and creative dialogue, you are losing the grounds for being positive role models. Let me use a metaphor here, Meryl. Let's picture a swan. How do you perceive a swan on land and a swan in water? What is the core difference? In my perception, the swan in water is in his element. As a team of coaches, you need to be the swans in the water, or it won't work. The water consists of

As a team of coaches working with a client, we are permanent role models of high level leadership and of a high performance team. This means that the personal fit factor is the decision making criterion.

• Accountability
• Commitment
• Valuing each other
• Developed feedback culture
• Diverse competencies with a complementary effect
• Functional and technical skills
• Common approach
• Monitoring and measuring performance

If you are perceived by the client as swans on land, you start losing trust. Once your words and your own activities are not compatible any more, you are out.

How do you bring this issue forward in order to sustain trust and credibility? I think we simply need to be able to have a real conversation with our team colleagues, put things clearly on the table, and execute a boldness with one another which is mutually understood as the leveraging point of the professional relationship.

Meryl: You know, Klaus, I myself have had mixed levels of satisfaction in formal and informal alliances with other executive coaches through the years. Usually, it comes down to trust. I go back to the Reina model. If contractual trust (you do what you say you will do) is missing, the thing falls apart. Many of my less than stellar experiences with other executive coaches were with coaches who do not show up with coach-like qualities outside of the coaching relationship. For example, others with whom we may "partner" in volunteering for initiatives in the various associations we belong to, may not take their commitment to heart, may miss planning meetings, may fail to deliver on assignments, or drop out without notice. I won't collaborate with someone in a profit engagement if they don't show up in a volunteer one.

You know, Klaus, I myself have had mixed levels of satisfaction in formal and informal alliances with other executive coaches through the years. Usually, it comes down to trust.

Sometimes the issue is not contractual trust but competence trust – for example, the Coach shows impatience and judgment in discussion with me about the Client or Prospect. We need to have frank discussions in order to match the Client to the Coach in temperament, but a high level of emotional intelligence is a prerequisite for work with senior management. The Coach's industry-relevant expertise may be high, but low EQ will make them a misfit for working in our engagements. But I have to say that since we spent so much time at the last Summit investigating the whole collaboration thing, I've been far more conscious of my own standards and requirements, which has opened me up to inviting six other coaches to work with me.

Klaus: What about the key success factors for us as executive coaches—such as surrounding ourselves with outstanding peers in the coaching world and from other disciplines, constantly challenging our clients' status quo, or being an expert in some area? Meryl, what would you say needs to be essentially added from a trust perspective?

Meryl: What I get from your question is the reminder that coaching, after all, is a method of inquiry, and it's not the only method of inquiry. I come from the world of the social sciences, having been trained as a sociologist. Research is my "bag." I see myself as a participant-observer when I'm coaching. As such, I am always "conducting" research with human subjects. I'm just not writing up the results as a study. I'm getting informed myself and using my experience to help my clients with new thinking. My guess is I will always be allied with the world of research and am a huge fan of our profession's annual Research Symposium.

I'm on the faculty of New York University's certificate program in coaching where we teach that coaching derives from six disciplines, so I'm committed to staying abreast of developments in each of these areas. My particular interests lie in the areas of change and systems theory. Management science also holds great appeal for me. That said, Clients do count on us, as their confidantes and "counselors", to be "with it." This is the second dimension of trust the Reinas write about… competence trust. It's not enough that we have industry-specific expertise, or that we know how to coach, or even that we know their organization well. Many times we are looked to for something that will normalize what is happening so that the Client or organization can ground him/itself and move in a new direction.

Does that make sense? What's your take on this, Klaus?

Klaus: It definitely does make sense, Meryl. In my opinion, it takes mature people with a high level of self-awareness to hold a conversation and, therefore, to continuously create trust. One needs to be able to deeply question oneself over and over again, never to take anything for granted in order to keep – and I quote you here, Meryl—the method of inquiry at a high quality level. In the end, it's the conversation that is the heart of coaching and the quality of this conversation is the basis for building trust.

In the end, it's the conversation that is the heart of coaching and the quality of this conversation is the basis for building trust.

