

Theses and Dissertations

2018

Leadership that scales: a phenomenological inquiry into facilitated peer-grouping coaching

Kenneth P. McFarland

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>

Recommended Citation

McFarland, Kenneth P., "Leadership that scales: a phenomenological inquiry into facilitated peer-grouping coaching" (2018). *Theses and Dissertations*. 966.
<https://digitalcommons.pepperdine.edu/etd/966>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact Katrina.Gallardo@pepperdine.edu, anna.speth@pepperdine.edu, linhgavin.do@pepperdine.edu.

Pepperdine University
Graduate School of Education and Psychology

LEADERSHIP THAT SCALES: A PHENOMENOLOGICAL INQUIRY INTO FACILITATED
PEER-GROUP COACHING

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Ph.D. in Global Leadership and Change

by

Kenneth P. McFarland

July, 2018

Martine Jago, Ph.D. – Dissertation Chairperson

This dissertation, written by

Kenneth P. McFarland

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Doctoral Committee:

Martine Jago, Ph.D. Chairperson

Dr. Paul Sparks, Ph.D.

Dr. Deborah Welch, Ph.D.

© Copyright by Kenneth P. McFarland, 2018

All Rights Reserved

TABLE OF CONTENTS

| | |
|---|------|
| LIST OF TABLES | vii |
| LIST OF FIGURES | viii |
| DEDICATION | ix |
| ACKNOWLEDGEMENTS | x |
| ABSTRACT | xi |
| Chapter 1: Introduction | 1 |
| Chapter Overview..... | 1 |
| Background of the Study | 1 |
| Problem Statement | 3 |
| Purpose Statement | 4 |
| Significance of the Study..... | 5 |
| Definition of Terms | 6 |
| Theoretical Framework..... | 8 |
| Research Questions | 8 |
| Limitations, Delimitations, and Assumptions..... | 8 |
| Positionality | 10 |
| Organization of the Study | 11 |
| Chapter Summary..... | 12 |
| Chapter 2: Literature Review | 14 |
| Chapter Overview..... | 14 |
| Conceptual Framework..... | 15 |
| Leadership Development | 18 |
| Leadership Coaching: A Broad Perspective | 24 |
| Evaluating Leadership Coaching Interventions | 43 |
| The Metrics of Coaching Evaluation..... | 53 |
| Prevalence of the Kirkpatrick Model in Evaluating Coaching Effectiveness..... | 58 |
| Learning Organizations and Learning Communities | 59 |
| Communities of Practice..... | 63 |
| Scaffolding in Learning Organizations and Communities | 64 |

| | |
|---|-----|
| Chapter Summary..... | 65 |
| Chapter 3: Research Methodology..... | 66 |
| Chapter Overview..... | 66 |
| Context..... | 66 |
| Research Design..... | 67 |
| Setting and Sample..... | 76 |
| Human Subject Considerations..... | 78 |
| Instrumentation..... | 81 |
| Data Collection..... | 82 |
| Data Management..... | 85 |
| Data Analysis..... | 86 |
| Design Validity..... | 90 |
| Chapter Summary..... | 93 |
| Chapter 4: Research Findings..... | 95 |
| Chapter Overview..... | 95 |
| Introduction..... | 95 |
| Presentation of Key Findings..... | 98 |
| Textual Coding & Analysis for Interview Questions 1 through 20..... | 99 |
| Chapter Summary..... | 120 |
| Chapter 5: Discussion..... | 121 |
| Chapter Overview..... | 121 |
| Introduction..... | 121 |
| Discussion of the Key Findings..... | 121 |
| Elements Found in Meaning and Themes..... | 127 |
| Conclusions..... | 141 |
| The Facilitated Peer-group Coaching Ecosystem..... | 142 |
| Implications for Policy and Practice..... | 148 |
| Recommendations for Further Study..... | 150 |
| Evaluation of the Project..... | 153 |
| Chapter Summary..... | 155 |
| REFERENCES..... | 157 |

| | |
|---|-----|
| APPENDIX A. Interview Guide..... | 176 |
| APPENDIX B. Informed Consent..... | 184 |
| APPENDIX C. Recruitment Email..... | 187 |
| APPENDIX D. IRB Approval..... | 188 |
| APPENDIX E. Coding Elements..... | 189 |
| APPENDIX F. Significant Statements..... | 194 |
| APPENDIX G. Integrating Interrelating Themes and Descriptions..... | 208 |
| APPENDIX H. Permission for Use and Adaptation of Creswell Figure..... | 241 |
| APPENDIX I. Research Training Certification..... | 242 |
| APPENDIX J. The Benefits, Outcomes, and Value of Facilitated Peer-Group Coaching..... | 245 |

LIST OF TABLES

| | Page |
|--|------|
| Table 1. Dates of Participant Interviews..... | 83 |
| Table 2. Research Question One: What Are the Value and/or Benefit(s) of a Facilitated Peer-group (FPC) Coaching Experience in Developing Leadership Skills/Acumen? | 100 |
| Table 3. Research Question Two: What are the Key Learning Elements or Tools of an FPC Experience and What are Their Individual and Collective Value? | 101 |
| Table 4. Research Question Three: What are the Desired Outcomes of a Facilitated Peer-group Coaching Experience? | 103 |
| Table 5. Research Question Four: What Recommendations Would Participants of an Experimental Facilitated Peer-group Coaching Program Offer to Improve the FPC Experience? | 105 |
| Table 6. Participant Parallels to the Learning Models Presented in the Study’s Literature Review..... | 131 |
| Table 7. Group Coaching, Team Coaching, and Peer Coaching..... | 134 |
| Table 8. Summary of Benefits for the Three Coaching Modalities in the Literature Review.... | 136 |

LIST OF FIGURES

| | Page |
|--|------|
| Figure 1. Conceptual framework | 16 |
| Figure 2. Research design; the relationship between theory and practice. | 67 |
| Figure 3. Data analysis in aualitative analysis. Adapted and modified (with permission) from Creswell (2014, p. 197)..... | 87 |
| Figure 4. The integration of interrelated themes with combined responses for interview questions 1 through 6 | 116 |
| Figure 5. The integration if interview question 7 through 13..... | 117 |
| Figure 6. Integrated responses for interview questions 14 through 17..... | 118 |
| Figure 7. The integration of interview questions 18 through 20. | 119 |
| Figure 8. Integration of all 20 interview questions. | 120 |
| Figure 9. The facilitated peer-group ecosystem..... | 143 |
| Figure 10. Johari Window (Luft & Ingham, 1961; South, 2007) | 146 |

DEDICATION

This work is dedicated to the singular life and loving memory of Jonathan Paul McFarland.

His eyes were the color of the sky... the sky that sees everything.

ACKNOWLEDGEMENTS

I want to acknowledge and thank all of those who walked with me on this unconventional journey. I am forever grateful to my beautiful wife Jamie for her love and patience while I logged merciless hours in “the cave.” I am grateful to my children who not only found countless ways to inspire and encourage me but were willing to sacrifice a season of time in return for making their dad’s dream come true. Thank you, Jonathan, Christopher, Stephen, Kayla, Lindsay, Corbin, Mason, Cora, Britney, Kari, and Jack. And to my granddaughter Alaina Rae, thank you for reminding me that to be present is to be eternal.

I am also thankful to my parents who taught me the value of education and the value of the things that truly matter. Thank you to my brother Keith who models the power of potential, my brother Kevin, who models the power of compassion, and my sister, Karen, who models the power of acceptance and mercy; I am so proud to be called your brother.

To my committee – Dr. Martine Jago, Dr. Paul Sparks, and Dr. Deborah Welch – I am truly thankful for your genius, generosity, and grace-filled encouragement of my thoughts, desires, and words. You have each touched my life in profound and lasting ways. There is no way to repay what you have given so freely.

To my Pepperdine EDOL and PGLC Cohorts, thank you for being the real source of learning and knowledge in these studies. And to Rosie, I wouldn’t be here without you.

To all the teachers and coaches who have spoken so deeply into my life, my aim is to follow your example. The greatest of gratitude is tendered to Dr. Waymon Hinson, Dr. Bailey McBride, Dr. Bill Goad, Marcia Izen, Dr. Wayne Strom, Laraine Rodgers, Dr. Deborah Vogele Welch, and the now-eternal Dr. John D. Nicks Jr. and Dr. Ann McGee-Cooper.

ABSTRACT

The global marketplace, with its complexity, immediacy, and ubiquitous disruptions places almost impossible demands on its leaders and its leadership ranks. For many years, a top, perennial contender for the “what keeps CEOs up at night” list has been a severe lack in both the quantity and quality of effective leaders. The war for talent has been figuratively bloody and literally protracted. Leadership development and coaching modalities abound, but demand appears to be much greater than the supply of effective and measurable solutions. Nowhere does there appear to be a scalable approach to accelerate into this demand curve.

This descriptive phenomenological inquiry explores the lived experiences of 16 leaders who participated in an experimental Facilitated Peer-group Coaching experience (FPC). FPC is a coaching methodology where participants work on both their own leadership development and the development of their peers. Participants learn to coach and develop each other with the assistance of a trained facilitator. Subjects in this study responded to 20 face-to-face interview questions designed to identify their thoughts, perceptions, feelings and perspectives. The findings and conclusions of this study revealed five developmental fields that catalyze and empower leadership growth. These fields include creating community, self-exploration and illumination, the community mirror, leadership development, and organizational business results. Those fields comprise an ecosystem that presents opportunities for global organizations, coaches and coaching organizations, and academic scholarship.

Keywords: global leadership, leadership, leadership development, leadership coaching, executive coaching, team coaching, group coaching, peer coaching, coaching evaluation, coaching effectiveness, learning organizations, communities of practice, field theory, Johari window, phenomenology, qualitative analysis, organizational development, and human capital.

Chapter 1: Introduction

Chapter Overview

This introductory chapter provides an orientation to the descriptive phenomenological research study and establishes the foundation and reasoning for such an inquiry. In this study, the author's interest and intent are to contribute to the field of leadership theory through the elevation of key theories and an analysis of the lived experiences of leaders who have participated in an experimental leadership development program. This chapter introduces those theories and the elements of this research study. The sections of this chapter include, Background of the Study, Problem Statement, Purpose Statement, Significance of the Study, Definition of Terms, Theoretical Framework, Research Questions, Limitations, Delimitations, Assumptions, Positionality, Organization of the Study, and a Chapter Summary.

Background of the Study

As Bonaiuto, De Gregorio, Sarrecchia, and Gentile (2008) noted, today's global executives face greater challenges and complexity and must operate on a much grander scale than executives at any other point in history. Leading in an environment of increased ambiguity, disruptive change, global pressures, and greater variability and diversity in all factors of production are just a few of those challenges and difficulties (Brotman, Liberi, & Wasylyshyn, 1998; Reeves, 2006; Schlosser, Steinbrenner, Kumata, & Hunt, 2006). New leadership skills are required exposing the need to embed continuous learning and agility as foundational elements for career development and executive growth. Leaders must work to close skill/acumen gaps by providing leadership development for their subordinates and making sure their own skills remain relevant and up to date (Parker, Hall, & Kram, 2008).

In addition to learning and skill gaps that must be bridged to meet emerging challenges, a demographic gap is putting even more stress on almost every organization (Gandossy & Guarnieri, 2008). The current global leadership crunch is not just about the lack of capability; it is also about demographic realities. The pool of potential leaders in the “key leader age” (Gandossy & Guarnieri, 2008, p. 237) group will soon decrease by 15%. The baby-boom appears to be busting. With the available leadership pool shrinking, “The pressure on company decision makers to rethink their leadership development strategies is greater than ever” (Gandossy & Guarnieri, 2008, p. 237).

These competency and demographic gaps have caught the eye of academia where leadership development and executive coaching research have become staples at prominent scholarly and practitioner conferences (Tesluk & Kudisch, 2011). The topic of leadership development cuts across many academic disciplines and the need for effective leadership development theory, for a wide variety of settings, is both urgent and critical (Reeves, 2006; Tesluk & Kudisch, 2011). Schools of business, education, public policy, and psychology may have much to gain through deeper and broader inquiry into effective leadership development. Whether related to skills, competencies, demographics, scholars, practitioners, managers or employees, organizations need to deliver better, faster, and more effective leadership development if they are to meet global market demands in an ever-evolving workforce. As this study progressed, it became apparent academia has a role to play.

One of the most effective learning and development tools for leaders is leadership coaching, which has grown dramatically over the past decade (Ely, Boyce, Nelson, Zaccaro, Hernez-Broome, & Whyman, 2010; Goldsmith, Lyons, & Freas, 2000; Schlosser et al., 2006; Sperry, 2008). While coaching has become quite popular, a significant degree of confusion still

exists regarding specific definitions and descriptions (Parker et al., 2008; Sperry 2008, 2013). In fact, Bond and Seneque (2013) identified two studies (Grant, 2001; Joo, 2005) that reviewed published research and categorized more than 37 distinct definitions of coaching. Their categories included corrective coaching, executive coaching, leadership coaching, life coaching, business coaching, specialty niche coaching, group coaching, and many others. They found coaching activities ranging from helping clients acquire new skills to coaching efforts focused on enabling significant, personal transformation. De Meuse, Dai, and Lee (2009) added categories of coaching that included non-directive, directive, goal-focused coaching, therapeutic coaching, and performance-driven coaching. Britton (2015) identified the categories of relationship coaching, conflict coaching, group coaching, team coaching, and peer coaching. Goldman, Wesner, and Karnchanomai (2013) added the perspective that, while outside expertise is usually engaged in leadership coaching, other coaching interventions can be provided informally or formally by internal consultants, mentors, or peers.

Thornton (2010) observed that coaching rapidly became one of the most widely accepted practices to grow leaders and accelerate business performance and growth. She noted that coaching quickly migrated from being focused on individual performance to driving organization-wide change and transformation. The distinction revealed the difference between leader coaching and leadership coaching. Regardless of categories, definitions, styles, methodologies or modes, it does not appear that current executive coaching efforts alone have been able to close the troubling leadership gap.

Problem Statement

There is a severe global shortage of high-quality leaders able to address the complex and dynamic challenges facing organizations today. This shortage is widely understood and

acknowledged by scholars and practitioners (Bono, Purvanova, Towler, & Peterson, 2009; Douglas, & Morley, 2000). It is also widely acknowledged that leadership coaching is an effective intervention in growing leadership capabilities and capacity in organizations (Anderson & Lynch, 2007; Atkinson, 2012; Bonaiuto et al., 2008; Bower, 2012; Thornton, 2010). The need is great, and the approach is proven, but the dyadic nature of most coaching engagements and the inherent limitations of current team, peer, and group coaching models make it difficult for such interventions to scale in terms of cost, time, and effectiveness. Most coaching engagements involve one coach working with one coachee (Douglas & Morely, 2000). Using that approach, coaching every leader requires too great an investment of time and financial resources for most organizations. Therefore, this study addressed the problem of the lack of scalability in current leadership coaching interventions.

Purpose Statement

The purpose of this descriptive phenomenological study was to explore the underlying developmental elements and effectiveness of Facilitated Peer-group Coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC leadership development program at a regional power generation company. For this study, Facilitated Peer-group Coaching is generally defined as a non-dyadic coaching model where a facilitator guides participants to focus on their individual development objectives while concurrently learning how to develop and coach their fellow peer-group members. This study introduces this term and definition, but recognizes foundational elements found in D'Abate, Eddy, & Tannenbaum, 2003; Parker et al., 2008; and Thornton, 2010. By more fully understanding the experiences and development benefits individuals and organizations derive

from FPC programs, a significant step will be taken toward addressing the scalability challenge of leadership coaching.

Significance of the Study

In 2010, companies in the United States of America invested more than \$25 billion in training and developing executives and functional leaders (Training Magazine, 2010). A significant portion of that was invested specifically in executive (leadership) coaching. But while the field of coaching has been growing dramatically over the past decade (Ely et al., 2010; Goldsmith et al., 2000; Kumata & Hunt, 2006; Schlosser et al., 2006), gaining a full understanding of the practices, applications, situations, and evaluative methods of coaching interventions has not kept pace (Bond & Seneque, 2013; De Meuse et al., 2009). A 2009 Harvard Business Review article stated, “The coaching field is filled with contradictions. Coaches themselves disagree over why they’re hired, what they do, and how to measure success” (Coutu & Kauffman, 2009, p. 26). However, amid these questions and contradictions, the need for coaching is clear (Ting & Riddle, 2006; Weller & Weller, 2004). However, resource constraints often require that organizations and senior managers bear the full brunt of developing the leaders they so desperately need (Parker, Kram & Hall, 2013). Without an effective, scalable coaching model, many organizations may find it difficult to recruit or develop enough leaders to close leadership gaps.

Finding, developing, and retaining leadership capital is one of the most, if not the most, important strategic objective facing businesses and organizations around the world (Coutu & Kauffman, 2009; Day, Fleenor, Atwater, Sturm & McKee, 2014). An important tool in developing that leadership capital is coaching. The research suggests that one of the greatest challenges of current leadership coaching models is the lack of scalability. Traditional executive

coaching is expensive (Bower, 2012) and the dyadic nature of most engagements generally benefits one individual at a time. An integration of multiple coaching modalities may result in a new coaching model that is scalable in terms of cost, timing, reach, and effectiveness. Such a model could also have organizational development benefits that extend far beyond coaching sessions.

A scalable executive coaching model potentially presents tremendous opportunities for practitioners and may also open a door to new avenues of scholarship. For businesses, a more cost-efficient and effective model could lead to faster and more productive leadership development. Leaders could be developed in groups rather than one at a time. In addition, FPC groups have the capacity to form tight networks that organizations can leverage to enhance teamwork and change management. For academia, a new coaching model that integrates key elements from a diverse set of coaching modalities may pave the way to new branches of theoretical and empirical inquiry.

Definition of Terms

The following definitions apply to key terminology utilized in this study:

- *Leadership development*: Any process or action that takes place in an attempt to improve, enhance, or expand the quality and/or growth of leadership in an individual or a team (Eddy, D'Abate, Tannenbaum, Givens-Skeaton & Robinson, 2006; Judge & Robbins, 2015; Northouse, 2015). Further, D'Abate, et al. (2003) added that leadership development can consist of professional and/or personal development and can be dyadic or non-dyadic in nature.
- *Leadership coaching*: Broadly defined as the developmental relationship and engagement between a coach and a client that results in growth, improved performance,

or greater acumen, skill, or leadership capacity (Bower, 2012; Douglas & Morley, 2000; Ely et al., 2010; Kilburg, 1996).

- *Group coaching*: “A small group of people meeting together in active participation on several occasions, for the purpose of learning, including developing new capacities and skills. Participants learn through exchange and interaction with each other” (Thornton, 2010, p. 9).
- *Team coaching*: Follows Thornton’s (2010) definition, “A group of people who are interdependent with respect to information, resources, and skills, and who seek to combine their efforts to achieve a common goal” (p. 118). She added that team coaching is, therefore the process of, “...paying attention both to individual performance and to group collaboration and performance” (Thornton, 2010, p. 122).
- *Peer coaching (also known as reciprocal peer coaching)*: Activities, experiences, and interactions between individuals of equal status with the goal of assisting in the individual or mutual development of professional or personal skills and/or abilities (D’Abate et al., 2003; Parker et al., 2008; Robbins, 1991). Unlike other coaching modalities, there is no coach/coachee, master/apprentice, teacher/student, or superior/subordinate relationship.
- *Facilitated peer-group coaching (FPC)*: A non-dyadic coaching model where a facilitator guides participants to focus on their individual development objectives while concurrently teaching participants how to develop and coach their other peer group members.

Theoretical Framework

The problem this study addressed, and the stated purpose of this research lay not in aspects or phenomena of the natural world but were constructed in the social realm (Berger & Luckmann, 1967; Van Manen 2014). Therefore, an interpretive, postmodern worldview informed virtually every aspect of this research inquiry. The framework lent itself to a postmodernism research paradigm and the qualitative research methodology of phenomenological inquiry (Husserl, 2013; Polkinghorne, 1989).

Research Questions

The central research question that guided this inquiry was, what are the elements and outcomes of employing a Facilitated Peer-group Coaching modality to develop leadership capacity at the individual and organizational levels? Four guiding sub-questions explored the lived experiences of study participants and were employed during the collection and analysis of interview data:

- RQ1 - What are the value and/or benefit(s) of a Facilitated Peer-group Coaching (FPC) experience in developing leadership skills/acumen?
- RQ2 - What are the key learning elements or tools of an FPC experience and what are their individual and collective value?
- RQ3 - What are the desired outcomes of a Facilitated Peer-group Coaching experience?
- RQ4 - What recommendations would participants of an experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?

Limitations, Delimitations, and Assumptions

Limitations. The research was an exploratory study that used a qualitative approach. The qualitative methodology was phenomenological and data for the study were gathered via

face-to-face interviews. Certain limitations are inherent in phenomenological studies.

Limitations of this study included:

- The researcher's professional and personal experiences in guiding FPC engagements may pose a potential bias to data collection and interpretation. This limitation is addressed by specific, methodological guidelines in chapter three.
- Because the researcher employed a sample of convenience (rather than a random sample), then the results may not be applied to a general population. This limitation is addressed by specific, methodological guidelines in chapter three.
- Changes in ownership, leadership, or unexpected changes in the workforce (layoffs or a work strike) could have eliminated the opportunity for data gathering.
- Some participants may have chosen to leave the organization between the time they participated in the FPC program and the scheduling of study interviews.
- Participants reflected on their personal memories, which could have impacted their recollection of their lived experiences.
- This study focused on a single company in a single industry, which may have potentially constrained the generalizability of the findings.

Delimitations. Delimitations for this study included:

- The researcher's choice of the problem, purpose statement, research paradigm, research questions, etc.
- The researcher's selection of the population sample included in the study.
- The location of the interviews.
- The timing of the interviews.

- The nature of phenomenological inquiry placed the researcher as an agent in the research process. This is addressed through reflection and field notes.

Assumptions. Assumptions for this study included:

- Interview subjects answered knowledgeably and truthfully about their lived experiences and were able to recollect their experiences with FPC.
- The researcher did not influence or bias the responses of the participants.
- Participants in the study shared a reasonable amount of commonality with their experiences of the FPC program.
- The experiences of the participants will ultimately add to the scholarly body of knowledge regarding facilitated peer-group coaching. The researcher found no body of knowledge in the literature that described or intimated the FPC approach.

Positionality

The nature of qualitative inquiry lends itself to some degree of inherent bias that should be examined when attempting to conduct research that is ethical and balanced (Sultana, 2007). One key element of that examination involves positionality which, "...reflects the *position* that the researcher has chosen to adopt within a given research study" (Savin-Baden & Major, 2013, p. 71). Included in that positionality is the researcher's personal worldview as well as his or her relationship to the research methods and subjects (Foote & Gau Bartell, 2011; Savin-Baden & Major, 2013; Sultana, 2007). Therefore, the potential inherent bias that positionality can introduce into the research process is worthy of illumination. For this research study, the following aspects of positionality are worthy of note:

- The researcher possessed an interpretive postmodern worldview and an affinity for constructivist adult learning theory.

- The researcher has extensive professional experience in coaching and facilitated peer-group coaching.
- The researcher has worked in a professional setting with each of the research study subjects and was pursuing a line of inquiry related to his experiences and relationships with those subjects.

Organization of the Study

This research project addressed the problem statement and study's purpose through an extensive literature review that focused on leadership development, coaching modalities, and learning communities and scaffolding. The review of the literature underscored gaps in existing theory, knowledge, and practices in creating a cost-effective and scalable executive coaching platform. The phenomenological inquiry sought to understand the lived experiences of individuals who took part in an experimental FPC program. The following paragraphs outline the phases and stages of the study.

Chapter 1. The initial chapter introduced the study, provided background information and illuminated the problem statement, purpose statement, significance of the study, key definitions, relevant theoretical frameworks, research questions, limitations, delimitations, and assumptions. It also provided contextual significance of the study allowing for a comprehensive view.

Chapter 2. Chapter two introduced the conceptual framework and research paradigm that helped guide the study and reviewed published literature relevant to both the framework and the phenomenon. A review of historical literature and an analysis of the current state of the field of study illuminated gaps in the literature and the significance of conducting this study.

Chapter 3. The third chapter identified and delineated the research methods that were employed in pursuing this phenomenological inquiry. This encompassed an examination of the research purpose and questions, presentation of the research design (including the approach, epistemology, research paradigm, and methodology), design validity, research setting and sample population, human subject considerations, instrumentation, data collection procedures, data management protocol, and the data analysis process of the study.

Chapter 4. Chapter four consisted of a narrative that demonstrated the framework for understanding the elements, activities, and benefits of the facilitative peer-group coaching engagements. Key study findings were presented with no attempt to evaluate or interpret the phenomenological analysis.

Chapter 5. The final chapter presented a full evaluation and interpretation of key findings, a comparative analysis of individual interview themes, the potential development of a facilitated peer-group coaching process model, an exploration of the implications of the results for policy and practice, recommendations for further research, theory development, and practice, and a first-person, personal evaluation of the research study.

Chapter Summary

Chapter one provided an overview of the types of leadership gaps that impede organizations from meeting the challenges of today's complex global marketplace. Addressing these gaps is of importance to businesses as it impacts growth and overall development and innovation. One way of addressing these gaps is through coaching. While coaching has shown significant gains, it is not scalable, thus making it difficult for organizations to reap larger scale benefits. That lack of scalability encapsulates the study's problem statement. The purpose of this descriptive phenomenological study is to explore the underlying developmental elements and

effectiveness of facilitated peer-group coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC program at a regional power generation company. Greater understanding of the elements, value, benefits, and outcomes of FPC programs may yield significant insights into scalability of leadership coaching.

Chapter 2: Literature Review

Chapter Overview

The purpose of this descriptive phenomenological study is to explore the underlying developmental elements and effectiveness of Facilitated Peer-group Coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC leadership development program at a regional power generation company. FPC coaching is generally defined as non-dyadic coaching model where participants focus both on their own development as well as the development of their peer group members (D'Abate et al., 2003; Parker et al., 2008). Also, four central, guiding research questions were drafted and employed during the collection and analysis of interview data. Those questions included:

- RQ1 - What are the value and/or benefits of a Facilitated Peer-group Coaching (FPC) experience in developing leadership skills/acumen?
- RQ2 - What are the key learning elements or tools of an FPC coaching experience and what are their individual and collective value?
- RQ3 - What are the desired outcomes of an FPC coaching experience?
- RQ4 - What recommendations would participants of an experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?

The organization of this literature review reflects the structure of a specific branch of the field of leadership development. While conducting this literature review, it quickly became evident to the researcher that the broader subject of leadership development has been explored from several different angles and through multiple lenses. A general overview and examination of a subset of those lenses form the majority of the sections of this review. The first section, leadership development, encompasses the broadest view and provides many of the definitions

and theoretical frameworks for this review and the research study. Leadership coaching is the second section and serves as the primary field of study. Both traditional dyadic coaching and non-dyadic coaching modalities are reviewed. The next three sections are comprised of the three coaching modalities of group, team, and peer coaching. The subsequent section explores in some detail the theory, methods, and rationale (the who, what, when and how) for evaluating leadership coaching interventions. Finally, elements of learning organizations and learning communities are explored to better understand how social learning can occur.

Section headings for this chapter include Conceptual Framework, Leadership Development, Leadership Development Evaluation and Assessment, Leadership Coaching, Group Coaching, Team Coaching, Peer Coaching, Evaluating Leadership Coaching Interventions, Learning Organizations and Learning Communities, and the Chapter Summary.

Conceptual Framework

This study was informed by seven key elements that served as scaffolding (Hannafin, Land & Oliver, 1999) and combined to form the study's conceptual framework. This framework is demonstrated in Figure 1 and reveals a triad consisting of learning, coaching, and evaluation models. The learning models segment consists of Knowles's (1970) four assumptions of andragogy, Senge's (1990) five disciplines of organizational learning, and Lave and Wenger's communities of practice theory (Lave & Wenger, 1991; Wenger, 1998). The coaching models segment includes elements of a group coaching model (Kets de Vries, 2012); the three phases of team coaching (Anderson, Anderson, & Mayo, 2008), and the three-step Peer Coaching Process (Parker, Wasserman, Kram & Hall, 2015). The third segment centers on the Kirkpatrick four-level (1971) evaluation framework and includes other evaluation elements, metrics, and return on investment criteria.

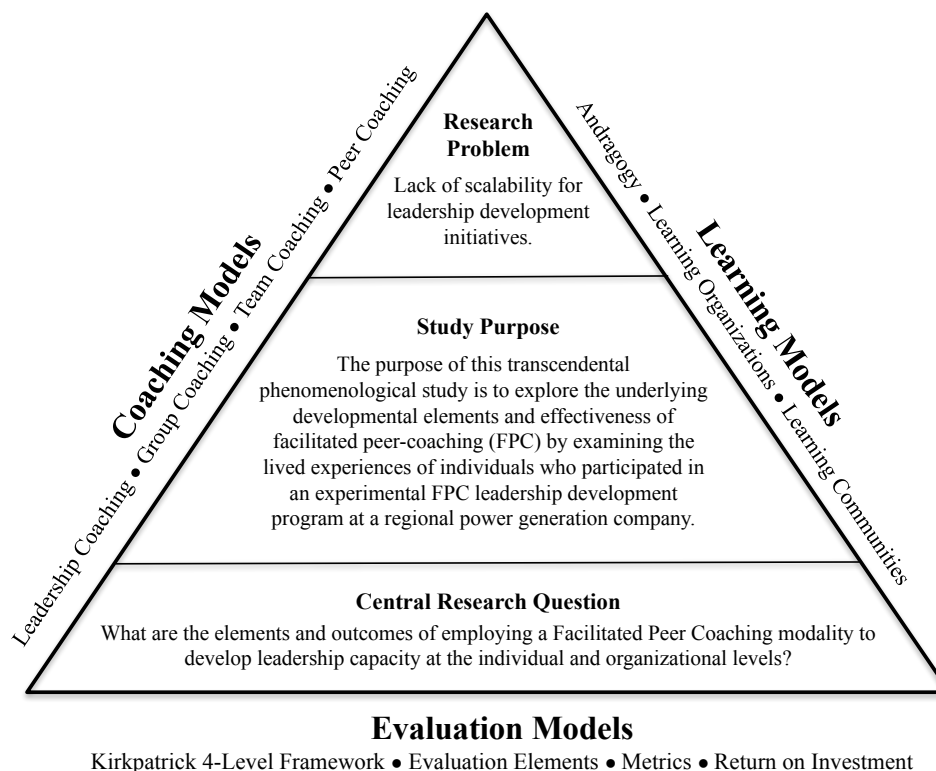


Figure 1. Conceptual framework.

Learning models. Learning models for the conceptual framework included:

- Four Assumptions of Andragogy: (a) adults need to be self-directed in conducting and evaluating their learning, (b) adults should to be able to leverage their personal experience, and that experience needs to provide the basis for all learning activities, (c) adult education and development programs need to be practical and problem-centered rather than content-driven, and (d) adult learners prefer to learn things that have direct and relatively immediate impact on their job or personal life (Knowles, 1970).
- Five Disciplines of Learning Organizations: (a) personal mastery, (b) mental models, (c) building shared vision, (d) team learning, and (e) systems thinking (Senge, 1990, pp. 6-11).
- Four Characteristics of a Community of Practice: (a) common purpose or overlapping

enterprise, (b) common cultural and/or historical heritage, (c) interdependent system, and (d) reproduction cycle (Barab & Duffy, 2000, p. 41).

- Community of Practice steps of (a) identifying and constructing the domain, (b) developing the community, and (c) developing the community's practices (Wenger, 2000).

Coaching models. Coaching models for the conceptual framework included:

- Group Coaching Model (Kets de Vries, 2012, pp. 88-90): (a) coaches construct a safe, transitional space for participants, (b) coaches are sensitive to cloud issues — those matters of unfinished business that drift or float between participants and, potentially, create hostility and antipathy, (c) coaches and group members encourage emotional catharsis but they also contain it, (d) participants listen to others and begin to feel that they are not alone in experiencing problems, (e) coaches use the clinical paradigm to allow participants to reflect in ways that encourage experimentation and the development novel approaches to achieve aspirations, (f) participants make presentations to the group that offer the opportunity for vicarious learning, (g) Certain members of the group become role models for certain types of effective behaviors and therefore a force for change, (h) participants become a real community, (i) the coach knows when to hang back and when to intervene to reduce anxiety by offering advice, and (j) members do not simply point out others' dysfunctional character patterns; they offer to help them and suggest alternative approaches to problems.
- Three Phases of Team Coaching (Anderson et al., 2008): (a) participants center themselves and try to create space to support a greater level of change in their lives, (b) participants build new capabilities and connections between each other, explore more

authentic communication, find deeper connection and relationship, and focus on the possibilities of the team, (c) participants work to create greater alignment within the group. Focus is placed on the authentic leadership of each other, alignment of intentions and outcomes, developing the ability to better influence and be influenced, and building capacity to new outcomes and possibilities.

- Three-step Peer Coaching Process: (a) “Building the relationship and creating a positive environment” (includes selection process, establishment of development goals/processes, and the initiation of the relationship), (b) “Creating Success” through building self-awareness, building the relational skills of confirmation, contraction, and continuity, and reflection, (c) “Internalizing the Skills” – deepening the relationship between the parties and helping them develop coaching skills. (Parker et al., 2015, pp. 6-7)

Evaluation model. The Kirkpatrick (1971) model serves as the center post for the framework’s evaluation model.

- Kirkpatrick’s Four-level Evaluation Framework: (a) “Reaction Level”: Do learners positively react to the learning situation? (b) “Learning Level”: Does learning occur? (c) “Behavior Level”: Does learning translate into changed behavior? and (d) “Results Level”: Are the desired outcomes achieved as a result of the learning situation and reinforcement? (Kirkpatrick, 1971, pp. 88-103).

Leadership Development

As Bonaiuto et al. (2008) noted, today’s executives face greater challenges and complexity, and must operate on a much grander scale than executives at any other point in history. Leading in an environment of increased ambiguity, disruptive change, global pressures and greater variability and diversity in all factors of production represent just a few of those

challenges and difficulties (Brotman et al., 1998; Schlosser et al., 2006). Continuous learning has become a critical factor at every level of the modern organization (Parker et al., 2008).

For purposes of this qualitative study, leadership development is defined as any process or action that takes place in an attempt to improve, enhance, or expand the quality and/or growth of leadership in an individual or a team (Eddy et al., 2006; Judge & Robbins, 2015; Northouse, 2015). Further, D'Abate et al. (2003) added that leadership development, "...involves interactions between two or more people with the goal of personal or professional development" (p. 360). A significant degree of research exists on what constitutes the leadership role or the characteristics of what a leader does. These roles and characteristics include helping to create a direction or vision, creating alignment within the organization toward a common goal, inspiring commitment with employees, making decisions, setting performance expectations, serving as a model for behavior, celebrating success, and many others (Becker, 2007; Day et al., 2014; Eddy et al., 2006; Northouse, 2015; Warhurst, 2012).

Traditionally, leadership development was viewed at the individual level. Much of the discussion was specifically directed toward actions and techniques that develop individual leaders rather than leadership capacity in a firm (Bens, 2007; Brener, 2009; D'Abate et al., 2003). More recently, a new distinction has been made between leader development and leadership development (Goldman et al., 2013). The term *leader development* is directed at developing individual leadership outcomes. *Leadership development* is directed at teams, groups, or refers to organizational-level capacity building activities (Bond & Seneque, 2013; Bouchamma & Michaud, 2014; Day et al., 2014). The literature suggests that scholars have chosen to highlight those distinctions to more fully explore and identify variances in development practices and models. However, the term leadership development still relates to

practices and activities in the field.

Because ongoing organizational learning seems to be one of the few sustainable competitive advantages (Senge, 1990), leaders have acted to ensure that such learning and development is conducted in a practical and measurable manner (Eddy et al., 2006; Senge, 1990). Historically, most of the resources allocated to achieve leadership development objectives were directed to more formalized and controlled learning experiences such as classroom instruction and more recently, computer-based training. However, researchers have shown that formal training accounts for less than 10 percent of employee learning (Eddy et al., 2006; Tannenbaum, 1997).

Developmental activities are presented in a multitude of categories such as providing career advice, offering support for work-life balance, or providing specific task assistance (Bond & Seneque, 2013). However, such activities can be more transformational. For instance, leadership development can address, "...the leader's sense of self rather than her or his skills or capabilities per se" (Warhurst, 2012, p. 473). Another growing body of research suggests that leadership development is best understood as an identity-creating and interpersonal relationship-building process (Day & Harrison, 2007), thus adding another dimension to the question of what leadership development is and how can it best be implemented.

Day et al. (2014) took another step in their synthesis of leadership development literature. Building on the relational process of Day and Harrison (2007), they divided development content issues into intrapersonal and interpersonal categories. They believed analyzing those categories would help the design, development, and evaluation of leadership development experiences. In the intrapersonal category, they identified four key focus areas. The first focus area involved understanding the individual leader's experience and learning. With that understanding, they

asserted baseline approaches and elements can be established at the outset. To do that, Day et al. (2014) identified three process avenues that are effective in gaining such an understanding. They found that 360-degree feedback, utilizing self/other assessment tools, and having the individual draft a self-narrative were the most common practices in the literature. The second intrapersonal focus area involved assessing the leader's current skills set, understanding the desired outcome, and utilizing the gap between the two to develop a relevant and impactful development intervention. The third intrapersonal focus was based on the individual leader's personality. Understanding personality assisted in designing the most beneficial development experience. The fourth intrapersonal focus area dealt with the individual's self-development. The leader's attitudes, experiences, and self-mastery could be leveraged to enhance the learning and development progression.

For Day et al.'s (2014) interpersonal category, there were two focus areas. The first focus area was concerned with the social mechanisms that help create a positive learning environment. The interactions, communication, collaboration activities, and organizational culture and norms should be addressed at each stage of the development process. The second interpersonal focus area was a bit of a surprise. After reviewing more than 25 years of leadership development research, Day et al. (2014) found that much of the interpersonal issues content involved the topic of authentic leadership. Day et al. (2014) identified the authentic leadership elements of self-awareness, trust, transparency, sustainable performance, loyalty, and many other key characteristics. Authenticity is often viewed from the intrapersonal perspective, but Day et al. (2014) found that it greatly impacted interpersonal perspectives as well.

Hicks and Peterson (1999) offered another simplified leadership development model that they referred to as the development pipeline. This pipeline contained a series of pinch points

where specific developmental interventions could be integrated to provide targeted learning opportunities. A set of core criteria matched the developmental characteristic to the appropriate and desired pinch-point need. Those characteristics included: gaining insight, displaying motivation, matching the skill development need, providing situated experiences, and promoting accountability.

The final element of leadership development design discussed in this literature review is one that initially surprised the author with its frequency. After reflection, there was no need for surprise because it is so pervasive in training and development literature in general. The final element discovered was the four principles of andragogy that Knowles developed regarding adult learning theory (Knowles, 1970). Knowles first identified that adults need to be self-directed in conducting and evaluating their learning, adult learners should be able to leverage their personal experience, and that experience needs to provide the basis for all of the learning activities, adult education and development programs need to be practical and problem-centered rather than content-driven, and adult learners prefer to learn things that have direct and relatively immediate impact on their job or personal life. They have less interest in content that does not impact them either where they currently are or where they will soon be. The literature suggested the fourth element ties the previous three elements together and enhances the design principles.

Leadership development evaluation and assessment. There are a multitude of variables or factors that can impact the efficacy of leader development interventions (DeHann, Culpin, & Curd, 2011). Eddy et al. (2006) divided these into three factors. The first were personal demographics that explored the demography, focus, and style of both those who are being developed and those who are assisting in developing the leader. The second factor included relationship elements that addressed how the intervention initiates, the degree of

familiarity the parties have with each other, the source of the relationship, whether participation is voluntary or mandatory, and the frequency and duration of development interactions and activities. The third factor included communication elements such as where development activities take place, and what the primary mode might be (such as face-to-face, by telephone, Skype, or some other construct). Similarly D'Abate et al. (2003) created the six categories of: participant demographics, interaction characteristics (the frequency, duration and medium of the interaction), organizational distance/direction (the reporting relationships and other organizational aspects), the purpose of the interaction (development objective), the degree of structure (formality, volunteer vs. mandatory, matching process, evaluation, etc.), and the behaviors exhibited (such as goal setting, collaboration, problem solving, etc.)

Leveraging the previously cited review of more than 25 years of scholarly writings on leadership development, Day et al. (2014) developed five key practices. The purpose of their model was to, "...bring rigorous evaluation methods to understanding content, process, and outcome issues in development" (Day et al., 2014, p. 77). The first practice is a social network analysis (SNA), which aids in understanding the structure of relationships and the various goals and interests of participants. The second practice is the Q-methodology, which narrows down information into just a few factors that can effectively gauge participant's perceptions of outcomes. The third practice employs formative and summative evaluations of the leadership development intervention. The fourth practice, hierarchical linear modeling, can assess leadership development utilizing a time-based, multilevel change model. The fifth and final practice of the model employs a return on investment (ROI) process to measure the cost-effectiveness and value of the leadership development intervention.

Tying leadership development directly to business success, Fulmer and Wagner (1999)

developed their eight best practices in developing leaders. Those best practices included: (a) aligning leadership development with the corporate strategy objectives, (b) allowing for varied learning interests and flexible performance criteria, (c) identifying and establishing specific leadership competencies, (d) maintaining an interest and dedication in developing internal leaders rather than recruiting from the outside, (e) establishing action learning and real-time business issue analysis as the basis of the development program, (f) directly linking leadership development to succession planning, (g) ensuring that all leadership development strategies are supported by top management, and (h) maintaining ongoing quantitative and qualitative evaluations of the leadership development interventions. In a later study, Fulmer and Conger (2004) established three new leadership development best practices when they noted that exceptional leadership development programs contained the elements of action learning, reflection, and dialogue.

Leadership Coaching: A Broad Perspective

The executive coaching and leadership/management development industry is a multibillion-dollar industry. In 2010, more than \$25 billion dollars were spent on executive and management development alone. A vast amount of that revenue went into executive coaching (Goldman et al., 2013; Training Magazine, 2010). While the field of coaching has been growing dramatically over the past decade (Brown & Rusnak, 2010; Ely et al., 2010; Goldsmith et al., 2000; Kumata & Hunt, 2006; Schlosser et al., 2006), gaining a full understanding of the practices, applications, situations, and effectiveness of coaching interventions has lagged far behind (Bond & Seneque, 2013; De Meuse et al., 2009). The field itself seems unable to decide what its purpose is or why coaches are hired, thus making it difficult to establish a common understanding of what is defined as success or “how to measure success” for that matter (Coutu

& Kauffman, 2009, p. 26). But amid these questions and contradictions, the need for coaching is clear. Such development is needed and resource constraints facing today's organizations make it difficult for senior managers to carry the personal burden of developing leaders (Brown & Rusnak, 2010; Grant, 2014; Parker et al., 2013).

Leadership (also known as executive) coaching is very broadly defined as the relationship between a coach and a client that results in growth, improved performance, or greater acumen, skill, or capacity (Bower, 2012; Douglas & Morley, 2000; Ely et al., 2010; Kilburg, 1996). Thornton (2010) observed that coaching rapidly became one of the most widely accepted methods to grow people and accelerate business performance. She noted that it quickly migrated from being focused on individual performance to driving organization-wide change and transformation. Ely et al. (2010) identified the unique nature of coaching when observing:

Leadership coaching differs from traditional leadership development in four ways: (a) leadership coaching focuses on the needs of the individual as well as the client's organization and the unique characteristics each brings, (b) leadership coaching requires coaches to have unique skill sets, (c) leadership coaching places a premium on the client-coach relationship, and (d) leadership coaching demands process flexibility to achieve desired results. (Ely et al., 2010, p. 586)

There are several coaching elements or traits that are utilized in coaching engagements. Bond and Seneque (2013) noted that coaching has elements of managing, consulting, mentoring, facilitating and coaching. Their process included, "...developing a framework that seeks to differentiate its essential characteristics from other forms of management practice common in organizations" (Bond & Seneque, 2013, p. 58). Similarly, there are common roles that a coach often plays. Coaches set the ground rules and establish the expectations and responsibilities

(Muhlberger & Traut-Mattausch, 2015). Coaches co-create the coaching relationship focused on integrity and support (Carey, Philippon & Cummings, 2011; Muhlberger & Traut-Mattausch, 2015). Effective coaches utilize strong communication tools including active listening and thoughtful inquiry (Muhlberger & Traut-Mattausch, 2015). Coaches also facilitate learning and promote continuous performance and resilience through goal setting, problem definition/solving, developing action plans, measuring progress, and promoting accountability (Carey et al., 2011; Muhlberger & Traut-Mattausch, 2015; Scamardo & Harnden, 2007).

In literature and in practice, there are two terms used to describe the number of individuals involved in a coaching intervention. The first term is dyadic which describes a coaching situation where the interaction is one-on-one (Brown & Grant, 2010). Dyadic coaching is currently the most popular method (Jones, Woods, & Hutchinson, 2014; Moen & Skaalvik, 2009) and consists of one coach and one coachee (Bozer, Sarros, & Santora, 2013).

Non-dyadic coaching then refers to coaching engagements where there are more than two individuals involved (Brown & Grant, 2010). Team coaching and group coaching are the most common forms of non-dyadic, however, peer coaching can also involve more than two individuals (Parker et al., 2015; Thornton, 2010). While there can be great benefit derived from non-dyadic interventions, Kets de Vries (2014) noted that research in this area is scant.

It is possible that since non-dyadic coaching is in the early stages, some variance exists in specifically categorizing non-dyadic interventions. Thornton (2010) established group coaching as a category that contained the two subcategories of team coaching and learning group coaching. Others, such as Kets de Vries (2014) do not offer subcategories but simply presented the two modalities of group coaching and team coaching. For this study, the latter was utilized, where group and team coaching are two separate categories of non-dyadic coaching. Nicholas

and Twaddell (2008) found in their global survey that 60% of non-dyadic coaching was targeted on intact teams (team coaching), and roughly 40% on coaching groups of individuals from different organizations (group coaching). Peer coaching was likely not included in the survey because it is a more recent entrant, and peer coaching can be either dyadic or non-dyadic. The next three sections consist of a review of literature for group coaching, team coaching, and peer coaching.