FINAL COMMENTS

Meryl: This conversation has been eye opening for me in a number of ways. The subject of trust is extremely important to me, but has been relegated to the back of my mind, where it stays unless a Client is recuperating from a "betrayal" and we must deal with it head on. Bringing trust front and center in this dialogue made me both uncomfortable and energized. Uncomfortable because it made me think and complain of the disappointments I've had with people in our profession on the trust front, and energized, because I realized that the ECS (Executive Coaching Summit) discussion in 2005 moved me to scope out my own boundaries and standards for collaboration. As a consequence, I'm really proud to say that my strategic alliances are working well and our clients love us. That's a very different scenario than you would have heard from me before the 2005 Summit.

Now it is up to you, dear reader, to have this conversation with yourself, your peers and your clients.

Klaus: Meryl, I really would like to thank you for the inspiring insights you've shared in our work together as peer coaches and again in this conversation. Now it is up to you, dear reader, to have this conversation with yourself, your peers and your clients.

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MUSINGS

Detour from Dynamic Engagement

BY MIKE R. JAY, DEVELOPMENTALIST

Remember in my last musing where I stated I was going to do Part Two of leadership as dynamic engagement? Well, that's too big a leap for most, so let me talk about one of my favorite topics, one which a number of my colleagues also find juicy—SAGE Leadership.
The reason for the detour is that dynamic engagement is a heady, complex approach that, quite frankly, few people will be interested in until they run into the cul-de-sac of their favorite theory road, if you catch my driving here.

While on the other hand SAGE Leadership is an archetype of the times. Yes, archetype, like in Jung. Interesting work is being done these days around the globe regarding archetypes. I suspect it will become the next big thing coaching will swing around because of the work Clotaire Rapaille is doing with his new book, The Culture Code. I reviewed it here, if you're interested: http://www.the-culture-code.com/bookreview.

Yet Rapaille's archetypes leave you wanting…a coach, for sure, but on to SAGE Leadership.

SAGE as an archetype is perhaps different than many would suggest as a leadership style, although depending upon whose definition of the SAGE archetype you read, the type of leadership drawn from the Jungian archetype might not be a bad place to begin. I'll let you decide that, but for now, here's how I want to play with this leadership game.

SAGE in my idea of reality is an acronym rather than an archetype. Here's why. Way back in the beginning of my musings history I have made mention of subject-object relations. These relations are described by Robert Kegan in either The Evolving Self, or In Over Our Heads, take your pick. For those of you who are more determined to get into the practice of defining the subject and object (and most of you calling yourself executive coaches should become "immediately" conversant in this theory, of course in my opinion) in your client's espoused theory or theory in use (Argyris), then you will want to get your hands on the SOI Guide to Interviewing from Kegan's office at Harvard. He's in education, just call his office and say you want the Subject-Object Interviewing Guide from 1988, I believe if my failing memory serves me.

Ok, now, here's really why you need to understand SAGE as an acronym or a metaphor and not as an archetype.

Archetypes are present in everything we do, however the FIRST test for a SAGE leader in my theory is that they are at a minimum self-authoring (Kegan's level 4). This is important and why I provided the off-ramp to Kegan above. Other-directed leaders (Kegan level 3), or what some call socializing subject-object relations make up their identity from those around them. While this might seem wonderful to many, it's not so great to have a leader in this kind of relativistic position.

A SAGE leader in my view looks to others to provide data, but sorts the facts using his or her own principles of how the world works—perhaps even utilizing the skill of others to do these tasks. So, to me, SAGE leadership has a specific level of development mastered or matured before they ever crawl into the SAGE brush. (Had to get in a reference to the Oregon Trail you know, because we have a lot of SAGE all around us, but not many SAGE leaders to speak of.) Catch my meaning here? To use a Forest Gumpism…SAGE is as SAGE does…not as SAGE is brushed by others!

In a few words, here's the SAGE model:
S in SAGE stands for spiritual, for without spirit no amount of leadership can be wise in a world of doing and non-doing.

A in SAGE stands for actionable, and I could and will probably someday write a book on this very term. Many have tried, many have died, but most are not actionable. The illusion of actionability in leadership today is delusion. Why aren't most leaders creating actionable followings? Because of the lack of development, which means the inability to differentiate the integrated!

Huh?

Well, you heard it here first, folks. Just kidding. The psychobabble aside…without perspective and the ability to see not only around corners, but to hear through the noise, or feel the vibration…most of the junk called leadership today won't get you rated in Moody's or anywhere else. Am I pessimistic? No, but I'm not optimistic either…I guess as Wil Durant said in Lessons of History…"I'm a realist." And that, my dear friends, is where actionable starts.