Group coaching. Group coaching has been defined as, “A small group of people meeting together in active participation on several occasions, for the purpose of learning, including developing new capacities and skills. Participants learn through exchange and interaction with each other” (Thornton, 2010, p. 9). The elements of a successful group coaching engagement include: having a relatively small group (three to 10 members) and having the group meet regularly over a significant time period (Thornton, 2010). The learning focus should be on the participants and support individual learning in the group context, and lastly, there is adequate face-to-face interaction for relationship development and trust and time for reflection (Kets de Vries, 2005; Thornton, 2010).

A summary of group coaching protocols includes exhibiting mutual respect, removal of black and white thinking, leveraging experience to guide learning, active listening, active inquiry, making the process of group coaching activities as important as the content, allowing thinking and feeling to be of equal importance, making sure everyone is responsible for their own learning, and having a pace that is not hurried (Thornton, 2010). Kets de Vries (2005) and Thornton (2010) shared the protocols of communication, mirroring, resonance and utilizing change methodologies. With respect to learning and change, Thornton (2010) established that there are specific factors that can impact group coaching success. These factors include: the

degree to which participants feel connected (a sense of belonging), the participants' openness to interpersonal learning, the presence of negative factors such as competition or envy, the level of admiration between participants, the degree of openness to practice courage, the depth of sharing, the level of encouragement offered, and the focus on performance coaching.

The benefits of group coaching are significant. These benefits include the fact that group coaching is highly cost (and time) effective and provides tangible economies of scale (Britton, 2015; Thornton, 2010; Ward, Van de Loo, & Have, 2014). In addition, the opportunities for learning are as significant and rich as the number of participants and the diversity of perspectives (Kets de Vries, 2014; Muhlberger & Traut-Mattausch, 2015; Thornton, 2010; Ward, 2008; Ward, et al., 2014). Group coaching builds team collaboration (Muhlberger & Traut-Mattausch, 2015; Thornton, 2010) and fosters imitation that promotes the development of positive role models (Scamardo & Harnden 2007; Thornton, 2010). In group settings, learning can be amplified through shared experiences (Kets de Vries, 2005; Muhlberger & Traut-Mattausch, 2015; Thornton, 2010; Ward, 2008). Group coaching harnesses the power of peer pressure (Thornton, 2010; Ward, 2008).

Group coaching promotes an opportunity to engage with and understand business realities, including unfriendly and unpalatable ones (Scamardo & Harnden 2007; Thornton, 2010). It provides participants an opportunity to identify with something larger than themselves (Thornton, 2010; Ward, 2008), and the opportunity for peers to learn to correct and challenge each other in a direct and natural way (Muhlberger & Traut-Mattausch, 2015; Thornton, 2010). Each participant has opportunity to develop greater flexibility and tolerance through direct and repeated contact with others who possess different views and approaches (Kets de Vries, 2014; Thornton, 2010). This leads to greater tolerance and comfort operating in environments of

uncertainty, ambiguity, and chaos (Kets de Vries, 2014; Thornton, 2010). Group members gain the benefit of others' knowledge and experiences and can jointly develop solutions (Muhlberger & Traut-Mattausch, 2015).

Group members often gain the experience of universality – the feeling that one is not alone and that others have been in the same or similar situation (Kets de Vries, 2014; Muhlberger & Traut-Mattausch, 2015; Scamardo & Harnden, 2007). In similar fashion, members receive support and motivation from their group to conquer challenges (Britton, 2015; Moen & Skaalvik, 2009; Ward, 2008). That support can result in greater hope (Kets de Vries, 2014; Scamardo & Harnden, 2007) and encourage a greater degree of self-exploration (Kets de Vries, 2014; Thornton, 2010, Ward, 2008) and greater self-actualization (Kets de Vries, 2014; Ward, 2008). The group can become a real and vital community (Kets de Vries, 2014), developing a more altruistic motive and the decision to subjugate their own needs to the needs of others (Kets de Vries, 2014; Scamardo & Harnden, 2007). Group members gain practice in how to influence, how to be influenced, and how to develop meaningful interpersonal relationships (Kets de Vries, 2014). Group coaching also leads to high-performance teaming, boundary-less organizations, and improved knowledge management (Kets de Vries, 2014; Scamardo & Harnden, 2007; Ward, 2008). Kets de Vries (2014) observed:

Group coaching can be a methodology second to none, to have executives sing on the same page – and accelerate execution. In comparison... one-on-one coaching is not as powerful for creating tipping points for change...there is not the same intensity and focus in a single session compared with what we see happening in a group coaching session.

[Group coaching] provides a context for cathartic experiences... reflection can lead to a

willingness to experiment in doing things differently...and provides an opportunity for vicarious learning. (Kets de Vries, 2014, p. 6)

Earlier, Kets de Vries (2005) stated that through group coaching, “Durable changes in leadership behavior are more likely to occur...leading to greater commitment...and accountability” (p. 62).

Disadvantages of group coaching were more difficult to locate. Perhaps as this body of work develops, a more balanced perspective can be presented. However, it was noted that when groups go wrong, they go very wrong and it can be quite difficult to get the group back on track (Muhlberger & Traut-Mattausch, 2015; Thornton, 2010; Ward, 2008).

Thornton (2010) noted the potential disadvantage that large groups do not allow individual attention and the contribution levels vary too much; some members dominate while others remain silent. In cultures where saving face is integral, group size might prevent deep sharing. When Muhlberger and Traut-Mattausch (2015) compared coaching modalities, they noted that when “...compared with participants who received group coaching, participants in the dyadic coaching had a higher increase in goal commitment and showed more goal reflection and higher intrinsic goal motivation” (p. 198). They also suggested that group-coaching participants receive less individualized consideration, less intellectual stimulation, less contingent reward, and less inspirational motivation than those in a dyadic coaching relationship (Muhlberger & Traut-Mattausch, 2015).

Team Coaching. As with group coaching, the recently emerging literature on team coaching is less developed (Kets de Vries, 2014). So, there is little surprise that the definition of team coaching has a significant degree of variation. Clutterbuck (2013) wrote, “There is no clear consensus about what team coaching is” (p. 20). But he later added, “It is legitimate to expect the term team coaching to apply to a process that involves both coaching and working with an

intact team, collectively” (p. 20). Thornton (2010) defined a team-coaching setting as, “A group of people who are interdependent with respect to information, resources, and skills, and who seek to combine their efforts to achieve a common goal” (p. 118). She goes on to add that team coaching is, therefore, “The process of coaching a team to collaborate and achieve common goals; with both the emphasis on the individual as well as the team” (p. 122). This balance of individual and team goals is very important in the process (Anderson et al., 2008; Ashton & Wilkerson, 1996; Ben-Hur, Kinley, & Jonsen, 2012; Britton, 2015; Clutterbuck, 2013; Thornton, 2010). When drawing distinctions between team coaching and other modalities, Britton (2015) noted:

Different than group coaching, as well as team building, team coaching is an approach that supports teams in expediting their results and strengthening their relationships...team coaching is also different than group coaching due to the relationships that exist before and after the coaching engagement. (Britton, 2015, p. 117)

Since team coaching participants continue to work with each other after the team coaching intervention, it is more important that relationships and growing capacity as a work-team remain central to the process. Adding to the idea of capacity building, Clutterbuck (2013) revealed that both team performance and the processes to achieve performance are examined and constitute the focus of team coaching; the what and the how of team interactions. He mentioned reflection and dialogue as being two key tools that help achieve the dual focus. Drawing a distinction between team coaching and traditional, dyadic coaching, Clutterbuck (2013) suggested that there are three critical differences. First, the element of confidentiality that is present in dyadic coaching does not exist in team coaching interactions. It is quite possible that members in a team coaching setting will be reluctant to share openly and completely – especially

if their supervisor is in the room. In addition, they may not want to admit personal weaknesses or candidly express opinions on others' behaviors or abilities. Second, in dyadic coaching, the coach can construct and conduct all the activities at the pace of the single client. In team coaching, there may be a wide variety in the pace of thinking and decision-making (Clutterbuck, 2013). The coach in those settings must consider all the team members with regard to pace and speed of development. The third difference is that the content of a team coaching engagement is more limited than in dyadic coaching. The topics discussed, or the content of learning must be of importance or have an impact on all participants

There are a number of goals identified with team coaching (Ashton & Wilkerson, 1996; Ben-Hur et al., 2012; Clutterbuck, 2013; Hackman, & Wageman, 2005; Thornton, 2010). Because of the dual focus of individual growth and team development, it makes sense that the goals of team coaching include the team's goal, the individual's goal, and the goal improving how the team works and interacts together, (Thornton, 2010). Clutterbuck (2013) added the goal of ensuring that all the processes, development and results be created for sustainability. This is key to growing individuals, the team, and the organization. Goals for team coaching can also be focused on outcomes of the interactions themselves (Anderson et al., 2008). Specific skill sets and new approaches to problem solving serve as goals of the team coaching engagement. Through principles of service to each other, the process can show teams how to leverage group dynamics and drive behavioral and organization change throughout the organization (Anderson et al., 2008). Building on the goal of driving organization-wide change, Clutterbuck (2013) noted that performance issues at both individual and organizational levels are systemic. Each act upon the other and each alters the other. For this reason, he stated, "Teams are the most practical unit to integrate the individual and systemic perspectives and to manage the complexity of co-

working” (Clutterbuck, 2013, p. 21). A systematic approach to growing individual and organizational knowledge, skills, and motivation helps the team develop a culture of mutual coaching; which can be a goal within itself.

As with other coaching modalities, there are several elements in team coaching. Team coaching is more than a series of conversations; the goal is to increase performance, expedite development and improve results (Britton, 2015). Because of this, there are systematic approaches to team coaching. Anderson et al. (2008) posited that there are three phases of development in team coaching. These phases progress on a continuum from inner focus to transformational change. In the first phase, participants find the focus. They center themselves and try to create space to support a greater level of change in their lives. They examine personal patterns and old habits and try to look at the bigger picture with an expanded worldview. In the second phase, the focus changes to building bridges between the participants. Efforts to build new capabilities and connections, explore more authentic communication, find deeper connection and relationship, and focus on the possibilities are central in this phase. In the final phase, participants work to create greater alignment within the group. Focus is placed on the authentic leadership of each other, the alignment of intentions and outcomes, the ability to better influence and be influenced, and the realization of new outcomes and possibilities.

Elements of team coaching also contain many traditional dyadic and group coaching tools such as in-the-moment coaching (Anderson et al., 2008; Ben-Hur et al., 2012; Britton, 2015; Clutterbuck, 2013; Thornton, 2010). A focus on teaching the team how to coach itself (Anderson et al., 2008; Clutterbuck, 2013) and how to enhance interpersonal communication and improve information flow (Ben-Hur et al., 2012; Brenner, 2009) may also be included. Other elements of team coaching include: creating the team vision and values (Britton, 2015) and then defining the

team purpose and priorities (Clutterbuck, 2013). Team coaching helps the team know what needs to be known (Ben-Hur et al., 2012), and then use that knowledge in goal setting (Britton, 2015), building the team learning plan, and drafting the team agreement (Britton, 2015; Clutterbuck 2013). As the spirit of collaboration grows, a greater understanding of team processes, dynamics, practices and norms is achieved (Britton, 2015; Clutterbuck, 2013), which provides the opportunity for greater exploration of individual and team strengths, styles, and roles (Britton, 2015).

One of the essential elements in the formation of team coaching interventions lies in the creation of psychological safety (Ben-Hur et al., 2012). This builds the capacity for the team to manage conflict positively (Britton, 2015; Clutterbuck, 2013). As the team learns to be honest with itself (Clutterbuck, 2013), and to say what needs to be said (Ben-Hur et al., 2012), the team can learn to provide high-value, constructive peer feedback (Anderson et al., 2008; Brenner, 2009; Britton, 2015). It also creates a culture where ideas can be challenged in a healthy and productive manner and the team can continue to develop trust and collective self-belief (Ben-Hur et al., 2012). The elements of deep dialogue (Britton, 2015; Clutterbuck, 2013) and reflection (Ben-Hur et al., 2012; Clutterbuck, 2013; Thornton, 2010) are leveraged to develop more self-awareness (Ben-Hur et al., 2012) and trust in the team. The practice of mindfulness brings sustainability to the team process (Ben-Hur et al., 2012; Clutterbuck, 2013).

Team coaching elements also include efforts and activities designed to better understand both the internal and external environments of their organization (Clutterbuck, 2013). This is enhanced as the coaching engagement allows them to tackle real-world challenges in real time (Brenner, 2009). The team works to develop a common framework around the core elements of high-performing teams (Britton, 2015), and then to work together to identify and tackle the

barriers to performance (Clutterbuck, 2013). Within the context of their day-to-day experience, team coaching helps promote awareness and action as participants analyze individual and team behaviors and explore how they can change and develop new habits (Britton, 2015). This often can result in a breakup of functional silos (Ben-Hur et al., 2012; Brenner, 2009). As the team learns and integrates new skills (Britton, 2015), including executive skills (Brenner, 2009), efforts are made to eliminate groupthink and develop greater objectivity (Ben-Hur et al., 2012).

There are several circumstances, situations, and settings where team coaching can be particularly effective. Clutterbuck (2013) recommended team coaching when forming a new, high-impact team, when an informal or ad hoc group needs to transform into a more formal workgroup, when a team is underperforming, when a team needs to reinvent or re-imagine itself in order to meet new challenges or changes in the environment, when a new leader is brought into an existing team, when there is significant turnover in a team, or when a team is in an extremely dynamic environment and needs to stay ahead of the curve.

Hackman and Wageman (2005) identified four conditions that should be present in team coaching engagement to maximize effectiveness and results. The first condition is that “the group performance processes that are key to effectiveness are relatively unconstrained by task or organizational requirements” (Hackman & Wageman, 2005, p. 283). The second condition is that the team is well organized and the situation in which it operates is conducive to teamwork. For instance, if there was a high degree of individual competition, that situation and team-coaching effectiveness would be diminished. Hackman and Wageman’s (2005) third condition appears to contradict with some of the other research in the field. They state that coaching behaviors should, “...focus on salient task performance processes rather than on members’ interpersonal relationship or on processes that are not under the team’s control” (Hackman &

Wageman, 2005, p. 283). Other writers stress the need for relationship development in the team coaching design and keep it central to the process. The fourth and final team coaching condition that Hackman and Wageman (2005) identified is that a coaching intervention needs to take place when the team is adequately prepared and capable of dealing with the timing of such an intervention.

In addition to lower costs associated with the enhanced ability to scale and leverage coaching (Britton, 2015; Thornton, 2010), there are a number of identified advantages and benefits of team coaching. Thornton (2010) found that team coaching strengthens an individual's personal identification with their organization and its goals and values. In an age where employee engagement is important (Clutterbuck, 2013), this can be of tremendous impact and value. Anderson et al. (2008) stated that team coaching can be a significant culture and change management vehicle for an organization to leverage. Team coaching also builds organizational capacity (Britton, 2015), grows team building acumen (Brenner, 2009; Kets de Vries, 2005) as it generates greater insights about individual and organizational behavior (Anderson et al., 2008). It grows leadership competence and emotional intelligence (Brenner, 2009), leads to greater self-awareness and introspection (Ben-Hur et al., 2012; Brenner, 2009), enhances goal setting and the achievement stretch goals (Brenner, 2009; Britton, 2015; Kets de Vries, 2005), and leads to more effective decision-making. Team coaching also results in greater communication, greater accountability, and helps to break down functional silos (Anderson et al., 2008; Brenner, 2009; Britton, 2015; Kets de Vries, 2005).

A list of less tangible but equally inspirational benefits/advantages from Anderson et al., (2008) includes: the gaining of new insights or awareness, the subsequent translating of those insights into momentum-creating actions, the expansion of problem-solving capacity, the

creation of tight alignment between how people work and what they deliver, and greater continuous improvement/development. But possibly the most important and most tangible benefit of team coaching, from the macro perspective, is greater organizational productivity and performance (Anderson et al., 2008; Brenner, 2009).

Peer coaching. Relative to other coaching modalities, peer coaching represents a new approach to developing leaders and leadership teams (Parker et al., 2015). This fact might have contributed to this author's difficulty in finding a large body of research on this topic. However, in a relatively short amount of time, peer coaching has gained respect and acknowledgement of its positive outcomes and relatively low cost of development and implementation (Parker et al., 2015). While peer coaching is a relatively new phenomenon in business and management literature, it has a long history in the fields of education, nursing, and physiotherapy. By far the greatest amount of research on peer coaching exists in education. For purposes of this paper, a few elements and models from education have been imported, but the focus is on management and organizational behavior settings.

Peer coaching refers to activities, experiences, and interactions between individuals of equal status focused on mutual personal and/or professional growth (D'Abate et al., 2003; Parker, et al., 2008; Robbins, 1991). Unlike other coaching modalities, there is no coach/coachee, master/apprentice, teacher/student, or superior/subordinate relationship or dynamic at play. Instead, each participant plays both roles and strives to provide input into the other person's development as they work to develop greater skill, ability or acumen in themselves.

While there is alignment in many aspects of peer coaching, one area where distinctions appear is in the number of participants that constitute a peer coaching engagement. Parker et al., (2013) considered peer coaching a dyadic modality; matching two people to work together in

mutual development. Robbins (1991) and D'Abate et al. (2003) considered peer coaching an interaction between two or more individuals. It appears that when utilizing the definition and elements in the literature, either situation could yield the impact and results that peer coaching prescribes. While there appear to be differences, there does not appear to be much debate on the distinctions. However, it is interesting that some organizations, in some settings, have begun experimenting with new structures that involve peer-coaching circles and other group designs (Parker et al., 2013).

The review of the literature revealed several elements that are associated with peer coaching. As mentioned above, one of the foundational elements is that both (or all) participants share equal status; both are equal in their effort to coach and be coached (Parker et al., 2015). This creates an environment of mutual learning and development (Parker et al., 2008; Robbins, 1991). Another key element is that each participant is focused both on their own development and the development of the other person (or people) in the peer coaching setting (Parker et al., 2008; Parker et al., 2015; Robbins, 1991). This creates an environment where the "...explicit and primary purpose of the relationship is to service both party's learning" (Parker et al., 2008, p. 490). Within that relationship, each participant can set challenging personal and professional goals and begin designing their own future and the future of their organization (Byrne, Brown & Challen, 2010; Robbins, 1991). To build such a relationship, peer-coaching participants must develop a high degree of mutual trust (Parker et al., 2015; Robbins, 1991), and they must maintain a high degree of confidentiality (Robbins, 1991). Parker et al. (2008) also noted that to develop such a relationship also requires that participation in peer coaching be voluntary.

Regarding elements related to the peer coaching process itself, Parker et al. (2015) identified a dual-purpose objective where the focus of development activities addresses both

content and process. In this way, both the what and the how of peer coaching are of value. One of the most important elements requires that the feedback provided by participants be objective and be delivered in a non-evaluative, non-judgmental atmosphere (Parker et al., 2008; Robbins, 1991). Participants are sharing observations and ideas, not correcting or directing their fellow participant. As participants share ideas (Robbins, 1991) and problem solve (Parker et al., 2008; Robbins, 1991), they work to develop their personal objectives. Key guidelines in the literature for crafting objectives include: that objectives should be specific (Parker et al., 2015), that they be somewhat flexible (Robbins, 1991), and that they be time-bound (Parker et al., 2015). At each stage of the process, it is recommended that reflection or reflective practices be highlighted or integrated. This aids in both the individual participant experience and in mutual sense-making (Parker et al., 2015; Robbins, 1991).

Regarding the concept of mutual support, Goldman et al. (2013) identified three different support structures that peer-coaching interventions need. The first is procedural support. This is where participants assist each other by suggesting strategies or alternatives. The second is affective support, which includes elements such as providing confirmation, encouragement, or reassurance. The third and final support is called reflective support and relates to the ability to review and assess actions and activities.

The origins of peer coaching are widely reported within the field of education (Parker et al., 2008). One of the first recorded usages of the term peer coaching was Showers and Joyce's (1996) description of how peer coaching could be utilized in the development and growth of teachers. They described a learning environment that was so successful and led to such professional improvement that participants wanted to develop a permanent peer coaching structure. One of the rationales for peer coaching related to fundamental truths about adult

education. Joyce and Showers (2002) established that 10% of adult learners can transfer a new skill into practice by participating in a lecture and demonstration. Twenty percent can do so as a result participating in lecture, demonstration, and practice. If a feedback loop is added, 25% can transfer a new skill into practice. But, if peer coaching is added, an overwhelming 90% will transfer new skill into practice (Joyce & Showers, 2002).

Parker et al. (2015) created a three-step peer coaching process designed to facilitate results-oriented learning with very clear objectives and boundaries. The first step is titled, “Building the relationship and creating a positive environment” (p. 236) and includes the mutual selection process, the establishment of development goals/processes, and the initiation of the relationship. The second step is, “Creating Success” (p. 236). This step includes building self-awareness and the relational skills of confirmation, contraction, and continuity. Reflection on processes and celebrating little wins along the way are also important elements of the second step. The final step is, “Internalizing the Skills” (p. 237) and involves deepening the relationship between participants while they sharpen their coaching skills. With growth, participants learn to transfer the skills into other contexts as they deepen personal connection and mutual learning.

There are many advantages of peer coaching. Parker et al., (2008) suggested that peer coaching is growing in demand because it has the advantages of being lower in cost, provides mutual learning, and provides emotional/psychological support that greatly enhances learning and development. They stated that peer coaching highly focused and more concentrated than other team building or peer development processes. In addition, the inherent reciprocity and collaboration of the process makes it more successful than traditional mentoring and hierarchical learning relationships. D’Abate et al. (2003) point out that peer coaching’s self-reflection and self-awareness elements facilitate ongoing development and leverage influence in developing a

climate of trust and support. This also leads to greater authenticity, empowered action, and sustainable change. Other advantages include accelerated career learning (Parker et al., 2015), greater maturity (Parker et al., 2008; Robbins, 1991), greater growth, development and refinement of career skills (Parker et al., 2008; Parker et al., 2015; Robbins 1991), greater integration of life skills (Parker et al., 2008; Robbins, 1991), and greater desire for relationships and connection (Parker, Kram, & Hall, 2014). Other advantages are that peer coaching is easy to integrate and can be delivered in a just-in-time format (Parker et al., 2008).

Compared with other coaching modalities, Goldman et al. (2013) found that peer-coaching elicited a higher degree of ownership and commitment than traditional, dyadic coaching interventions. They believe this is because the strength of the peer relationship leads each participant to do their best to not disappoint their partner. When Parker et al. (2008) surveyed peer-coaching participants they discovered increased confidence and empowerment, improved self-image, greater soft skill development, enhanced ability to give and receive feedback, and a higher degree of success in dealing with change. In a later article, Parker et al., (2015) noted participants reported higher performance, greater job satisfaction, improved communication skills, and broader growth outcomes.

Another area where this author had difficulty acquiring literature related to the perceived disadvantages of utilizing a peer coaching modality. Again, the quality of the research appears very strong, but the quantity appears to be less advanced. Generally, the key shortcomings of peer coaching revolve around the fact that a peer, rather than an experienced or certified coach, provides the coaching. In such a setting, there is less facilitative training and skill available (Goldman et al., 2013; Parker et al., 2008; Parker et al., 2013). It was also noted that peer coaching is not effective in conflict or competitive situations; situations that are found in a great

number of business settings (Parker, et al., 2008; Robbins 1991).

Regarding risks that can contribute to negative peer coaching outcomes, Parker et al. (2013) identified three sets of factors. The first set is comprised of individual (ontogenic) factors. Individual factors include inadequate skills or experience in addressing their partner's developmental needs, a deficiency of self-awareness, a non-committal attitude toward relational learning, a lack of motivation, naïve expectations, and the failure to fully participate in the process. The second set of factors includes interpersonal (dyadic) factors. Interpersonal factors include lack of emotional intelligence, interpersonal skills, communication skills, being overly dominant or passive, an imbalance in the peer relationship and the presence bad or apathetic intentions. The third set of factors are contextual factors which relate to the organizational environment and include: an overly competitive work setting that fosters distrust, a culture that does not value collaboration or teamwork, and the lack of the organizational acumen to manage a peer coaching process.

At the end of their article Parker et al. (2008, p. 499) included the following propositions:

- Proposition 1: Peer coaching is more effective to the extent that the peers have participated in the matching process.
- Proposition 2: The peer-coaching process is more likely to be effective to the extent that it contains an emotional component.
- Proposition 3: Peer-coaching outcomes are more likely to be positive when the relationship has the following qualities: trust, mutual respect, professionalism, and mutual accommodation.
- Proposition 4: Positive outcomes are more likely to be reached when both peers are motivated to learn and when both contribute actively and equally to the

process.

- Proposition 5: People are more motivated to engage in peer coaching independently when they have previously experienced positive learning outcomes from peer coaching, such as professional development.

Evaluating Leadership Coaching Interventions

The need to develop leadership coaching programs that address the competency and demographic gaps discussed in chapter one is clear. But why invest resources in evaluating the effectiveness of coaching engagements? The lack of a *clarion answer* to that question is reflected in the fact that "...recent surveys found that only one-third of coaching initiatives are evaluated" (Ely et. al., 2010, p. 588). But the lack formal evaluation does not mean that such endeavors are not important (De Haan, Culpin & Curd, 2011; De Haan, Duckworth, & Birch, 2013). Tesluk and Kudisch (2011) presented four reasons why evaluative activities are critical:

Evaluation is significant because it (1) serves as a critical source of feedback for coaches, clients, and the sponsoring organization, (2) is the method to ensure efficient use of resources, which is particularly important given that leadership coaching is among the most resource-intensive developmental activities, (3) ensures accountability to various stakeholders in the coaching process and (4) is the primary means of learning and improvement for the coaching process itself. Evaluation is critical for the advancement of both the science and the practice of leadership coaching. And evaluation can also be of great benefit to the coaching organizations themselves. (p. 445)

Coaching evaluation models. De Muse and Dai (2009) researched coaching effectiveness studies and found that most fell within one of two categories. The first category contained the traditional rigorous research methods where the impact was measured by direct

observation or inferred directly. The second category was comprised of reflective studies that summarized the perspectives of participants and stakeholders in hindsight. Studies in this category ranged from simple coachee self-assessment reports to organizational 360-reviews where the perceptions of a wide range of stakeholders could be reviewed. Ely et al. (2010) noted that the most common approach to evaluating coaching interventions is the self-described behavioral changes that coaching clients report.

The who, what and when of coaching evaluation. At first glance, it might appear that the who and what of coaching engagement evaluation might be simple and straightforward. Did the coaching engagement generate desired outcomes and what might those outcomes be? How did the coachee perform? How did the coach perform? But the interrelated and integrated nature of leadership coaching becomes more complex when one considers all the moving parts and variables.

A comprehensive coaching evaluation should reflect the multiple stakeholders that are networked together in a typical program (for example, clients, coaches, the clients' organizations, and the coaching organization), and that coaching evaluations include a wide range of criteria based on Kirkpatrick's four-level taxonomy (1996) (with extensions and other criteria suggested by Kraiger, Ford, & Salas, 1993), and that a comprehensive coaching evaluation include multiple data collection methodologies and sources. (Ely & Zaccaro, 2011)

So, the who and what is much more complicated than it seems.

An integrated model for coaching effectiveness was developed by Kilburg (2001) and contained the following seven elements:

1. Increase the range, flexibility, and effectiveness of the client's behavioral repertoire
2. Increase the client's capacity to manage an organization
3. Improve the clients psychological and social competencies
4. Increase the client's ability to manage self and others in conditions of environmental and organizational turbulence, crisis and conflict
5. Improve the client's ability to manage his or her career and to advance professionally
6. Improve the client's ability to manage the tensions between organizational, family, community, industry, and personal needs and demands
7. Improve the effectiveness of the organization or team (Kilburg, 2001, p. 140).

Regarding the when of coaching, Ely et al. (2010) recommended a “two-pronged approach focusing on both *outcomes* (summative evaluation) to assess coaching's effectiveness as a development intervention, and *processes* (formative evaluation) to account for the dynamic and customized nature of coaching” (p. 585). If one adds evaluation at the pre-engagement phase, then evaluation occurs during each phase. Then when occurs before, during, and after.

The review of literature revealed five convenient categories with respect to the who and what of coaching evaluation. The first category of who is the person being coached; the coachee. The second category is the coach. The third category is the relationship between the coach and the coachee and the coaching process utilized. The fourth category is the coachee's manager. And the fifth and final category is the coachee's organization. Each of these categories contains different needs, perspectives, variables and connection points that impact the effectiveness and potential of every coaching engagement. Each category is explored in the following sections.

The coachee. Obviously, without a coachee, there is no coaching. The coachee is the person desiring a change in ability, behavior, perspective, leadership competency, or skill set (McCormick & Burch, 2008). The desire for change can be either intrinsically or extrinsically motivated. Each coachee is also connected to a number of stakeholders who have an interest in the coachee's growth and in the coachee's developmental timeframe (Ely & Zaccaro, 2011; Hagen & Peterson, 2015). So, the coaching environment includes a specific person, during a specific time, in a specific situated setting, but there is a wide array of variable and potential outcomes.

Attempting to factor and simplify some of the variables and outcomes, one study (Kombarakaran, Yang, Baker & Fernandes, 2008) interviewed 114 executives and 42 coaches and determined that the common denominator is change. But they found even that simple moniker required differentiation. Their study found that the coachees changed in five key areas, "people management, relationships with their managers, goal-setting and prioritization, engagement and productivity, and dialogue and communication skills" (Kombarakaran et al., p. 82). Levenson (2009) also viewed change as the key metric and reviewed three "types of measurement outcomes; (a) changes in the executive's leadership behaviors only, (b) changes in perceived effectiveness of the executive, and (c) changes in hard performance measures" (p. 104). He added, "there are fewer studies that include hard performance measures – observable outcomes that matter for the executive's job performance" (Levenson, 2009, p. 117).

While exploring exactly what should be measured from coachee evaluations, it became clear that the best way to present the research is to look at a before, during and after framework. Ely et al. (2010) again discussed in detail the value of both summative and formative evaluation in coaching engagements. Summative refers to an after-the-fact evaluation of the

learning/change results. Formative is the monitoring and evaluating that occurs during the learning/change experience. Since the literature revealed no widely accepted term to designate the before phase of evaluation, the term pre-engagement is utilized in this paper.

The pre-engagement evaluation elements found in the literature include: coachee's current skill/acumen/proficiency levels, coachee's attitude about the coaching engagement, commitment to the process, the coachee's promote-ability, customer satisfaction, employee engagement, alignment with business strategy/objectives, productivity, overall effectiveness, cost/benefit for the company, self-awareness, communication skills, delegation skills, planning skills, client readiness, expectations about coaching, and leadership ability (Brotman et al., 1998; Douglas & Morley, 2000; Ely et al., 2010; Gandossy & Guarnieri, 2008; Glunk & Follini, 2011; Goldsmith et al., 2000; Levenson, 2009; Schlosser et al., 2006).

The formative evaluation elements (those that are reviewed and measured during the coaching process) include: client openness to change, self-reflection, communication with coach and organization, translating learning into action, recording progress-to-date on goals, remaining impressionable (coachable), managing personal and process expectations, commitment to the process, and keeping a positive attitude (Brotman et al., 1998; DeHaan, et al., 2013; Douglas & Morley, 2000; Ely et al., 2010; Gandossy & Guarnieri, 2008; Goldsmith et al., 2000; Levenson, 2009; Schlosser et al., 2006).

In the interest of eliminating redundancy, many of the summative evaluation elements may best be described as the final measurements of the pre-engagement and the formative evaluation elements. However, it is at the summative stage that the key issue of value is assessed. Key elements include a measurable change in the coachee (attitude, acumen, abilities, skills, performance, and leadership), impact with stakeholder relationships (employees, peers,

managers, clients etc.), reduction of stress, improved alignment, and impact on the organization and business results. The concept of business results is more fully explored in the ROI section of this paper.

The coach. As with the coachee, there is no coaching engagement without the coach, and because of the significant time and money invested in leadership coaching engagements, evaluation of the coaching quality and success metrics is essential. The coachee and the organization want to make sure that the process provides the desired results, and the coach and the coaching organization want to capture the value to further its purpose and create a high-quality and reference-able offering. But what are the qualities that a coach should possess to maximize that value? What do coaches need to know? One answer is, “Executive coaches understand contemporary organizational issues, human motivation, and the impact of emotions and interpersonal style on executive leadership... A clear, distinguishing characteristic of successful coaches is their passion for helping others grow and perform” (Kombarakaran et al., 2008, p. 79).

In more specific detail, “Leadership coaches require a vast and adaptive set of skills to effectively meet the diverse and dynamic needs of individuals and their organizations” (Ely et al., 2010, p. 587). Key competencies that leadership coaches need to possess include solid self-awareness, compassion and interpersonal sensitivity, approachability, integrity and trustworthiness, empathy, flexibility, rapport-building skills, listening skills, assessment and evaluations skills, analytical and problem solving skills, planning and organization skills, motivational skills, empowerment skills, resourcefulness, conflict management skills, systems-thinking skills, political savviness, results-orientation and accountability, change management abilities, creativity skills, and the skillful utilization of clarifying questions (Brotman et al., 1998;

Brown & Rusnak, 2010; Ely et al., 2010; Kiel, Rimmer, Williams, & Doyle, 1996; Kombarakaran et al., 2008; McCormick & Burch, 2008; McKenna & Davis, 2009; Reeves, 2006).

Like the coachee, evaluation of the coach may be initiated at the pre-engagement stage and may also contain a process for formative and summative evaluation. At the pre-engagement stage, coaches can be evaluated on their experience, expertise in a specific industry, expertise in a specific organizational function, situational specialties (such as transitional or crisis situations), process alignment, emotional intelligence, and many other factors (Douglas & Morley, 2000; Ely et al., 2010; Goldsmith et al., 2000; Schlosser et al., 2006).

For formative assessment of the coach, a collection of elements from the literature includes: coachee and organizational satisfaction, rapport, communication with coachee (and the manager and organization), recording progress-to-date on goals, alignment with business objectives, translating learning into action, compassion, process alignment, and a positive and encouraging coaching relationship (Brotman et al., 1998; Douglas & Morley, 2000; Ely et al., 2010; Gandossy & Guarnieri, 2008; Goldsmith et al., 2000; Levenson, 2009; Schlosser et al., 2006).

The summative assessment for the coach includes: successful achievement of the identified goals, evidence of coachee change, quality of relationship, communication with the stakeholders (coachee, manager and organization), the effectiveness of the process, organizational alignment, coachee's impact on relationships in the organization, encouraging and positive attitude, and impact on organizational and business results (Douglas & Morley, 2000; Ely et al., 2010; Goldsmith et al., 2000; Schlosser et al., 2006).

The coaching relationship and coaching process. One of the most interesting findings of the literature review was the number of researchers who viewed the coach/coachee relationship as almost a separate entity in the evaluation process. This makes perfect sense. The quality of that relationship is a major factor in the effectiveness of the engagement. Ting and Riddle (2006) supported the fact that one of the most critical elements of a coaching intervention was the relationship between the coach and the coachee. They went on purport that the three characteristics of “rapport, collaboration, and commitment” (Ting & Riddle, 2006, p. 41) help define the quality of the relationship. Ely et al., (2010) also added the two additional relationship elements of trust and confidentiality.

As with many aspects of coaching evaluations, measuring coach/coachee relationship is challenging because:

Each coaching intervention varies in the logistics and the practice of the process.

Whereas typical training programs are based on the acquisition of certain learning objectives for a group of individuals, a coaching intervention is guided by the needs, characteristics, and experiences of an individual (the client), the needs of the organization, and the knowledge, skills, abilities, and perspective of the coach. As a result, there are no two identical coaching experiences. (Ely et. al., 2010, p. 587)

In the pre-engagement stage, elements such as client readiness, expectations, commitment, confidentiality, and the potential for trust development can be explored. Formative evaluation elements would then gauge how well trust, rapport, collaboration, commitment, confidentiality, communication (with the manager and organization) and achievement of goals are progressing. The summative evaluation elements of the coach/coachee relationship could include the relationship factors discussed above (trust, collaboration, confidentiality, commitment, and

rapport), but added to those must be the achievement of objectives, the satisfaction of the coachee and organization, and the impact on the organization and on business results (Douglas & Morley, 2000; Ely et al., 2010; Goldsmith et al., 2000; Schlosser et al., 2006).

The coachee's organization. In recent years, much more attention has been paid to the impact that the organization and its culture has on coaching engagements (McDermott, Levenson, & Newton, 2007; Niemes, 2002). However, Ely et al. (2010) noted that there is great disparity among organizations with regard to the readiness and degree of commitment they bring to coaching interventions. That disparity can lead to vastly different results, and that impacts the ability of the coachee's organization to effectively evaluate the success of the coaching engagement (Ely & Zaccaro, 2011). The human resource department is only one stakeholder in the coaching process. If coaching is seen purely as a stand-alone activity, much of the power and influence of the process is removed at the start (McKenna & Davis, 2009). Gandossy and Guarnieri (2008) identified three organizational beliefs that improve the effectiveness of coaching engagements:

- 1) Leadership development is at the top of the CEO's and senior team's agenda; it is an area in which they invest substantial amounts of time and energy.
- 2) The top companies do more to identify, develop and reward top talent; differentiation of top talent is a given.
- 3) When a company has a true commitment to leadership, it becomes integrated with business planning and woven into the culture of the organization (Gandossy & Guarnieri, 2008, pp. 2-3).

Levenson (2009) and Ely and Zaccaro (2011) point out that for an organization to develop a high level of executive commitment to coaching, the focus and results of such interventions

need to be of financial and strategic import. When that is the case, leaders become fully invested in the process and the financial/strategic results can be measured by advances in talent acquisition, talent management, succession planning, internal promotion rates, leadership development, greater strategic clarity, and an increase in executive capital.

Ely and Zacarro (2011) go on to point out that even external customers can become important stakeholders in coaching engagements. As Ely et al. (2010) noted, success factors include, “the creation of collaborative partnerships between the evaluation stakeholders, (client, coach, client’s organizations, and coaching organization) to facilitate systematic formative evaluations, the collection of multisource and multi-level data, and the inclusion of distal outcomes in evaluation plans” (p. 590).

At the pre-engagement stage, coachee organization evaluation elements include a commitment to the process, providing clear expectations and deliverables, human resources alignment, alignment with business goals and objectives, and supplying the supporting processes. In the formative evaluation, much of the responsibility falls to the manager and the human resources department. The primary role is to provide support, accountability, and the resources to assist the process. The summative organizational elements mirror much of the formative evaluation with the added responsibility to continue the growth of the coachee (Douglas & Morley, 2000; Ely et al., 2010; Ely & Zacarro, 2011; Goldsmith et al., 2000; Levenson, 2009; Schlosser et al., 2006;).

Another gem in the research is Riddle and Pothier’s (2012) five levels or patterns of coaching use. The first level is *Ad Hoc* that describes the situation where a number of coaches might be engaged, but no organizational coordinated effort exists. The second level is *Organized Coaching* where the organization strives to reduce cost, realize full value, ensure quality, and

insert accountability into the process. The third level is *Extended Coaching* and is “characterized by the integration of coaching into the overall HR strategy and execution for both leadership development and talent management” (Riddle & Pothier, 2012, p. 374). The fourth level is the development of a *Coaching Culture* where the enterprise “seeks to make coaching a foundational element of everyday behavior and attitudes within the organization” (p. 374). Finally, the organization can leverage coaching to become a *Driver of Business Strategy*. This final level describes the rare organization that views coaching and leadership development as one of its major elements of strategy and execution (Riddle & Pothier, 2012).

The Metrics of Coaching Evaluation

Metrics for evaluating coaching interventions include both qualitative and quantitative measures. Coaching evaluation programs include subjective assessments from disparate stakeholders that help organizations identify the effectiveness of programs and determine how to make changes for continuous improvement (Ely et al., 2010). The how of measurement is relatively straightforward because of the existing methods utilized in traditional training and development evaluation (Lawrence & Whyte, 2014; Palmer, 2003). As discussed earlier, the when of evaluation contains pre-engagement, formative and summative evaluations. For each phase, a number of evaluation techniques are available. Surveys may be conducted for each coaching stage and customized for each of the various stakeholders in the engagement. Interviews may be utilized in similar fashion. For specific development metrics, the desired outcome itself serves as the how for measurement. But by far, the two most frequent measurement techniques are the 360-Review and Return on Investment (ROI). However, for any evaluation method, “Coaches must know and understand the limits of the instruments they use (and their own capacities in using such instruments), particularly as the data obtained can

sometimes be used as input for important individual and organizational decisions” (Tooth, Nielsen, & Armstrong, 2013, p. 13). The 360-Review and ROI methods are explored in the following sections.

360-reviews as a method of evaluation. One of the most common methods for evaluation of coaching engagements is the 360-Review (De Meuse et al., 2009; Goldsmith et al., 2000; Tooth et al., 2013). The multi-rater aspect of traditional 360 reviews helps organizations and stakeholders assess development progress from a multitude of perspectives; each stakeholder has opportunity to express how they experience the coachee and in what context improvement might have occurred (Koonce, 2010). These assessments can be qualitative, quantitative, or a mixture of both. The pool of respondents is comprised of managers, peers, subordinates and other individuals who interact with the person being assessed. Koonce (2010) noted that 360 reviews can effectively:

- Capture critical real-time perceptions people have about the coachee;
- Identify and corroborate key trends in people’s perceptions and opinions;
- Shine a light on where the coachee may be challenged or experiencing conflict with others in the organization;
- Illuminate the true nature of key stakeholder relationships and dynamics;
- Reveal critical nuances of corporate culture and politics;
- Uncover organizational “stories” that are key to understanding how work in that organization gets done; and
- Provide the basis for rich conversations to follow (Koonce, 2010, p. 26).

The 360-review tool can be used at any and all stages of the coaching evaluation process. It can help identify goals at the beginning of the process. It can help assess progress and look for

new opportunities during the process, and it can be utilized at the conclusion of the intervention to assess the success of the engagement. A common approach is to both begin and end the coaching engagement with a 360-Review (Ely et al., 2010; Goldsmith et al., 2000; Schlosser et al., 2006).

ROI as a method of evaluation. Utilizing return on investment (ROI) is an effective business tool in many settings. However, the research literature reveals a great deal of controversy regarding using ROI for softer, more human-intensive situations such as evaluating coaching engagements (Anderson, 2004; De Meuse et al., 2009; Grant, 2012). Because of the complexities of organizations, marketplaces, and economies, it is difficult to tie business results directly to a coaching intervention; there are simply too many variables to control (Levenson, 2009). Finding a quantitative measurement of a qualitative process is difficult.

O'Neill (2005) identified three dilemmas in tying ROI to coaching. The first is the difficulty in measuring soft-side skills such as developing greater people skills. The second is that it is easy to measure and articulate a shift in a leader's attitude or acumen, but it is very difficult to tie that to a specific bottom line number. The third difficulty is that in taking on the responsibility of measuring impact, the focus for the coach shifts from the development process to a subjective evaluation of the bottom line. O'Neill (2005) noted, "Although coaching is a well-established practice in the corporate environment, its benefits are likely to be more obvious to the clients than to the accounting department" (p. 39).

ROI assessments have other challenges. As Anderson (2004) observed:

Recently published studies have shown the ROI of coaching to be in the neighborhood of 700%! However, an ROI – no matter how high – will ring hollow unless the sources of this monetary value align with the expectations of

the business leaders and the strategic needs of the organizations. For example, if the business leaders expect coaching to increase the number of high potential leaders who are “ready now” for promotion to the next level, but coaching ends up producing a positive ROI from mostly productivity gains, then the business leaders will not be satisfied with the results of coaching regardless of how high the ROI was. (Anderson, 2004, p. 2)

Anderson (2004) went on to say that using ROI to evaluate coaching engagements was time-consuming, expensive and difficult to implement. He admitted that many in the field conduct ROI in a purely economic manner, but he recommended taking a coaching approach to ROI. He defined that approach as, “Asking the right questions and constructing a story of value creation” (Anderson, 2004, p. 3).

Grant (2012) also presented a critical view stating, “Financial return on investment is an unreliable and insufficient measure of coaching outcomes... an overemphasis on financial returns can restrict coaches’ and organizations’ awareness of the full range of positive outcomes possible through coaching” (p. 1). Grant (2012) echoed Anderson’s (2004) criticism that, “The current financial ROI format consists of an overly simplistic calculation that limits its usefulness” (p. 3). Grant recommended evaluations that measure engagement and well-being. He believes those frameworks better capture and articulate the gains from coaching.

On the other side of the argument, many claim that an ROI for coaching engagements is both needed and effective. Phillips and Phillips (2005) identified six reasons to conduct an ROI for coaching engagements. The first is that coaching engagements are highly visible in an organization and, therefore, need to prove their value. The second reason relates to the current trends in organizational and individual accountability. That trend requires that value is measured

against cost in a measurable manner. The third reason is that coaching engagements are expensive and, because of that, need to be strictly managed to ensure value. The fourth reason is that the soft nature of coaching makes it difficult to communicate the value. The fifth and sixth reasons are that executives are familiar with the ROI metric and there is a long history of its usage in organizations (Phillips & Phillips, 2005, p. 53).

O'Neill (2005) recommends a simplified three-factor methodology if an organization wants to develop a coaching ROI. The first factor is comprised of the business results the leader needs to achieve. The second is comprised of the leadership behaviors that the leader needs to exhibit. The third is the team interactions the leader needs to guide to achieve the business objectives (O'Neill, 2005). For this model, the only factor that can be fully quantified is the measurement of change in the business results. If sales increased a million dollars, and the client determined that coaching was responsible for 50% of that increase, and the coaching engagement cost \$50k, then the ROI would be 500k/50k or 10:1.

Atkinson (2012) also supports using a quick and simple ROI for coaching engagements involving three questions:

1. What behaviors has the client changed which were holding them back?
2. What has the client identified as being their current positive behaviors and to what have they committed to continue to practice and master?
3. What new behaviors has the client identified which will progress them towards their goal should they commit to applying these in their normal behaviors

(Atkinson, 2012, p.22).