There's too much vision thing, especially when we start talking about all this shared vision malarkey that is passed around by pundits who never made a serious payroll. Anything that is shared is in big trouble. If you don't believe me, travel to Russia.

Actionable means that I understand and have evaluated the resources I have as a leader, including human resources, and I understand and have evaluated the reality of business and organization in the network perspective…and I know how to create the language I need to say that which creates what needs to be heard, felt and experienced by the people who are inspired to follow.

Believe me, this is easier said than done, but if you see any SAGE model that is undifferentiated along these lines and treats everyone the same, view everything through shared lenses, then head the other way, as we say out here in the west.
G in SAGE stands for generative. And that's what you get if you have the S and the A in place. Generative-ness, or generativity as some might call it, is where we create multiple wins. For a long time, we've heard about the win-win proposition. That has served us for a time, but it's the win-win that has produced global warming! Yikes, what did I say? Yes, we have too long operated on a local basis…if we could see it, feel it, touch it, hear it, or taste it, then we were talking win-win. What happened?

What happened was the lack of a non-local connection. We only recently discovered that win-win won't allow us to hide the environmental issues we've created… that win-win doesn't explain why human resources gets exploited as fast as you can say, globalization.

Nope, in my view, there are few SAGE leaders to model…because win-win doesn't cut it anymore. Unless leadership is generative, and it solves more problems than it creates…unless it is both local and non-local in its consequences, it ain't SAGE!
E stands for ecological. Of course you might expect that seeing how you have read through the rant this far. But when I talk ecological, I'm not only talking greenpeace here, folks. I'm talking the ecology of network dynamics. It is impossible to be spiritual, actionable and generative without having the ecology of things in mind. Whether that be the ecology of a family system, a community network, or the planet's moans and groans.

While the environment is important, which environment are we talking about… how about the environment of mind, or the environment of work, or the environment of our consequences? Our narrow-focused "blinking" around has created a wonderful set of special problems that could only from the narrowest of stewardship emerge. Enabling people in an organization to function with their strengths requires ecologically prowess in a manner I can't explain in a few short sentences. Oh yes, I believe dynamic engagement is essential, but without SAGE leadership, it's all just another game to play to keep the leadership tabloids full of pages and a way in which to ignore the real problems while we rearrange the nameplate on our office.

Back in the spring of 2006, if my memory serves me, I seem to recall an article in one of the 'weeks', either news or business which stated that China would be short more than 75,000 leaders within a few years. I wonder who wrote that article and what ecology they come from. They should have noticed that in the US, we are short hundreds of thousands of leaders, let alone SAGE leaders!
We lack leaders in Congress, the Senate, in the executive branch, the government, business, entrepreneurship and even…ouch, this is going to sting…in coaching. By the time this gets to press, the largest organization of "coaches" will have conducted its Future of Coaching Summit in Vancouver. Lord willing, I will have

attended and I have no idea what will have happened and then again, I do know before it happens what will happen.

Will there be evidence of SAGE leadership in this special calling of the world's special coaches?

Hmmm. What I am about to say will incriminate me for sure…NO!
Our very own industry lacks SAGE leadership for the reasons I've stated above. WE are the blind leading the blind. And that's what's so special about coaching. Thousands of so-called coaches, many who dare call themselves leadership coaches…have no idea of what they are doing. We march along behind the academic drumbeat of leaders who can't lead and leaders who have led us to the brink of disaster with their fancy models, their outstanding leadership only to find the world is now a worse place than when they had it handed over to them. Hmmm, SAGE leadership examples? I just don't think we're there yet.

I must call myself out here and as I write this now too long musing…realize that espoused theory is just no longer good enough. During the past year I have challenged myself to become a more SAGE-like leader, a more dispassionate coach, a more compelling mentor and a more generative facilitator. Much of this is beyond me, as I'm not fully awake and don't know if I will awaken in this lifetime. But as I leave you here today in the midst of the SAGE brush…I challenge YOU to consider yourself, your leadership and your actions in a more spiritual, actionable, generative and ecological-based leadership paradigm as we all stir in this nest together.

Next time, dynamic engagement for sure!

Mike Jay

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