From this tripartite commitment, Atkinson (2012) believes and expects that business results can be calculated and presented in an ROI format. However, the challenge again is in quantifying the degree to which changes in behavior impact business results.

Prevalence of the Kirkpatrick Model in Evaluating Coaching Effectiveness

One of the most interesting findings in the review of the literature was the prevalence of the Kirkpatrick model (1996) in coaching evaluation processes. While it was often modified for a specific study or review, the key philosophy and structure of the model were present. De Muse et al. (2009) modified Kirkpatrick's Model (1996) due to the fact that coaching, as opposed to training, does not always attempt to enhance a coachee's knowledge base in a specific area. The goal is not necessarily to increase knowledge, but rather to enhance acumen, capacity, or skillfulness. Because of this, they used three levels of evaluation that included reactions of the coachee, the perceived effectiveness of the coach, and the organizational impact of the coaching intervention.

In developing their integrated framework for coaching evaluation, Ely et al. (2010) utilized Kirkpatrick's (1996) model (reactions, learning, behavior, and results) and supplemented it with the multi-dimensional approach to learning found in Kraiger, Ford and Salas (1993). Dr. Jack J. Phillips is a strong believer and proponent of using a strict, dollar-centric ROI process. His methodology has been used by more than 2,000 organizations and has been translated into 25 languages (Phillips & Phillips, 2005). Leveraging Kirkpatrick's 4-level Model, Phillips and Phillips (2005) add a fifth level that focuses on the evaluation of the ROI process itself. This fifth level is designed to capture a very detailed data-set addressing each level that assists in creating measurement criteria. While Phillips and Phillips (2005) insist that specific dollar-based ROI

can be calculated, the authors admit that the reliance on participant estimates detracts from the objectivity and could be manipulated.

Learning Organizations and Learning Communities

While the concept and study of learning organizations existed prior to the publication of *The Fifth Discipline* (Gronhaug & Stone, 2012), Senge's (1990) text is widely recognized as the seminal work on the subject. Senge defined a learning organization as a place where "people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 14). The three key interrelated activities of organizational learning include research, capacity building, and practice (Senge, 1990). The essence of organizational learning is found in the integration of Senge's five disciplines; shared vision, mental models, personal mastery, team learning, and systems thinking.

Systems thinking. Systems thinking is embedded in each of the other four disciplines and serves as the unifying element of Senge's learning organization theory (Senge, 1990). Borrowing from the field of general systems theory and the work of Ludwig von Bertalanffy and Ross Ashby, Senge advanced the development and implementation of systems thinking in business operations. He defines systems thinking as, "a conceptual framework, a body of knowledge and tools that has been developed...to make the full patterns clearer, and to help us see how to change them effectively. Seeing interrelationships rather than linear cause-effect chains and seeing processes of change rather than snapshots" (Senge, 1990, p. 7).

For purposes of this project, the key learning elements for this section are Senge's eleven systems thinking laws (Senge, 1990):

- Today's problems come from yesterday's solutions

- The harder you push, the harder the system pushes back
- Behavior grows better before it grows worse
- The easy way out usually leads back in
- The cure can be worse than the disease
- Faster is slower
- Cause and effect are not closely related in time and space
- Small changes can produce big results, but are often the least obvious
- You can have your cake and eat it too, but not at once
- Dividing an elephant in half does not produce 2 small elephants
- There is no blame (Senge, 1990, p. 57-67).

Personal mastery. Within the concept of personal mastery, Senge builds the case that each person in a learning organization should be committed to his or her own continuous learning and development. That is the only way organizations learn. Such a commitment includes, “continually clarifying and deepening their own personal vision, of focusing their energies, of developing patience, and of seeing reality objectively” (Senge, 1990, p. 7). With a clear understanding of reality and a clear vision of where they want to go, individuals will navigate the creative tension that exists in learning and developing mastery. A collection of individuals with significant personal mastery can harness the other learning organization disciplines to sustain growth and competitiveness. The key learning elements for personal mastery include (Senge, 1990):

- Organizations learn only through individuals who learn
- Personal mastery is not something you possess, it is a process
- Organizational models should be congruent with human models

- Identify the motivation, clarify what is important and determine how reality can be seen more clearly
- Connect with the emotionality
- Master creative tension to transform the way organizations view failure; as an opportunity for learning
- Goal setting and visualization are mastery skills (Senge, 1990, pp. 139-173).

Mental models. Mental models form the foundation for almost every theory of learning. They are the “deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action” (Senge 1990, p. 8). Because learning organizations are comprised of learning individuals, understanding and unraveling personal mental models is the first step. To borrow from the Stephen Covey quote, “The way we see the problem is the problem” (Covey, 1989, p. 40). But Senge argues that organizations also struggle both from the collections of competing individual mental models, and the development of shared organizational mental models that limit what leaders and organizations see. In order to become learning organizations, the practice of examining and mining mental models must be cultivated. The key elements of mental models utilized in this study included:

- Mental models can either block or unlock creativity and innovation
- Mental models determine how we see the world and how we take action
- Multiple mental models bring multiple perspectives to bear (Hanover model)
- Clarifying assumptions can identify which models to challenge
- The goal is to strive for openness and merit - not achieve congruency
- Challenging mental models generates learning
- Skills of reflection and skills of inquiry are enhanced

- Dialogue and inquiry are vital tools (Senge, 1990, pp. 174-204).

Shared vision. Borrowing the metaphor of a combustion engine, shared vision is the fuel of a learning organization. It serves as the motivation for individuals in the organization to want to learn. It is the focus and energy for learning. “Shared vision provides the personal connection, context, and cohesiveness required to integrate the four other disciplines” (Senge, 1990, p. 207). However, it not only initiates or generates learning, shared vision also sustains an organization during difficult circumstances and chaotic learning challenges. Key learning elements from shared vision utilized in this model included:

- Shared vision is a force in people's hearts; a force of impressive power
 - Shared vision gives coherence to diverse activities
 - Shared vision provides common aspiration
 - The focus and energy for organizational learning is found through shared vision
 - Risk taking and experimentation is fostered and inspired by shared vision
 - Motivation for individual and organizational learning is enhanced through vision
 - You cannot have a learning organization without shared vision
 - Shared vision leads to enrollment, commitment, and compliance with change
- (Senge, 1990, pp. 205-232).

Team learning. Team learning occurs when there is growth at both individual and team levels. In team learning, “Individuals do not sacrifice their personal interests to the larger team vision; rather, the shared vision becomes an extension of their personal vision” (Senge 1990, p. 10). Aligning and developing the capacity of the team is how learning moves into action. More than just the simple idea that none of us is smarter than all of us, the key to this discipline is learning how to make it safe for the team to reconcile the realities of the world and differences in

individual mental models and vision. This is accomplished through the tool of dialogue.

Through dialogue, teams can navigate the three critical dimensions of thinking insightfully about complex issues, developing innovative and coordinated action, and creating connections to other learning teams within the organization (Senge 1990, pp. 233-259).

- Team learning is the process of alignment and developing the capacity of a team to create the results its members truly desire.
- Dialogue is the key skill
- Shared vision promotes alignment – no wasted energy
- When a team learns, it becomes a microcosm of learning throughout the organizations. Skills and knowledge will travel
- Three dimensions of team learning: (1) Think insightfully about complex issues. (2) Need for innovative coordinated action. (3) There is the role for the members who are on other teams
- Team learning leverages social learning
- Team learning requires the interrogation of reality and the evaluation of defensive routines.
- Shared vision can help address and re-channel defensive routines.

Communities of Practice

Confusion in the business world regarding the difference between a learning community and a community of practice is well earned (Barab & Duffy, 2000). The terms were coined at roughly the same time and are often used interchangeably. An early attempt to unify the two introduced the concept that organizations are actually communities of communities (Brown & Duguid, 1991). For the purpose of this paper, the definition of a community of practice is a

community whose members are informally bound by; what they do together, what they are learning through their mutual contributions to their activities or practice (shared practice), how their joint enterprise is understood (mutually and continually re-negotiated), how the community functions (relationship and engagement), and what the community produces (Barab & Duffy, 2000; Wenger, 2000). Communities of practice go through various stages and can even devolve into a community that learns how to not learn. Organization-wide learning can also be hampered when, “compartmentalization of practices (one for each community setting) ...is fully situated with little possibility of transfer or translation across contexts. Yet, if knowledge is to transfer across communities, then Wenger’s portrayal of the compartmentalization of practice is highly problematic” (Handley, Sturdy, Fincham, & Clark, 2006, p. 647).

Scaffolding in Learning Organizations and Communities

Outside of a strict constructivism definition of scaffolding, scaffolds exist in every learning environment and in every learning instance. There is always some thing (even if that thing is as esoteric as a thought) outside of the learner that supports learning in some manner. People do not learn solely within the confines of their own mind without stimulation or support from something external. But the concept of scaffolding within a learner-centered learning environment brings richness and even structure to the process of constructing meaning at the individual level. In that setting, scaffolds comprise the “support mechanism designed to aid an individual’s efforts to understand” through conceptual, metacognitive, procedural and/or strategic guidance (Hannafin et al., 1999, p. 121). For the purpose of this paper, scaffolding for a community of practice is the focal point, and the novice-to-expert continuum situated therein provides opportunities for exploration. The framework utilized for this purpose is a modified and adapted version of the seven scaffolding guidelines:

- Use representations and language that bridge learners' understanding
- Organize tools and artifacts around the semantics of the discipline
- Use representations that learners can inspect in different ways to reveal important properties of underlying data
- Provide structure for complex tasks and functionality
- Embed expert guidance about community practices
- Automatically handle non-salient, routine tasks
- Facilitate ongoing articulation and reflection during the investigation (Quintana et al., 2004, p. 345).

Chapter Summary

As the demand for 21st Century leadership continues to significantly outpace supply (Gandossy & Guarnieri, 2008), organizations will need to find ways to scale their leadership development efforts to fill their leadership gaps. This chapter has provided the conceptual lens to explore FPC by illuminating key learning frameworks and reviewing leadership development, key coaching modalities, effective evaluation and assessment of coaching interventions, and a foundation for learning organizations and learning communities. This literature review provided scaffolding for the stated research purpose and scope of inquiry by illuminating prior research on the topic, connecting the study to a “larger, ongoing dialogue in the literature” (Creswell, 2014, p. 28), suggesting a framework for identifying the importance of the study, and establishing a benchmark with which previous and future studies can be compared (Creswell, 2014). The theories and foundations encompassed in this literature review have informed and will most likely continue to inform the inquiry into the lived experiences of leaders who have participated in FPC programs.

Chapter 3: Research Methodology

Chapter Overview

This methodology chapter presented the rationale and methodologies of this research study. The chapter was structured in a manner that enables an experienced researcher to replicate the research study (Rudestam & Newton, 2007). This chapter traced theoretical and philosophical frameworks beginning with the world-view perspective of interpretivism and continuing to the justification for selecting semi-structured interviews as the study's method. Provided in the chapter was an overview of the phenomenological approach to qualitative inquiry (Creswell, 2014) and discussion of the protocol, procedures, and processes that defined the methodology. Headings in this chapter included Chapter Overview, Context, Research Design, Setting and Sample, Human Subject Considerations, Instrumentation, Data Collection, Data Management, Data Analysis, and Chapter Summary.

Context

The purpose of this descriptive phenomenological study was to explore the underlying developmental elements and effectiveness of facilitated peer- group coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC leadership development program at a regional power generation company. Sixteen subjects participated in this study. The central research question of this inquiry was, what are the elements and outcomes of employing an FPC modality to develop leadership capacity at both individual and organizational levels? The narrative that guided this study centered on how the elements and outcomes of FPC might create a framework that could enable the effective scaling of leadership development.

Research Design

The problem this study strives to address, and the stated purpose of this research lie not in elements of the natural world, but rather are constructed in the social realm. Therefore, an interpretive worldview informs virtually every aspect of this research inquiry. As opposed to a positivist or empiricist approach to reality, this study of social action is based on understanding the meaning and purpose that individuals ascribe to their thoughts and actions (Tiryakian, 2009). Figure 2 represents the elements of this research project and demonstrates how the research question and worldview guided the selection of the research approach, epistemology, research paradigm, research methodology, and the method employed.

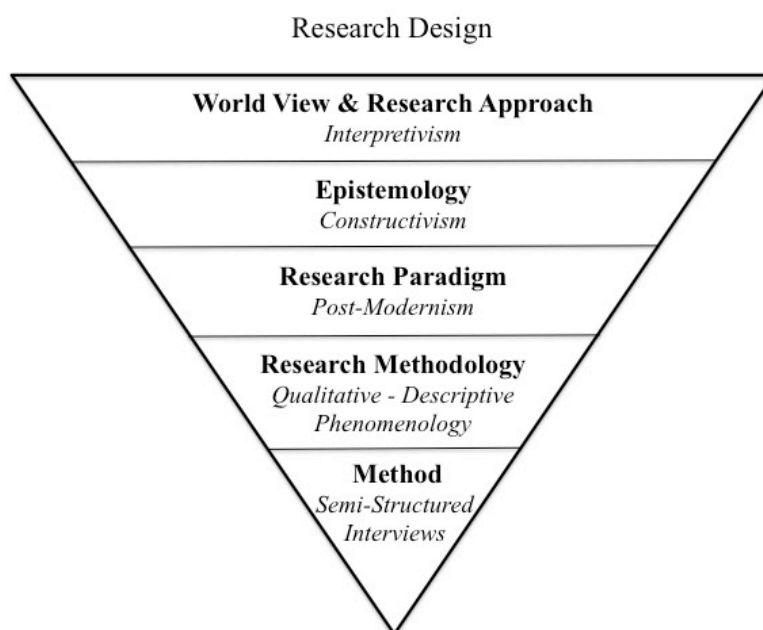


Figure 2. Research design; the path from world view to research method.

Research approach. The research approach for this proposal had interpretivism as its foundation. In stark contrast to positivism, Kant (1998) posited that “All human knowledge begins with intuitions, proceeds from thence to concepts, and ends with ideas” (p. 622). No place in that taxonomy does the term observation appear because interpretive theorists such as

Kant believed that not all situations, settings or phenomena could be objectively observed at discrete moments or within discrete settings.

While positivism and the scientific method are extremely useful, Weber (1949) pointed out a number of limitations and noted that, “All the analysis of infinite reality which the finite human mind can conduct rests on the tacit assumption that only a finite portion of this reality constitutes the object of scientific investigation” (Weber, 1949, p. 72) and that not only it is “important in the sense of being worthy of being known” (p. 72), but it is in the finite, cultural segment “on which human beings confer meaning and significance” (Weber, 1949, p. 72).

Outhwaite (1998), summarizing Habermas (1988), also spoke to the limited nature of the positivist thesis of unified science. The close, situation-specific correlation between history and the social sciences, requires that meaning be understood through a hermeneutic methodology... and, “access to a symbolically pre-structured reality cannot be gained by observation alone” (Outhwaite, 1998, p. 229).

Habermas (1988) focused even more acutely by stating:

If we do not wish to abandon intentional action as data in the social sciences, the system of experience in which these data are accessible is linguistic communication, not communication-free observation. For this reason, observable social action must be grasped from the perspective of the acting subject himself, a perspective that is removed from direct observation: that is, it must be understood. (p. 54)

The phenomenon this research sought to explore through its research questions and through the lived experiences of its subjects, lines up well with the belief that, “All of our cognitions, however, lie in the entirety of all possible experience, and transcendental truth, which precedes all empirical truth and makes it possible, consists in the general relation to this” (Kant,

1998, p. 276). The genesis of this project's inquiry and search for knowledge began at that point and its research approach aligned with Husserl's observations that even natural objects "...must be experienced before any theorizing about them can occur" (Husserl, 1981, p. 11). As the research approach suggests, understanding the various perspectives and experiences of a multitude of individuals should aid in describing the phenomenon from multiple points of view (Weber, 1930).

Epistemology. Seated within the interpretive worldview, the epistemology that informed and guided this study was rooted in constructivism, also known as social constructivism. Constructivism holds that individuals develop subjective meaning from interaction with their world and they seek to gain understanding and meaning from the objects and entities they encounter (Creswell, 2014; Lincoln & Guba, 1985). In response to the varied and multiple meanings that are manifested both individually and collectively, the researcher in a constructivist setting asks broad and general questions so participants can construct meaning and thus create knowledge regarding a particular situation or interaction. Reality is thought to be socially constructed because it reflects the thoughts, knowledge, emotions, and beliefs that are instilled in a culture or society (Berger & Luckmann, 1967). Further examining the epistemology of constructivism, Crotty (1998) identified three key assumptions: first, "Human beings construct meanings as they engage with the world they are interpreting" (Crotty, 1998, p. 42); second, "Humans engage with their world and make sense of it based on their historical and social perspectives" (Crotty, 1998, p. 43); and finally, "The basic generation of meaning is always social, arising in and out of interaction with a human community" (Crotty, 1998, p. 43).

Mannheim is often credited with the emergence of constructivist thought (Creswell, 2014). Responding to inherent limitations of positivism, Mannheim, Wirth, and Shils (1954) stated:

A modern theory of knowledge which takes account of the relational as distinct from the merely relative character of all historical knowledge must start with the assumption that there are spheres of thought in which it is impossible to conceive of absolute truth existing independently of the values and position of the subject and unrelated to the social context. (pp. 70-71)

This leads the researcher to not only to examine the individual's relationship to his or her world, but also the interaction and relationships between individuals in a given setting. The constructivist epistemology aligned well with the theoretical framework, research questions, and data strategies of this research proposal. In the next section, the philosophical thread from interpretive through constructivism will connect and continue through the research paradigm of postmodernism.

Research paradigm. Leotard (1979) noted that, "Our working hypothesis is that the status of knowledge is altered as societies enter what is known as the postindustrial age and cultures enter what is known as the postmodern age" (p. 1). The concept of postmodernism purports that knowledge and truth are the output of historical, political, and/or social interaction and includes the individual and collective interpretation of those interactions. In alignment with the constructivist epistemology, postmodernism is contextual and socially constructed. Hassan (1987) noted that postmodernism is characterized by epistemological and moral relativism, pluralism irreverence, and self-referentiality. In such a setting, individuals serve as both mediators and translators of knowledge and meaning (Derrida, 1980). Selecting the paradigm of postmodernism for this research proposal was consistent with the research purpose, worldview, epistemology, and data collection and analysis strategies. The unstructured nature of the phenomenon aligns well in pursuing inquiry through the postmodern filter.

Research methodology. The nature of this study and the interpretive postmodern worldview naturally lend themselves to a qualitative research methodology. Richards and Morse (2013) stated that there are two primary reasons for approaching research through a qualitative filter, (a) the nature of the research questions requires it, and (b) the data demand it. The nature of this research proposal indeed posited research questions of a social science nature and was focused on the experiences, thoughts, feelings, and reflections of the inquiry's participants. To the second question, the data in this study demanded that interpretive and constructivist methods be utilized to analyze the "complex unstructured data from which new understandings might be derived" (Richards & Morse, 2013, p. 25).

If the questions and data align to suggest qualitative research, there are a number of characteristics that help define the process and guide design of the research project. Creswell (2014) included the following characteristics:

- Research is conducted in the *natural setting*. Subjects are not brought into a lab, but rather the research is collected in the field or setting where the phenomena are experienced.
- In qualitative research, the researcher is a *key instrument*. The researcher is the gatherer of the data, the examiner of documents, the observer of the behavior, or the interviewer. The researcher is a key ingredient of the research process.
- *Multiple sources of data* of data are collected as the researcher gathers, examines, observes and interviews.
- Qualitative researchers employ both *inductive* and *deductive* data analysis.

Inductively, researchers work back and forth between the themes and the database

until the themes have been fully constructed. Then, deductive data analysis is employed to fulfill any additional data gathering and gap analysis.

- The establishment and definition of *meaning* are based on the *participants'* experiences and points of view - not the *researcher's*. This is an exceptionally important aspect of qualitative inquiry (Creswell, 2014; Williams & Morrow, 2009).
- The qualitative research process is *emergent*. This means that the research plan cannot be fully prescribed and the process itself may shift and change as meaning emerges from participant data.
- An essential element of qualitative research is *reflexive*. Reflexivity refers to the systematic reflection that occurs as the researcher assesses his or her role, personal background, culture, and other elements that hold the potential to impact interpretation of the data. Reflexivity is critical to the qualitative process.
- Conducting research that involves a multitude of potential factors from multiple perspectives provides the opportunity for analysis at a granule and big picture level. Providing a *holistic account* of the phenomena is another characteristic of qualitative research (Creswell, 2014).

Adding to the usefulness of qualitative inquiry, Richards and Morse (2013) listed five key situations where qualitative methods present the most logical research approach. The first setting involves situations where the researcher is not sure what he or she may find, so it is possible to learn what the questions are from the data. The second setting involves complex situations where phenomena may shift, or the data is multi-contextual. In that setting, qualitative research effectively manages the data without negating the complexity of the situation or the content. The

third situation is when the purpose of the inquiry is to explore the participants' experience and how they interpret and give meaning to that experience. The fourth situation is when the purpose of the study is to construct a theoretical framework. The fifth and final setting is when the purpose of the inquiry is to deeply understand the phenomena in great detail and richness.

As with most methodologies and processes, qualitative inquiry has its critics and perceived shortcomings and limitations. Creswell (2014) noted that the interpretive nature of qualitative research, *prima facie*, can present bias. Because the researcher plays a key role, he or she might deliver "indirect information filtered through the views of interviewees" (Creswell, 2014, p. 191). In such a situation, the information could be subjective and might not present a clear picture (Johnson & Christensen, 2004). Another criticism is that qualitative interviews often take place in locations that are convenient to the interviewer or participant and thus, do not constitute a field setting (Johnson & Christensen, 2004). For some, the mere presence of the researcher during the interview could potentially create some biased answers (Creswell, 2013; Johnson & Christensen, 2004). From a practical standpoint, another criticism is that the nature of qualitative studies makes it likely that the research project may take much longer than analysis of a quantitative nature (Robert & Morse, 2013). And finally, the generalizability of the research may be called into question because of the smaller sample size and constitution of qualitative research projects (Hodges, 2011; Polit & Beck, 2010).

Given the nature of this research proposal's stated purpose and key research questions, and given the settings, characteristics, strengths, and limitations of qualitative inquiry, it is reasonable that the research approach and design of this project was conducted qualitatively. In the same manner, it was apt that a phenomenological framework was employed as this study's

research methodology because it aligned with the qualities above and because the specific line of inquiry can only be studied subjectively, not objectively (Husserl, 1970).

Phenomenology is a qualitative methodology where, "...participants describe how they perceive a phenomenon based on their personal history and experiences" (Creswell, 2013, p. 14). It is the lived experiences of participants that ultimately describe and define the phenomenon being studied (Creswell, 2014). Through what Conklin (2007) calls the "portal of insight into the individual and the idiosyncratic" (p. 276), knowledge about the phenomenon derives directly from an understanding of human "perceptions, perspectives, and understandings" (Leedy & Ormrod, 2010, p. 141). Those perceptions, perspectives, and understandings enable phenomenology to deliver an engaging process of inquiry that captures the essence of the reflective experience in a descriptive and vivid manner (Van Manen, 1990). The retrospective nature of phenomenology supports the development of meaning, and the interpretation of that meaning as individuals reflect on experiences.

As Creswell (2014) posited, there are a number of advantages in utilizing phenomenology as a methodology for inquiry. The first is that phenomenology provides for intuitive exploration of an experience or situation. Because of that, the process fosters creativity in engaging subjects in the phenomenon. Building upon that creativity, phenomenology provides an avenue to begin to conceptualize what subjects experience and perceive. Phenomenology then enables that conceptualization to be analyzed in a systematic and comprehensive approach. The result is a process which provides greater depth and richness in the data analysis.

Phenomenology also possesses perceived weaknesses, including the fact that it is an exhaustive process and can take much longer to conduct than quantitative analysis (Creswell, 2014). Richards and Morse (2013) addressed the challenge of additional bias that the researcher

might bring to the study. They noted that simply conducting a comprehensive review the literature opens the door to researcher assumptions or presuppositions. Also, because phenomenology lacks the precision of other research methodologies, Chowdhury (2015) noted that there is an increased risk of methodological error. Finally, many authors noted that the lack of generalizability is a significant limitation of the phenomenological methodology (Creswell, 2013; Moustakas, 1994, 2011; Richards & Morse, 2013).

Phenomenology is often bifurcated into theoretical branches (Moerer-Urdahl & Creswell, 2004; Moustakas, 1994; Reiners, 2012). The first is transcendental phenomenology, also referred to as Husserlian or descriptive phenomenology. Its distinguishing feature is the focus on the lived experiences and the illumination of how meaning of the phenomenon is described. The second approach is often called interpretive, hermeneutic, or Heideggerian phenomenology. In interpretive phenomenology, research questions seek the meaning of the phenomenon rather than the description. As Reiners (2012) noted, following Heidegger's worldview that bias cannot be eliminated because "...humans are embedded in their world" and "... the researcher cannot and should not negate their prior understanding and engagement" (Reiners, 2012, p. 3), there is no need for bracketing because the interpretive nature of the process welcomes the researcher's prior learning and experience.

The methodology employed in this study was a modified descriptive phenomenology model integrating the qualitative data analysis framework of Creswell (1994). The objective of this model was to explore and describe the lived experiences, perceptions, and feelings of leaders who have participated in an FPC leadership development program; this was an ideal methodology to solicit these leaders' experiences, thoughts, feelings, perceptions, and understanding of their relationship to the phenomenon (Conklin, 2007; Creswell, 2013; Husserl,

1970; Van Manen, 1990). The method for engagement and data collection of this study was face-to-face interviews with a sample of the population. Interviews are a standard technique for phenomenological studies and are often more effective in thoroughly examining the targeted phenomenon than are methods such as observation, artifact analysis, or other qualitative methods (Brenner, 1984; Giorgi, 1997; Moustakas, 1994). Interviewing leaders who had participated in an FPC leadership development program was an ideal method to address the central research question and gain an understanding of their experiences and reflections. The specific interview process for this study was fully developed in the following sections.

Setting and Sample

Interviews for this study took place between February 1 and February 7, 2018. All interviews were conducted at a private meeting facility located in Irving, Texas. Each of the interviews lasted approximately 45 minutes and were conducted between the hours of 7:30 am and 6:00 pm. A private meeting room was fully equipped with audio-recording capabilities and possessed all the amenities and conveniences of a modern-day office complex.

The population of interest was comprised of mid-level leaders who participated in an FPC leadership development program while employed at a regional power generation company located in North Texas. The sample included individuals who currently worked at the power generation company and those who, for whatever reason, have ended their employment with the company. The power generation company had experienced a significant degree of downsizing and retirements; therefore, it was necessary to include both current and former employees. All the study participants lived in North Texas which provided convenient access (Creswell, 2014) and allowed the principal investigator to easily conduct face-to-face interviews with each participant.

For this study, purposive sampling, also known as purposeful, judgmental, selective, or subjective sampling, was employed. Purposive sampling is a non-probability (non-random) sample that is rooted in the purpose of the study and the specific characteristics of the population of interest (Creswell, 2013; Onwuegbuzie & Leech, 2007; Patton, 1990; Richards & Morse, 2013). Purposive sampling is one of the most common qualitative sampling methodologies and is highly effective in gaining the perceptions of subjects and understanding the identified phenomenon (Onwuegbuzie & Leech, 2007). Regarding sample size, the principal investigator believed this study would not require an open-ended saturation protocol (Glaser & Strauss, 1967) common in grounded theory and other qualitative methodologies. Rather, the sample size of 16 individuals aligned well with best practices identified by Creswell (2013), Leedy and Ormrod (2010), and Richards and Morse (2013). Originally, a sample size of 15 was established, however, in the process of scheduling interviews, an additional participant was added.

For this study, the sample consisted of individuals who fully met the inclusion criteria and were invited to participate in the study. The inclusion criteria were not gender specific and specified that participants were between 25 and 65 years of age (aligned with total population), had held management positions at the regional power company, had participated in an FPC program within the past five years, and had offered consent to participate in the study and to be recorded. Exclusion criteria consisted of anyone who did not sign or agree to the terms of the informed consent form and those who were not available for an in-person interview during the data collection calendar. The principal investigator had access to the phone numbers and email addresses of more than 80 individuals who had completed an FPC leadership development program; this represented the total population of the study.

Human Subject Considerations

The three, key human-subject elements of respect for the persons, beneficence, and justice (Beauchamp, 1978) were fully incorporated into this study. Care and concern for all participants were of the utmost importance. An important aspect of ensuring safety in this study was securing permission from both participants and the leadership of the regional power generation company. Permission was secured from the Operational Vice President to both conduct interviews and to perform the study's analysis. Each of the 16 interviews lasted approximately 45 minutes and took place between the hours of 7:30 am and 6:00 pm. All interviews took place at a rented business meeting facility that included all customary conveniences and amenities.

Participants who took part in the study were issued an Informed Consent form along with information indicating the purpose of the study, a complete overview of Pepperdine University Institutional Review Board protocol, and a copy of interview questions. The confidentiality of all participants was maintained during the research process. To mitigate risk and protect the identity of all participants, pseudonyms were employed during each stage of research, including the reporting of research results and findings. To further ensure confidentiality, no other specific identifying information was reported in the study including organization names, client names, or specific locations. The identity of the human subjects was known only to the principal investigator. The data and information collected and analyzed (including recorded interviews, transcriptions, notes, and coding worksheets) were only available to the principal investigator and were secured on the principal investigator's password-protected and encrypted laptop computer, and on encrypted USB drives kept in a locked safe at the principal investigator's personal residence. All USB drives were used only for this research project and will be

physically destroyed within 3 years of the study's completion. Paper notes, files, and worksheets were destroyed immediately after the study concluded. Participation in the study was voluntary and participants had the right to request to be removed at any point in the research process. Participants were also provided with an opportunity to review the study once it was concluded. Data was only reported in the aggregate, and all research records remain locked in a private safe at the principal investigator's residence. Regarding anonymity, steps were taken to mitigate exposure, but the existence of signed consent forms eliminated the possibility of offering anonymity to study participants.

Benefits of the study are societal and will include the enhancement of understanding of leadership and leadership development both in academic scholarship and professional practice. Businesses and organizations will have access to a scalable leadership development model which will yield financial and leadership development rewards. Individual participants will most likely receive no direct benefit.

Risk of participation in this study was minimal, however, steps were put in place to mitigate any potential and unforeseen risk. None of the 16 participants expressed any discomfort with answering any of the questions or having their responses recorded. Again, none of the participants expressed any discomfort or concern over the risk, boredom or experiencing fatigue during the process. Finally, participants could have possessed anxiety about the process and about a potential breach of confidentiality, but none expressed any anxiety. To mitigate the risks, participants were informed during recruitment, selection, and initiation of the interview that they could opt out of any portion of the study at any time, for any reason. The interview site was selected because of its comfort and access to amenities. Participants were also reminded during recruitment, selection, and initiation of the interview that pseudonyms would be employed at

every stage of the study to mitigate the risk of exposure or breach of confidentiality.

The principal investigator's past business relationship with the organization and all study participants may have introduced some degree of bias but did not constitute a conflict of interest. No financial or business relationship currently existed with the organization or any individual within the study. Because the principal investigator served as a resource during the participants' engagement in the FTP experience, it was important to mitigate any bias that was present. Such mitigation included reflexivity and bracketing and is described in the Data Validity section of this study.

All research was conducted consistent with Title 45, Part 46 of the US Code of Federal Regulations, the standards and recommendations of the Belmont Report, and the policies and direction of the Institutional Review Board (IRB) at Pepperdine University. A detailed application was completed and submitted to the Graduate School of Education and Psychology's IRB office. The IRB approval letter is found in Appendix D. The informed consent form is located in Appendix B.

Participation in the study was voluntary and specific rights were communicated to participants. These rights included:

- The right to be fully informed about the study's purpose and about the involvement and time required for participation
- The right to confidentiality
- The right to ask questions of the researcher investigator
- The right to refuse to participate without any negative ramifications
- The right to refuse to answer any questions, and
- The right to withdraw from the study anytime (Richards & Morse, 2013, p. 263).

Participants were also given the opportunity to review transcriptions of their participation in the study and have access to the principal investigator's findings by requesting a copy of the final study.

Instrumentation

Data for this study were collected utilizing a semi-structured interview format. Semi-structured interviews are comprised of open-ended questions that are developed in advance of the interview and may contain question probes to gain greater clarification or depth (Creswell, 2013). The semi-structured interview for this study is comprised of four central research questions and multiple sub-questions. A draft of the survey instrument and interview guide is provided in Appendix A.

Prior to posing the initial research question, two ice-breaker questions were asked to develop a rapport with subjects and help put them at ease (Gubrium & Holstein, 2011). The first warm-up question asked the participant to briefly walk the principal investigator through their career progression at the power generation company. The second question was, how was your experience participating in your company's Leadership Circle (FPC) experience?

The research questions for this study were drafted in an open-ended manner to (a) align with the research approach, epistemology, research paradigm, methodology, and method, (b) to prompt in-depth responses about the subjects' experiences, thoughts, and feelings, and (c) to provide the opportunity for planned and spontaneous probes to be explored (Patton, 2003; Rubin & Rubin, 1995). The following central research questions form the foundation for this study:

1. Research Question One: What are the value and/or benefits of a Facilitated Peer-group Coaching experience in developing leadership skills/acumen?

2. Research Question Two: What are the key learning elements or tools of an FPC experience and what are their individual and collective value?
3. Research Question Three: What are the desired outcomes of an FPC experience?
4. Research Question Four: What recommendations would participants of an experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?

The principal investigator provided prima facie validity (Creswell & Miller, 2000; Polit & Beck, 2004) of the instrument by reflecting on and verifying the alignment of the interview questions to the research questions, research purpose, and problem statement. Initial peer review validity of the research questions and interview guide were achieved with the assistance of two of the principal investigator's fellow Ph.D. students, a recent graduate from Pepperdine University's EDOL program, a dual-Ph.D. professional who is associated with the principal investigator and has participated in FPC programs, and a full-time qualitative researcher employed with Dartmouth College. The comments and recommendations from these individuals were incorporated into the research instrument and interview guide (see Appendix A). In addition, the instrument and interview process were piloted with the assistance of two individuals. The first was consulting professional with an Ed.D. and the second was the dual-Ph.D. Both interview pilot participants have experience with the FPC process. Input from the pilot interviews significantly altered the instrument and led to the replacement of this study's fourth research question.

Data Collection

Upon successful defense of the principal investigator's research proposal and approval by Pepperdine's IRB office, data collection commenced. Data were collected through in-person semi-structured interviews. Data collection took place between February 1, and February 7,

2018. Each of the 45-minute, semi-structured interviews were conducted at a private meeting room rented by the principal investigator. The meeting room is located in North Texas and has facilities commensurate with business meetings and corporate functions. The data collection site was assessed and selected based on the ample space for comfort and convenience and the proximity to the participant's work area. Table 1 lists the interview schedule. Pseudonyms ranged from P1 to P16.

Table 1

Dates of Participant Interviews

| Participant | Interview Date |
|-------------|------------------|
| P1 | February 1, 2018 |
| P2 | February 1, 2018 |
| P3 | February 1, 2018 |
| P4 | February 2, 2018 |
| P5 | February 2, 2018 |
| P6 | February 2, 2018 |
| P7 | February 2, 2018 |
| P8 | February 5, 2018 |
| P9 | February 5, 2018 |
| P10 | February 5, 2018 |
| P11 | February 5, 2018 |
| P12 | February 5, 2018 |
| P13 | February 6, 2018 |
| P14 | February 6, 2018 |
| P15 | February 7, 2018 |
| P16 | February 7, 2018 |

All subjects were known to the principal investigator who was in possession of the subjects' contact information (email addresses and telephone numbers). The principal investigator had a previous working relationship with the subjects and participated in the subject

company's facilitated peer-group coaching leadership development program. All participants were contacted through an introductory email explaining the purpose of the study and soliciting their participation. Participants were advised that their participation was completely voluntary, and their identities would remain anonymous via assigned pseudonyms. Participants received a follow-up email with an overview of the interview process, a copy of the interview questions, and a brief explanation of the use of an Institutional Review Board. An informed consent form was attached to the follow-up email and was reviewed and signed during the face-to-face interview. The principal investigator placed a follow-up phone call to solicit a verbal consent from each participant and establish an interview schedule (including date, time, and location). Approximately one week after the interview, the principal investigator sent a copy of the interview transcript to each participant and initiated a phone call to conduct subject verification (Creswell, 2014) and ensure accurate interpretation of the participant's stories and points of view.

All data collection took place in person at the private meeting room described above. As participants arrived, each received an outline of the interview and a copy of the informed consent form. Once the interview outline and consent form instructions were presented by the principal investigator (including time for Q&A), participants signed the consent form and these forms were collected by the principal investigator. The consent forms were placed in a file box separate from other research materials.

The data were collected through the interview process noted above. Interview questions were open-ended and were supplemented, when necessary, by follow-up questions and neutral probes. Examples of follow-up questions and neutral probes included, "please continue" or "could you say more about that" and were employed to encourage participants to expand their answers without the principal investigator leading them in any particular direction.

Each of the 16 semi-structured, face-to-face interviews were audio-recorded and lasted approximately 45 minutes. Prior to initiating interviews, the principal investigator conducted two simulated trial runs to ensure that the interview questions could be completed in the allotted time. All participants were notified that they could, at any stage of the process withdraw from the study or ask the principal investigator to turn off the audio recorder. This step, in addition to the informed consent form, the expressed confidentiality, the proper handling and disposition of interview tapes and memos, and the utilization of the IRB, mitigated the minimal exposure the participants could have to any human subject harm. Shortly after each interview, the principal investigator transcribed the data, paying particular attention to the themes and stories from the participant's lived experience. The data is unstructured and included the field notes, reflective notes, research memos, as well as the documented interview transcription (Richards & Morse, 2013). Approximately two weeks after the completion of the study interviews, an email was sent to all study participants. The emails contained an expression of gratitude for their participation in the study and presented a general time frame for the completion of the study.

Data Management

As mentioned earlier in this chapter, pseudonyms were employed during each stage of research and were used throughout the reporting of the research results and findings. Only the principal investigator knows the identities of participants. The data and information collected and analyzed (including recorded interviews, transcriptions, notes, and coding worksheets) are available to the principal investigator and are secured on the principal investigator's password-protected and encrypted laptop computer, and on encrypted USB drives kept in a locked safe at the principal investigator's personal residence (Richards & Morse, 2013). All USB drives will be used only for this research project and will be physically destroyed within 3 years of the study's

completion. Paper notes, files, and worksheets will be destroyed immediately after the study concludes. Data will only be reported in the aggregate, and all research records, including the master data key, will remain locked in a private safe at the principal investigator's residence.

The data is stored in a manner that facilitates quick and easy retrieval of the original documents and field notes and includes a system to ensure encrypted backup of the original data files. This step enabled what Richards and Morse (2013) referred to as a continued, "dialogue with your data" (p. 139) that can play a, "definitive role in determining whether a question can be answered" (p. 139) and can serve as a continual resource in the analytical process.

Data Analysis

The data analysis framework for this study centered on an adaptation of Creswell's (2014) *Data Analysis Model*. Creswell's model was selected because of its comprehensive approach and the iterative and interrelated steps that guide the analysis process. Originally, the principal investigator had intended to utilize *Atlas ti*, a qualitative data analysis software (QDAS) program. However, the decision to conduct analysis manually was made when the principal investigator experienced significant difficulty with *Atlas ti*'s inability to identify subtle and interrelated codes and themes. Van Manen (2014) has held that utilizing QDAS tends to impede phenomenological insights; the principal investigator found this to be the case as well. The principal investigator was primarily interested in the qualitative analysis of transcripts, field notes, reflective notes, and research memos. Figure 3 outlines the Creswell (2014) data analysis model that was utilized for this study.

The adapted Creswell (2014) model (Figure 3) consists of seven levels of qualitative analysis. The principal investigator adapted Creswell's model to include two elements of transcendental phenomenological analysis. Level one of the analysis consisted of activities in

the preparation of the analysis. The primary activities of the first level were centered on the principal investigator participation in epoche (Moustakas, 1994), bracketing (Richards & Morse, 2013), and reflexivity (Creswell, 2014). Each of these activities, employed at multiple stages of the study, aided the principal investigator in creating an open mental state with which to analyze the interview data.

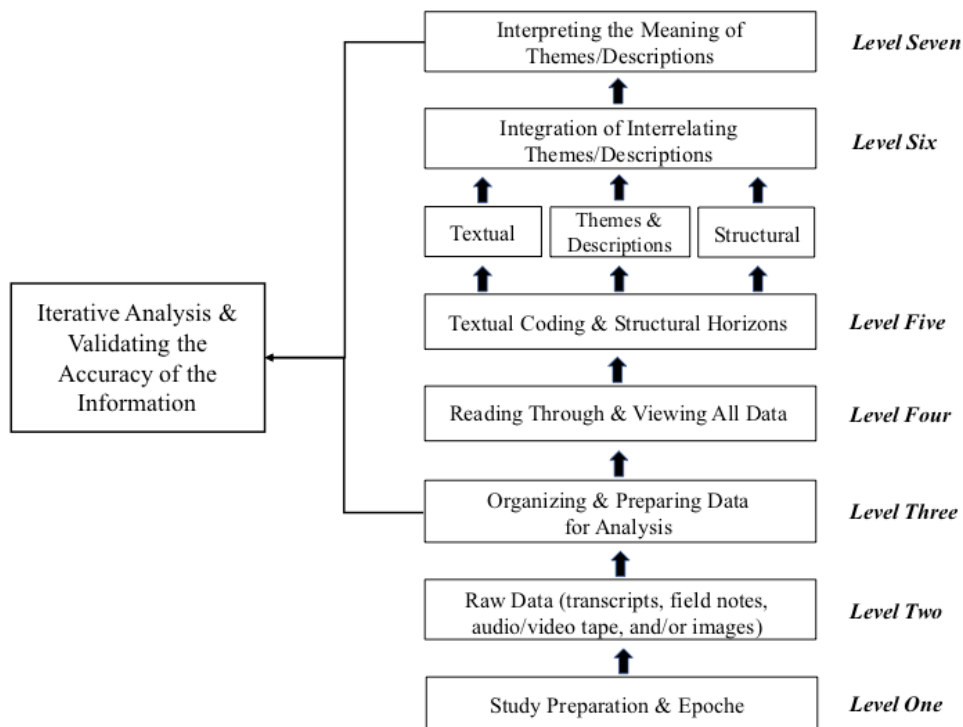


Figure 3. Data analysis in qualitative analysis. Adapted and modified (with permission) from *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (p. 197), by J. W. Creswell, 2014. Los Angeles, CA: SAGE Publications, Inc. Copyright SAGE Publications, Inc. See Appendix H.

After each interview, the recorded sessions were transcribed for textual analysis and data interpretation. The transcriptions were added to other raw data elements including hand-written notes taken during the interview and reflective notes and research memos. That process correlated to Level Two analysis on Figure 3. The Level One analysis also consisted of the principal investigator's first opportunity to read the interview transcripts. Each transcript was read while listening to the recording to ensure that the transcript was accurate and of high

quality. After this initial review, the principal investigator sent the transcript to each participant for their review and acceptance. Each of the 16 participants validated the accuracy of the transcript with no modifications or alterations.

The third level of analysis consisted of cataloging, sorting, and organizing all data. This included storing audio-taped sessions, creating worksheets and spreadsheets of the transcriptions, and organizing the interview guide notes, reflective notes, and research memos.

During the fourth level, the principal investigator re-read the transcripts to get a general feel for the information while reflecting via responses to several questions on what the meaning might be: What were the themes and general ideas that were emerging? What is the tone? Where is the data leading? Multiple cycles of reading, reflecting, writing and rewriting were conducted to explore themes and identify meanings (Richards & Morse, 2013). The review of the data was analyzed on a question-by-question basis with the objective of identifying themes and elements of the participants' lived experiences.

The fifth level of analysis involved the most significant modification of Creswell's (2014) analysis model. At this level, the principal investigator integrated two forms of analysis from two related phenomenological methods. The first model is Creswell's coding framework in Figure 3, and the second is Moustakas' (1994) horizontalization process. This blended approach of analysis was a clear departure from orthodoxy, however, the desired effect from this adapted analysis was to further enrich the textual and structural analysis. The purpose of this integration was to develop a modified horizontalization that would contain a more rigorous textual analysis while offering the benefits of a more traditional structural analysis. The nature of problem statement, research questions, and interview data lend themselves to conducting textual analysis

by coding, and structural analysis through significant statements and structural horizons. In the end, the principal investigator was able to achieve the stated objective.

For the coding framework, great care was employed to ensure that codes were based solely on the data as it emerged from the participant interviews (Creswell, 2014). No predetermined codes were developed or employed. For this analysis, each full transcript was coded with more than 170 categories being identified from the 20 interview questions; the listings of codes and categories were presented in chapter four. This process provided the first iteration of a textual analysis and helped answer the question of what is being experienced in the phenomenon. Upon completion of the preliminary categorization, the principal investigator again engaged in a second cycle of epoche. It was very important to again set aside all perceptions, judgment, or preconceptions gained during the coding process. During the adapted horizontalization process, each transcript was reviewed, and significant statements were excerpted and placed into a table (see Appendix E). The next step was to pare down the significant statements table by eliminating entries that were duplicates of or very similar to other statements. Analyzing the significant statements by asking how participants experienced the phenomenon (or understanding the context) led to the development of key structural themes and descriptions.

The sixth level integrated, interrelated and analyzed the themes and descriptions and determined how they would be “represented in the qualitative narrative” (Creswell, 2014, p. 200). This analysis was completed by integrating the codes from the first step with the themes generated from horizontalization. The result was the creation of five distinct themes that were evaluated for each of the twenty interview questions. This analysis is presented in detail in the following chapter.

The final (seventh) level of the model involved interpreting the research findings in search of the lived experiences of study participants. The findings took the form of a process outline that illuminated the FPC phenomenon and revealed key meanings and insights. As Figure 3 demonstrates, the conclusion of level seven led to validation of the accuracy of the information and may lead to other iterative evaluations of the data. After analysis and interpretation were completed, all research artifacts and media were placed in the principal investigator's personal safe.

Design Validity

Validity and reliability in qualitative inquiry are topics of great interest to researchers and scholars. Some believe that a simple translation is to re-define the terms within the qualitative context. Others believe the terms simply do not apply (Creswell, 2014; Richards & Morse, 2013). Of interest to the principal investigator (given this study's research approach, epistemology, and methodology) was Lincoln and Guba's (1985) contention that qualitative research is subjective, and truth and facts depend on perception, therefore, reliability and validity are tools of the positivists, not interpretive. They recommended using terms like credibility, applicability, transferability, consistency, and dependability. While this debate is of interest to the principal investigator, for purposes of this study, the terms validity and reliability are used in the context of qualitative research. The following paragraphs provide a definition of validation and reliability and present the tools that will be employed in the study to strive for both.

For this study, validity was defined as the qualities of accuracy, trustworthiness, and credibility that exist in the data and findings of a study, as perceived by the principal investigator, experts, and consumers of the research (Creswell & Miller, 2000). Richards and Morse (2013) offered two general rules for building validity in research. The first is that the researcher needs

to pay close attention to the fit of the “question, data, and method” (Richards & Morse, 2013, p. 95). There needs to be alignment and logic between the three. The second rule is that the researcher ensures that each step of qualitative analysis can be properly accounted for with each decision, interpretation, and discovery properly logged. For purposes of this study, the following steps were taken to address the validity of the data and research findings:

- *Prima facie validity*. The primary tool employed was the validation of research questions and the interview instrument described in the *Instrumentation* section. Using the definitions above, external parties reviewed alignment to question, data, and method (Richards & Morse, 2013).
- *Peer review validity*. The principal investigator asked three fellow Pepperdine doctoral students, who are currently conducting research, to provide peer review support for this research proposal. The peer group analyzed the research questions, research design, and instrument. They asked insightful questions and recommended specific edits and revisions which were adopted in this proposal.
- *Expert reviews*. Expert review was provided by members of the principal investigator’s dissertation committee. This review culminated in the preliminary defense and continued to the final defense of the dissertation.
- *Pilot interviews*. Upon successful defense of the preliminary proposal, pilot interviews were conducted with peers and two members of the population that were not included in the study. These interviews added to the validity of the research questions and the interview guide.
- *Selected Creswell validity strategies* (Creswell, 2014, p. 200-201)

- Triangulating data: Different data sources were utilized to justify emerging themes.
 - Multi-rater validation: Three experienced individuals participated in rating samples of the interviews to validate that the descriptions and themes align with those of the researcher. Two of the inter-raters hold doctoral degrees and have experience in qualitative analysis. The third is a qualitative researcher employed by Dartmouth College.
 - Use descriptive text: The researcher used rich and thick descriptions to convey the findings and engage readers in the shared experience.
 - Sharing results that are counter to results: The researcher is committed to sharing results and findings that run counter to those proposed by the researcher. These elements can be found in Appendix E and Appendix F, and also are included in chapter five “Findings” section.
-
- *Epoche, Bracketing, and Reflexivity*: For this study, epoche (Moustakas, 1994), reflexivity (Creswell, 2014), and data bracketing (Richards & Morse, 2013) were employed so that previous knowledge could be placed aside and the participants’ stories of the phenomenon could be viewed from a fresh perspective. Epoche allows the researcher to set aside preconceptions and view phenomena “freshly, naively... [and in a] wide open sense” (Moustakas, 1994, p. 33). Reflexivity and bracketing will make previous knowledge evident and thus enable each participant’s lived experience to be the focal point rather than the researcher’s field knowledge or expertise.

While true external validity, in the quantitative use of the term, is not possible in this qualitative study, the opportunity certainly exists for a significant degree of transferability of the study's findings into additional general settings. A study is considered reliable if repeating the process would yield similar results (Richards & Morse, 2013). The same is also true about the reliability of an instrument. Similar to the discussion of validity, reliability in a qualitative study reflects trustworthiness, credibility, dependability, confirmability, and transferability (Creswell, 2014; Richards & Morse, 2013). Joppe (2000) defined reliability as, "The extent to which results are consistent over time and an accurate representation of the total population under study" (p. 1) and the degree to which those results could be replicated by a researcher using the same methodology.

Chapter Summary

Chapter three has provided an overview of the methodology to be employed within this research study. Figure 3 demonstrates the research design which is aligned with the interpretive research approach, constructivist epistemology, postmodern research paradigm, qualitative/phenomenological research methodology, and interview-based method. The proposed methodology aligns with the purpose the study which is to explore the underlying developmental elements and effectiveness of facilitated peer-group coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC program at a regional power generation company. Responses were derived using a semi-structured interview approach and the data were analyzed accordingly. The methodology also aligned with the problem statement which revealed the lack of scalability in most leadership development programs. This chapter also addressed the challenges of qualitative validity and put forward several protocols that the principal investigator employed throughout the study. Further, this chapter addressed the

Institutional Review Board requirements and how human rights were protected in order to minimize risks to study subjects.

Chapter 4: Research Findings

Chapter Overview

Most organizations struggle to acquire and/or develop leaders who can effectively lead in the dynamic, complex, and challenging global marketplace (Bono et al., 2009; Douglas & Morley, 2000). While it is widely believed that leadership coaching is an effective intervention in growing leadership capabilities and capacity in organizations (Anderson & Lynch, 2007; Atkinson, 2012; Bonaiuto et al., 2008; Bower, 2012; Thornton, 2010), the dyadic nature of most coaching engagements and the inherent limitations of current team, peer, and group coaching models make it difficult for such interventions to scale in terms of cost, time, and effectiveness. Because traditional leadership coaching interventions are difficult to scale, organizations are unable to provide effective leadership development opportunities for large portions of their management ranks. This study addressed the problem of the lack of scalability in current leadership coaching interventions.

This chapter presented the key findings of this descriptive phenomenological research study. The intent of this chapter was to provide only the findings of the data, without evaluation, judgment, or interpretation. Headings in this chapter included Chapter Overview, Introduction, Presentation of Key Findings, and Chapter Summary.

Introduction

The purpose of this descriptive phenomenological study was to explore the underlying developmental elements and effectiveness of facilitated peer-group coaching (FPC) by examining the lived experiences of individuals who participated in an experimental FPC leadership development program at a regional power generation company. The central research question of this inquiry was, what are the elements and outcomes of employing an FPC modality

to develop leadership capacity at both individual and organizational levels? Four guiding sub-questions were employed during the collection and analysis of interview data. These four sub-questions (RQ1 through RQ4) include:

1. What are the value and/or benefit(s) of a Facilitated Peer-group Coaching (FPC) experience in developing leadership skills/acumen?
2. What are the key learning elements or tools of an FPC experience and what are their individual and collective value?
3. What are the desired outcomes of a Facilitated Peer-group Coaching experience?
4. What recommendations would participants of an experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?

Based on the four sub-questions, twenty semi-structured interview questions were developed comprising the interview guidelines (see Appendix A). The interview questions (IQ1 through IQ20) include:

- IQ1: How would you describe your experience with your Facilitated Peer-Group Coaching experience?
- IQ2: What feelings or emotions do you associate with your Facilitated Peer-Group Coaching experience?
- IQ3: As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer-Group Coaching program?
- IQ4: As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer-Group Coaching program?
- IQ5: As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer-Group Coaching program?

- IQ6: What is your most lasting memory of your participation in the Facilitated Peer-Group Coaching program?
- IQ7: What is your recollection of the “Check-in” process? What was its value?
- IQ8: What is your recollection of the “Leadership Presentation” process? What was its value?
- IQ9: What is your recollection of the “Case Study” process? What was its value?
- IQ10: What is your recollection of the “Dialogue” process? What was its value? IQ5:
- IQ11: What is your recollection of the “Between-session Coaching” process? What was its value?
- IQ12: What is your recollection of the “Peer Coaching” process? What was its value?
- IQ13: As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, or Between-session Coaching) was most effective or of greatest value?
- IQ14: As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why?
- IQ15: What personal outcomes/accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program?
- IQ16: What outcomes/accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program?
- IQ17: What outcomes/accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program?

IQ18: As you reflect, what recommendations or advice would you give to future participants of an FPC program?

IQ19: As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program?

IQ20: What other thoughts or reflections do you have with regard to your experience with the FPC program?

This study consisted of 16 audio-recorded, face-to-face interviews with individuals who had participated in an FPC program with a regional power generation company. The study was originally designed to consist of 15 participants, but availability and scheduling enabled the inclusion of an additional participant. The participants were assigned pseudonyms to maintain confidentiality. The pseudonyms selected ranged from “P1” to “P16” and are used for identification and reference throughout this chapter.

Presentation of Key Findings

Referring to Figure 3, this chapter focused on the activities of Level 5, Level 6, and Level 7. Because of the model’s modified and integrated nature, findings for this study are presented within the context of Levels 5-7; each level building on the findings of the previous level(s). Level 5 contains two sets of findings. The first set of findings contains the qualitative coding and categorizing of full transcript data for each of the twenty interview questions. This set of findings is presented under the *Textual Coding & Analysis* heading. The second set of findings is presented under the *Structural Horizontalization* heading. Findings for Level 6 are presented under the *Integration of Interrelating Themes & Descriptions* heading. The findings for Level 7 bear the title *Interpreting Experience & Meaning* and appear in chapter five.

Textual Coding & Analysis for Interview Questions 1 through 20

Level 5's first step in analyzing data from the 16 participants was to categorize the content from each of the 20 interview questions. The transcripts were broken down and rearranged by interview question, providing the principal investigator opportunity to view each question as a whole unit. Once that was completed, codes were developed for each question resulting in 170 codes/categories of response. Ultimately, approximately one-half of the 170 codes were deemed to share qualities between the research questions.

In this step, interrater reliability assistance was provided by four individuals, two Ed.D. professionals with experience in qualitative analysis and phenomenology, one multiple-Ph.D. qualitative researcher, and one qualitative researcher employed by Dartmouth College. Each interrater volunteer was given four questions to review. Key adjustments made as a result of interrater review included:

- For IQ1, codes related to feeling “nostalgic” and “missing their fellow FPC members” were combined.
- For IQ2, codes related to “hands-on experience” and “you get what you put in” were combined.
- For IQ4, codes related to “personal development” and “growing each other” were combined.
- For IQ11, codes for “sounding board” and “resource for leadership” issues were combined.
- For IQ15, codes for “presentation skills” and “influence” were combined.
- For IQ17, codes relating “ambiguity” and “organizational change” were combined.

For IQ19, codes relating to “dialogue skills”, “leveraging silence”, “don’t let anyone dominate” were combined.

The following five pages display the findings for the Level 5 Textual Coding process for all interview questions (IQ1 through IQ20). The findings are broken up by each research question (RQ). RQ1 findings are presented in Table 2. RQ2 findings are presented in Table 3. Findings for RQ3 and RQ4 are respectively presented in Table 4 and Table 5.

Table 2

Research Question One: What are the Value and/or Benefit(s) of a Facilitated Peer-group (FPC) Coaching Experience in Developing Leadership Skills/Acumen?

| Interview Questions | Individual Coding Elements | Frequency |
|--|---|-----------|
| IQ1 How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program? | - Grew Leadership Ability and Skills | 14 |
| | - Relationships & Teamwork; Leveraging Relationships | 11 |
| | - Experiential, Hands On, You Get What You Put In | 8 |
| | - Personal & Organizational Speed | 8 |
| | - Enlightening; Growing in Self Knowledge | 8 |
| | - Growth at both Personal & Professional Levels | 8 |
| | - The Value of Peer Development | 8 |
| | - Communication, Dialogue & Listening Skills | 7 |
| | - Good Value & ROI | 7 |
| | - Honesty & Trust | 5 |
| | - Dealing with Change and Ambiguity | 4 |
| | - You Get What You Put In | 2 |
| IQ2 As you reflect, what feelings or emotions do you associate with your Facilitated Peer Group Experience? | - Nostalgic; Miss their Peers | 11 |
| | - Apprehensive, Nervous, Out-of-Comfort Zone, Frustrated | 9 |
| | - Self Confidence and Pride, Empowered | 6 |
| | - Enjoyment, Happiness, Joy | 5 |
| | - Fun and Excitement | 4 |
| | - Gratitude, Privileged to be a Part of the Program | 3 |
| | - Curiosity and Discovery | 3 |
| IQ3 As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program? | - Developing Deep & Trusting Relationships; Teamwork | 14 |
| | - Growing in Leadership Skills & Business Acumen | 8 |
| | - Learning how to Better Understand Others | 9 |
| | - Growing Communication Skills (Presenting and Listening) | 9 |
| | - Learning how to Better Influence Others | 8 |
| | - Growth in Self Confidence | 7 |
| | - Greater Authenticity | 1 |
| | - Problem Solving Skills | 1 |

(continued)

| | | | |
|---------------------------------|---|---|----|
| IQ4 | As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program? | - Collaboration/Teamwork; Learning, Growing and Coaching each other. | 18 |
| | | - Working on Relationship Development | 9 |
| | | - Creating a Trusting and Safe Environment | 6 |
| | | - Dialogue and Communication | 6 |
| | | - Confidence in our Peer Group | 4 |
| | | - The Peer Group Moves Faster with Better Decisions | 4 |
| | | - Appreciate Diverse Perspectives | 2 |
| | | - Dealing with change and Ambiguity | 1 |
| IQ5 | As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer Coaching Program? | - Developed Promoted a Culture of Trust, Communication, Collaboration that Valued Relationships | 14 |
| | | - Higher Quantity and Quality of Leaders; Better Strategic and Influence Skills | 10 |
| | | - Greater Efficiency, Effectiveness, Problem-Solving Skills, and Decision Making | 9 |
| | | - Enabled the Organization to Deal with Downsizing and Other Business Challenges | 5 |
| | | - Created Organizational Alignment, Ownership & Loyalty | 5 |
| IQ6 | What is your most lasting memory of your participation in the Facilitated Peer Coaching program? | - Broke Down Silos | 1 |
| | | - Close Relationships, Bonds, Trust & the Check-in Process | 7 |
| | | - Enlightening; Growing in Self Knowledge and Discovery | 3 |
| | | - Peer Coaching and Encouragement | 3 |
| | | - Case Study and Leadership Presentations | 3 |
| | | - Dialogue Process | 1 |
| | | - Dealing with Change and Ambiguity | 1 |
| - Involvement of Senior Leaders | 1 | | |

Table 3

Research Question Two: What are the Key Learning Elements or Tools of an FPC Experience and What are Their Individual and Collective Value?

| Interview Questions | Individual Coding Elements | Frequency | |
|---------------------|--|--|----|
| IQ7 | What is your recollection of the "Check-in" process? What was its value? | - Developed Close Relationships | 15 |
| | | - Helped Participants Identify with/Relate to each other | 10 |
| | | - Created an Environment of Safety, Respect and Trust | 6 |
| | | - Resulted in better business results | 5 |
| | | - Broke Down Barriers | 4 |
| | | - Fostered Transparency and Authenticity | 3 |
| | | - Fostered support for each Participant | 3 |

(continued)

| Interview Questions | Individual Coding Elements | Frequency |
|---|---|-----------|
| IQ8 What is your recollection of the “Leadership Presentation” process? What was its value? | - Received Valuable Leadership Content | 13 |
| | - Developed Presentation Skills, Influence and Became More Comfortable Giving Presentations | 12 |
| | - Received High-Quality Peer Coaching Feedback | 11 |
| | - Learned How to Better Understand/Gage the Audience | 5 |
| | - Grew in Relationship, Respect, and Bonding with Peers | 2 |
| | - Experienced Diverse Perspectives | 1 |
| | - Other Personal Development Growth | 1 |
| IQ9 What is your recollection of the “Case Study” process? What was its value? | - Got to Present and Engage in a Real-World Situation | 12 |
| | - Received High-Quality Peer Coaching Feedback | 11 |
| | - Developed Presentation Skills, Influence and Became More Comfortable Giving Presentations | 7 |
| | - Experience a Diversity of Thinking | 6 |
| | - Safe Training Ground to Try Things Out | 2 |
| | - Developed Skills in Dealing with Ambiguity | 2 |
| | - Grew in Relationship, Respect, and Bonding with Peers | 2 |
| | - The Case Study was an Effective FPC Tool | 2 |
| - Developed Problem Solving Skills | 1 | |
| IQ10 What is your recollection of the “Dialogue” process? What was its value? | - Develops Understanding and Appreciation of Diverse Perspectives and the Collective Experience | 14 |
| | - Brings Definition, Clarity, Context, and Understanding of Problem Definition | 11 |
| | - Continue to Use it – Even though the FPC has Ended | 9 |
| | - Learned Value and Skills of Inviting Everyone into the Dialogue | 8 |
| | - Developed Greater Listening Skills | 7 |
| | - Was Challenging to Learn | 5 |
| | - Created a Safe Environment of Respect & Openness | 4 |
| | - Fostered Deeper Relationships with FPC Members | 4 |
| | - Resulted in Better Thinking & Decisions | 4 |
| | - A Good Tool to Use With Conflict/Misunderstandings | 3 |
| | - Being Influenceable Increases Influence | 3 |
| - Helps Participants be More Present | 1 | |
| IQ11 What is your recollection of the “Between-session Coaching” process? What was its value? | - Challenged Growth and Development | 8 |
| | - Served as a Resource and Sounding Board for Leadership Issues/Events | 7 |
| | - Helped in the Development of Case/Leadership Presentations | 5 |
| | - Did Not Receive Much Value from the Sessions | 4 |
| | - Value was Dependent on Which Coach You Had | 3 |
| | - Helped Me Recognize Blind Spots | 2 |
| - Bridged the FPC Process to Job Life | 2 | |

(continued)

| Interview Questions | Individual Coding Elements | Frequency |
|--|--|------------|
| IQ12 What is your recollection of the “Peer Coaching” process? What was its value? | - Provided Coaching that was Full of Care, Concern, and Commitment to Each Other’s Development | 15 |
| | - It is Important to Learn/Know How to Give Feedback | 14 |
| | - It is Important to Learn/Know How to Receive Feedback | 13 |
| | - The Deep Relationships Fostered Strong Coaching | 10 |
| | - Very Challenging to Learn/Do | 9 |
| | - Fostered an Environment of Honesty, Trust, Confidentiality, Vulnerability & Safety | 8 |
| | - The Entire Organization Would Benefit from the Skill | 8 |
| | - Coaching is More Meaningful – Coming from a Peer | 3 |
| | - Continue to Use it – Even though the FPC has Ended | 2 |
| | IQ13 As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, Between-session Coaching, or Peer Coaching) was most effective or of greatest value? | - Dialogue |
| - The Check-In | | 8 |
| - Peer Coaching | | 3 |
| - Case Study | | 3 |
| - Leadership Presentation | | 1 |

Table 4

Research Question Three: What are the Desired Outcomes of a Facilitated Peer-group Coaching Experience?

| Interview Questions | Individual Coding Elements | Frequency |
|--|--|-----------|
| IQ14 As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why? | - Met or Exceeded Expectation | 14 |
| | - Gain Greater Leadership Skills and Business Acumen | 14 |
| | - Gain Greater Insight into Myself and Leadership Style | 5 |
| | - Develop Deep and Lasting Peer Relationships | 5 |
| | - Develop Greater Problem-Solving Skills | 4 |
| | - The Opportunity to Grow and Stretch Personally | 3 |
| | - Gain Greater Ability to Deal with Ambiguity | 3 |
| | - Feel More Valuable to the Company and Greater Visibility | 2 |
| | - Greater Career Opportunities | 2 |
| | | |

| Interview Questions | Individual Coding Elements | Frequency |
|---|--|--|
| IQ15 What personal outcomes/accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program? | - Developed Greater Leadership Skills & Business Acumen | 11 |
| | - Developed Strong Relationships and Support Structure with Inclusion and Trust | 9 |
| | - Improved Presentation and Influence Skills | 7 |
| | - Developed Strong Dialogue Skills | 5 |
| | - Developed Greater Listening Skills | 5 |
| | - Developed a More Refined View of and Greater Context for Leadership | 5 |
| | - Achieved Significant Personal Growth | 3 |
| | - Actively Seek Feedback | 2 |
| | - Reach out More for Collaboration and Help | 2 |
| | - Developed a More Strategic, Big Picture View | 2 |
| | - Better at Leading Diverse Teams | 1 |
| | IQ16 What outcomes or accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program? | - Deep Connection and Relationships with Peers with High Trust |
| - Great Teamwork & Collaboration | | 9 |
| - Grew as Leaders and Grew in Influence and Strategy (Grew Talent) | | 7 |
| - Broke Down Organizational Barriers & Silos | | 2 |
| - Empowerment | | 2 |
| - Culture Change | | 1 |
| - More Trusted by Our Leaders | | 1 |
| - We move Faster Individually and As a Group | | 1 |
| - Greater Problem-Solving Skills | | 1 |
| IQ17 What outcomes or accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program? | - Leadership Growth. Greater Quality and Quantity of Leaders, Greater Business Acumen | 12 |
| | - Strong Relationships, Teamwork, Collaboration and Cohesiveness | 10 |
| | - Greater Problem-Solving & Decision-Making Skills | 9 |
| | - Organizational Alignment. Departments, Generations, etc. Better Understand the Big Picture | 6 |
| | - Positive Organizational Culture Change | 6 |
| | - Greater Production/Productivity. Efficiencies and Synergy | 5 |
| | - Greater Personal and Organizational Communication. More Clarity. Use of Dialogue | 5 |
| | - Greater Organizational Engagement and Empowerment | 5 |
| | - Greater Organizational Change Capacity. Ability to Adapt and Deal More Effectively with Ambiguity | 4 |
| | - Greater Coaching Skills | 3 |
| | - More Educated Workforce | 1 |
| - The Organization is Stronger | 1 | |

Table 5

Research Question Four: What Recommendations Would Participants of an Experimental Facilitated Peer-group Coaching Program Offer to Improve the FPC Experience?

| Interview Questions | Individual Coding Elements | Frequency |
|--|--|---|
| IQ18 As you reflect, what recommendations or advice would you give to future participants of an FPC program? | - Challenge Yourself to Improve and Grow. Engage, Be Willing to Change. You Get Out What You Put In | 13 |
| | - Keep an Open Mind, Trust the Process, Set Aside Preconceptions, and Be Patient | 10 |
| | - Understand the Power of Relationships and Trust | 5 |
| | - Step Outside Your Comfort Zone | 4 |
| | - Be Open to Feedback and Criticism | 3 |
| | - Be a Good Listener | 2 |
| | - Realize That the Experience is a Privilege and Gift | 2 |
| | - Make Sure Your Supervisor is Committed | 1 |
| | - Enjoy It | 1 |
| | - Practice What You Learn | 1 |
| | - Ask Questions if You Don't Understand Something | 1 |
| | - Take the Learning Back to Your Work Group | 1 |
| | IQ19 As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program? | - Challenge and Push the Participants Hard. Engage Them. Keep them Honest and Accountable. Value their Experience |
| - Possess Strong Dialogue Skills; Listen and Leverage Silence; Elevate the Dialogue; No One Dominates | | 6 |
| - Provide Honest and Constructive Feedback | | 3 |
| - Possess Strong Group Dynamics Skills | | 2 |
| - Be Open and Transparent Yourself | | 2 |
| - Challenge Participants to Take Learning Back to Their Work Group | | 2 |
| - Clearly Outline the Program but Keep the Agenda Flexible | | 2 |
| - Make Sure Senior Leadership is Committed | | 1 |
| - Be Democratic. Hold All Accountable; No Rank | 1 | |
| IQ20 Any other thoughts or reflections on your Facilitated Peer Experience? | - Valuable Process; Significant Positive Change; A Committed Group is Powerful | 8 |
| | - Growth in Organizational Development, Leadership Development, and Change Management | 5 |
| | - Fortunate to Have Been A Part of It. Loved the Circles | 4 |
| | - Learned Valuable Skills and Approaches | 2 |
| | - The Organization Must Create Opportunities for Leaders to Use the New Skills | 2 |

Structural Horizontalization for Interview Questions 1 through 20

The second step in the Level 5 analysis employed a modified form of horizontalization for structural analysis. Structural horizons answer how the phenomenon is experienced by the subjects (Moustakas, 1994). Traditionally, horizontalization includes both the what (textual descriptions) and the how (structural descriptions) of the experience, however, the principal investigator chose to use a more detailed method for the textual descriptions because of the nature of the research problem and the form of the data collected. Therefore, the central focus of exploring structural horizons is to understand in what context (Moustakas, 1994) participants experienced the FPC phenomenon.

Similar to transcendental phenomenology (Moustakas, 1994), this study's structural analysis began with a modified form of horizontalization. The principal investigator assembled a listing of significant statements (see Appendix F). All the statements were considered to be of equal importance with regard to describing the phenomenon (Moustakas, 1994). Once the list of significant statements was compiled, the principal investigator eliminated repeating or overlapping statements (Moerer-Urdahl & Creswell, 2004). At that point, the principal investigator began the iterative process of identifying contextual clusters and themes.

Once the structural themes were determined, the principal investigator again sought interrater validation. Raters for this step included three of the four interraters mentioned in the textual analysis. Included were the Ed.D. professional with qualitative research experience, the double-Ph.D. qualitative researcher, and the qualitative researcher from Dartmouth College. Their feedback and analysis resulted in the elimination of one of the themes (or contexts) the principal investigator had developed. The theme of experience the experience was deleted

because the interrater review revealed that such a theme was actually an element in each of the other themes or contexts.

As a result of the analysis and interrater validation, the following five structural themes were developed with regard to how (the context) participants experienced the FPC phenomenon. Participants experienced the phenomenon within the contexts of creating community, engaging in self-exploration & illumination, creating a community mirror, working on leadership development, and in achieving organizational business results.

Creating community. One of the most significant contexts, or lenses into the FPC phenomenon was revealed in the actions, processes, practices, intentions and desires to create a singular community. Participants experienced much of the phenomenon within the context of creating a community of trust, respect, empathy, confidentiality, empowerment, collaboration, and safety; they engage through community. They were constructing a community that they could own and nurture by themselves. Key significant statements in this context included:

- “...we learned to interact with one another, how to listen, how to develop listening skills, learn from one another, exchange ideas, concepts” (Participant 4, personal communication, February 2, 2018).
- “Some took the opportunity and started revealing more and more about their lives, and in creating that trust within the group...” (Participant 11, personal communication, February 5, 2018).
- “...the thing that I reflect upon is the openness and sharing that occurs.” (Participant 16, personal communication, February 7, 2018).
- “...on top of that, really understanding the value of those personal relationships” (Participant 2, personal communication, February 1, 2018).

- “... increasing my empathy for others, and hopefully others’ empathy for each other, as well” (Participant 1, personal communication, February 1, 2018).
- “So that, to me, is the key to the whole [FPC]... it establishes a safe environment” (Participant 11, personal communication, February 5, 2018).
- “Keep them engaged, give them ownership, and they’ll eventually figure out how to run the group” (Participant 6, personal communication, February 2, 2018).
- The other piece was that lowering of the guard, I guess that vulnerability...” (Participant 11, personal communication, February 5, 2018).
- “... this is how you build trust. You can’t say that trust just happens” (Participant 15, personal communication, February 7, 2018).
- “What is said in the room stays in the room. That’s a must” (Participant 6, personal communication, February 2, 2018).
- “Be willing to open up to others, because someone else is going to open up to you, and others aren’t going to open up until you do, so don’t be the last” (Participant 13, personal communication, February 6, 2018).

Self-exploration and illumination. Participants also revealed that they experienced the FPC phenomenon through the window of self-exploration and illumination. Being in an introspective state of discovery aids participants in engaging with the FPC process. Regarding self-exploration and illumination, participants expressed thoughts and feelings about building self-confidence, personal growth, stepping out of their comfort zones, deeper honesty and openness, enhanced authenticity, and less rigid belief structures and willingness to change their minds. Key significant statements of self-exploration and illumination included:

- “You’re going to learn about yourself... it’s going to make a positive effect on you in that area, as well, business and at home, makes a huge difference” (Participant 2, personal communication, February 1, 2018).
- “I was nervous... I wasn’t used to being asked to expose myself on a personal level... but you see that everybody’s doing it. So, you quickly get past that, and then you got into curiosity. And by the end... it’s empowerment” (Participant 15, personal communication, February 7, 2018).
- “For me, it was a very enlightening experience, both from a personal perspective on my leadership style, and from a business perspective, as well” (Participant 2, personal communication, February 1, 2018).
- “... the third session is when the lights started to go off that there’s more going on here than what met the eye” Participant 14, personal communication, February 2, 2018).
- “... it was interesting and enlightening... makes you more open and honest” (Participant 8, personal communication, February 5, 2018).
- “A feeling of self-confidence and emotions of sheer gratitude that I was blessed enough to get to participate...” (Participant 1, personal communication, February 1, 2018)
- “I think really understanding the value in showing my authentic self, that that’s what people really want to see” (Participant 5, personal communication, February 2, 2018).
- “...how do I resonate with whoever it is that I’m presenting to, or talking to, working with” (Participant 1, personal communication, February 1, 2018).

- “If you’re transparent and you’re honest and you’re genuine, you have that connection with that person” (Participant 6, personal communication, February 2, 2018).

The community mirror. One of the ways that FPC participants chose to see themselves better, was to be better at seeing themselves. Separate from creating community, participants described a setting in which the community created a mechanism for truth-telling and, what the principal investigator calls, “motivational listening.” This setting promoted an atmosphere of mutual development where participants learned coaching skills and became comfortable coaching each other. Key significant statements of the community mirror included:

- “... we’re developing ourselves... and the people that are in this group” (Participant 2, personal communication, February 1, 2018).
- “In hindsight, I can’t believe that we were all so willing to critique each other in public. It showed the amount of trust that we had in each other... enough to say yeah, your arguments are muddy... and you mumbled up there” (Participant 15, personal communication, February 7, 2018).
- “... taught me a lot about myself ... gave me some reflection on where some of my weaknesses were... kind of peer-to-peer learning” (Participant 9, personal communication, February 5, 2018).
- “It’s more listening coaching, empathizing coaching” (Participant 12, personal communication, February 5, 2018).
- “You’re blind to the things that you’re blind to, and when people point those things out to you, you’re able to then see them and to take action on them” (Participant 16, personal communication, February 7, 2018).

- “It’s very difficult to give feedback to individuals, it’s challenging” (Participant 2, personal communication, February 1, 2018).
- “... it became this very powerful collaborative effort of making sure that everybody is getting as good as they can be” (Participant 3, personal communication, February 1, 2018).
- “You owe them back the respect and the trust of giving them some good feedback” (Participant 12, personal communication, February 6, 2018).
- “If you get better, we all get better, so this is coming from a place of love. I can’t help you get better unless I’m honest with you” (Participant 15, personal communication, February 7, 2018).
- P14. “But being in the position to listen and provide coaching in that forum – it made me, I think, a better leader” (Participant 14, personal communication, February 6, 2018).

Leadership development. The primary purpose of developing the experimental FPC experience was to grow leaders and leadership capabilities. Therefore, it is no surprise that many of the perceptions, feelings, activities and learning opportunities were viewed through the lens and context of leadership development. Key significant statements of leadership development included:

- “... teaching leadership concepts with a hands-on approach. I personally saw exponential growth in my leadership capabilities of presentation skills, teamwork, and dealing with ambiguity and change, just to name a few” (Participant 1, personal communication, February 1, 2018).

- “Transformative change, not incremental change...exponential change... allows people to really stop playing small and take their game to the next level” (Participant 11, personal communication, February 5, 2018).
- “I learned that there’s another, almost a different language, different way of thinking on the executive or the leadership level... look at it from a leadership standpoint... a people standpoint...a business standpoint, it really changes your perspective on things” (Participant 3, personal communication, February 1, 2018).
- “After the circle, I could see those barriers (silos) much more clearly, and had tools of ways to react, and ways to work through those barriers” (Participant 1, personal communication, February 1, 2018).
- “You learn how to influence. You can take whatever project or whatever you have, and you can influence decisions and behaviors...” (Participant 6, personal communication, February 2, 2018).
- “Having great, in-depth quick overviews of a leadership book and the takeaways from it, how we could apply that to ourselves as leaders, was excellent” (Participant 3, personal communication, February 1, 2018).
- “Created Leaders at all levels. It’s driven that message [don’t have to be a VP to have impact] into all different levels of the company where it probably didn’t exist before” (Participant 3, personal communication, February 1, 2018).
- “...leadership is not a position, it’s something you do every day” (Participant 2, personal communication, February 1, 2018).

- “...there’s a feeling of more empowerment to be able to go get those things, as opposed to waiting for somebody to tell you to go get them” (F9 Participant 9, personal communication, February 5, 2018).
- “Everybody’s a leader. You’re a leader to the extent that you want to be. You extend through serving... setting an example... teaching. You lead through being patient” (Participant 12, personal communication, February 5, 2018).
- “And, frankly, you’ve created people who are more skilled at presenting, communicating, and, frankly, thinking like a leader...” (Participant 15, personal communication, February 7, 2018).
- “Then just took leadership within ourselves, because nobody ever told us to do it. We just did it and kept doing it, and it worked really well” (Participant 2, personal communication, February 1, 2018).

Organizational business results. As discussed in chapter two, organizations interested in leadership coaching are equally interested in outcomes. Does coaching impact business results? Participants in the FPC program expressed their perceptions, thoughts, and feelings about the outcomes and potential business results. Participants shared perspectives that included greater problem-solving and decision-making results, greater cooperation, collaboration and teamwork, greater efficiency and effectiveness, greater organization speed, a better culture, and better financial performance. Key significant statements of organizational business results included:

- “So, I think the organization saw the development of leadership ... and they saw improved problem-solving skills within the organization” (Participant 4, personal communication, February 2, 2018).

- “You learn how to do things faster. If I can communicate with somebody that I have a relationship with, there’s no barrier there. I can go fast. I can solve problems in an expedient manner” (Participant 6, personal communication, February 2, 2018).
- “... figure out some common ground both at work and in their lives, grow closer, grow trust, speed up business through trust” (Participant 12, personal communication, February 5, 2018).
- “I think, is better engaged in delivering value to the business, because we’re being more efficient than we used to be” (Participant 9, personal communication, February 5, 2018).
- “I think it brought the organization closer together” (Participant 15, personal communication, February 7, 2018).
- “I think it prepared us for the business environment that we were operating in during that time... It helped prepare the company for the downsizing that was inevitable” (Participant 2, personal communication, February 1, 2018).
- “Obviously productivity, efficiency, speed, everything that you’re looking for from [the FPC program]” (Participant 11, personal communication, February 5, 2018).
- “... obviously business acumen was a lot better in the circles... and people reaching out quicker to make decisions, building alliances” (Participant 11, personal communication, February 5, 2018).

- “Stronger leaders and better people. More accountability, better collaboration, and better decision making” (Participant 13, personal communication, February 6, 2018).
- “...take [what you learn in FPC] back to your day job. So that’s the implicit value of the circle. It’s not about what you do in that hour every month. It’s about what you do the other 29 days of the month and how you apply it...” (Participant 15, personal communication, February 7, 2018).

Integration of the Interrelating Themes & Descriptions

Level six of the modified Creswell (2014) model (see Figure 3) focuses on the integration of interrelating themes and descriptions created in Level 5 analysis. This step provided an extensive and iterative review of codes, themes, and descriptions. Because of its length, the full analysis is presented in Appendix G. What is presented in this section are the findings related directly to the four research questions.

During this stage, the coding elements (Appendix E) and structural horizon elements from the previous section were analyzed and integrated. The purpose of this integration was to develop a modified horizontalization that would contain a more rigorous textual analysis while offering the benefits of a more traditional structural analysis. The researcher found this to be the most appropriate approach to address the problem statement, purpose statement, research questions, and data. This provided an optimal vantage point from which to conduct the Level 7 analysis.

For all 20 interview questions, each coding element was analyzed in conjunction with the structural themes, and then categorized within themes according to applicability and fit. The frequency counts were tabulated, retained, and resented as separate tables in Appendix G. In

addition to the tables, correlating significant statements were presented to substantiate fit. The following figures present the integrated interrelating codes, descriptions, and themes. The frequency count is a total of the combined codes represented in each interrelating theme.

Research Question One asked, “What are the value and/or benefit(s) of a Facilitated Peer-group Coaching (FPC) experience in developing leadership skills/acumen?” Each of the themes developed in the Level 5 structural analysis was present in RQ1. The results from many interview questions contained only two or three themes, but in the RQ1 aggregate, all themes were well represented. Figure 4 presents the integration of interrelating themes for RQ1. The relevance of the frequency count does not represent statistical significance. Rather, it serves to demonstrate the scale of the combined responses for questions IQ1 through IQ6. The theme creating community occurred in 106 responses, self-exploration & illumination was found in 68 responses, organizational business results in 58 responses, leadership development in 52 responses, and the community mirror in 19 responses of the aggregated RQ1 responses.



Figure 4. The integration of interrelated themes with combined responses for interview questions 1 through 6.

Research Question Two asked, “What are the key learning elements or tools of an FPC experience and what are their individual and collective value?” Each of the themes developed in the Level 5 structural analysis was present in RQ2. Figure 5 presents the integration of interrelating themes for RQ1. The relevance of the frequency count does not represent statistical significance. It serves to demonstrate the scale of the combined responses for questions IQ7 through IQ13. The theme leadership development occurred in 98 responses, the community mirror in 19 responses, creating community occurred in 62 responses, self-exploration & illumination was found in 48 responses, and organizational business results occurred in 58 of the aggregated RQ2 responses.

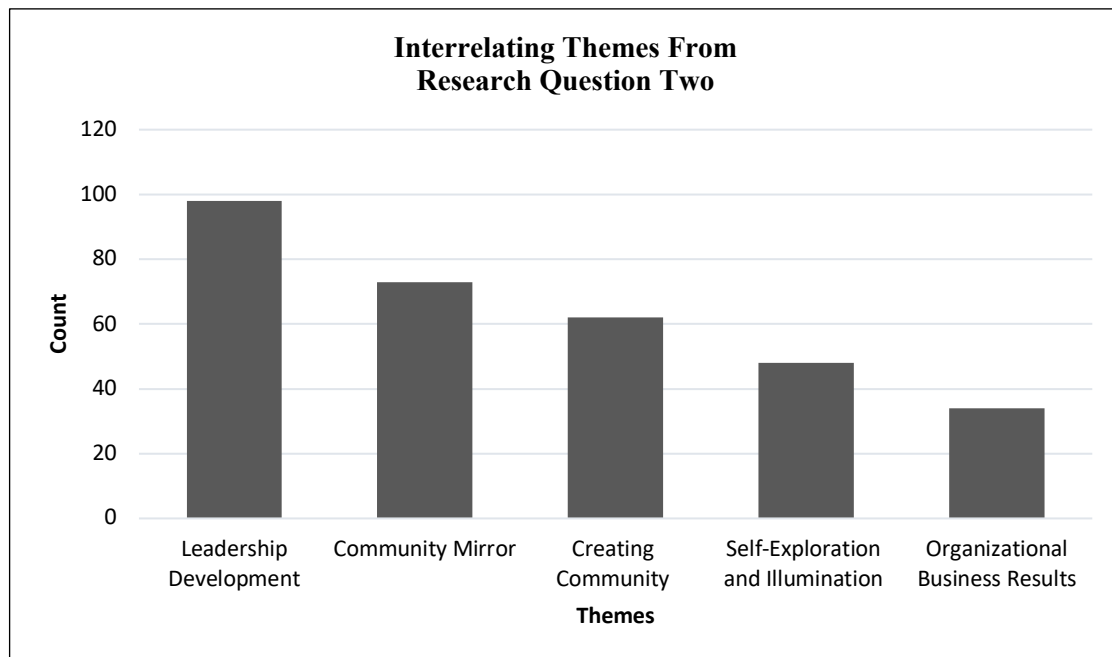


Figure 5. The integration if interview question 7 through 13.

Research Question Three asked, “What are the desired outcomes of a Facilitated Peer-group Coaching experience?” Figure 6 presents the integration of interrelating themes for RQ1. Figure 6 demonstrates the scale of the combined responses for questions IQ14 through IQ17.

The theme leadership development occurred in 78 responses, creating community occurred in 47 responses, organizational business were found in 58 responses, self-exploration & illumination in 48 responses, and the community mirror occurred 11 times in the aggregated RQ2 responses.

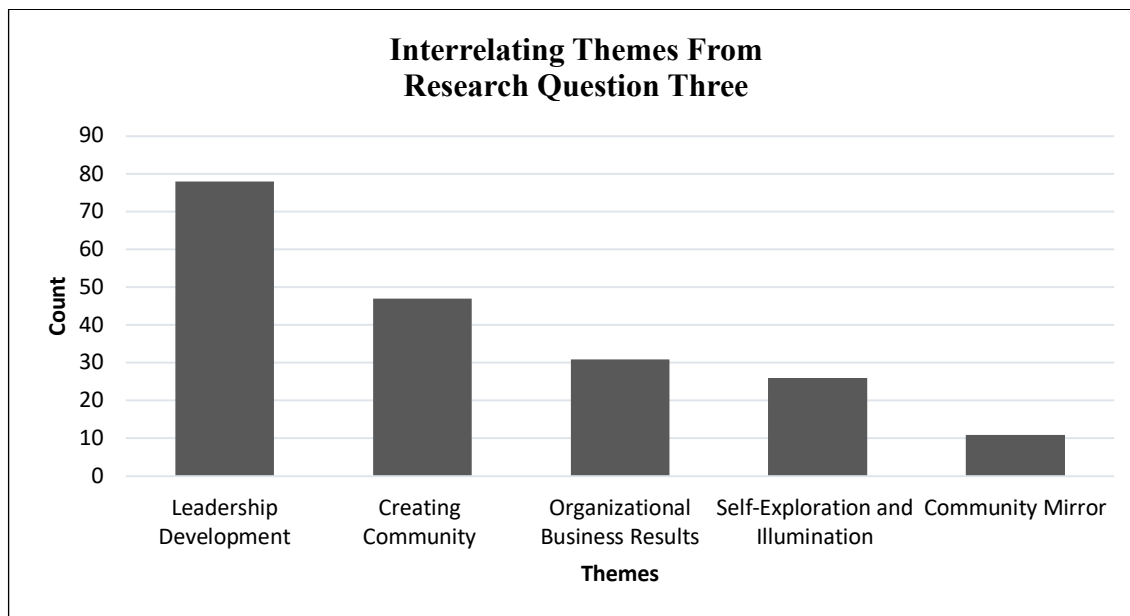


Figure 6. Integrated responses for interview questions 14 through 17.

Research Question Four asked, “What recommendations would participants of an experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?” Each of the themes developed in the Level 5 structural analysis were present in RQ3. Figure 7 presents the integration of interrelating themes for RQ1. The relevance of the frequency count does not represent statistical significance. It serves rather, to demonstrate the scale of the combined responses for questions IQ18 through IQ20. The theme self-exploration & illumination occurred in 36 responses, creating community was found in 26 responses, organizational business in 12 responses, the community mirror in 12 responses, and leadership development response occurred 8 times in the aggregated RQ2 responses.

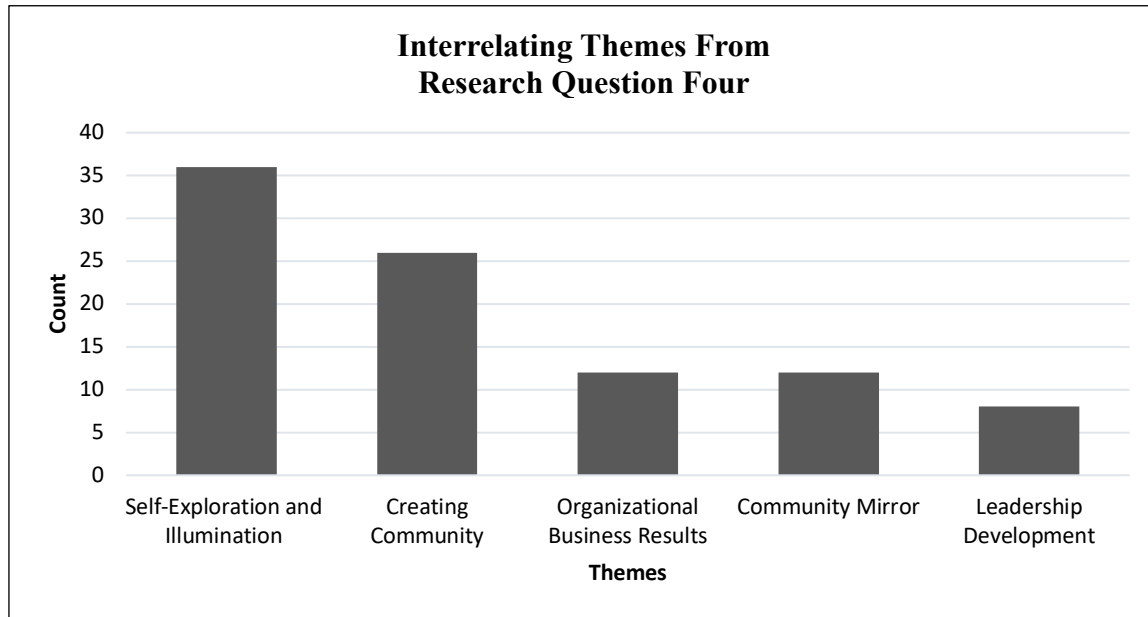


Figure 7. The integration of interview questions 18 through 20.

When the frequency for all the themes recorded for questions IQ1 through IQ20 was summed, the total frequency for each theme was developed and recorded in Figure 8. The Level 6 analysis found that the response totals for themes found in all 20 interview questions totaled:

- 241 responses for creating community
- 236 responses for leadership development
- 178 responses for self-exploration & illumination
- 135 responses for organizational business results
- 115 responses for the community mirror.

To summarize, Level 6 analysis began with the textual and structural analysis and sought to integrate the two by, (a) seeking to merge the textual and structural into a uniform collection of themes, and (b) once the uniform themes were synthesized, comparing the frequency with which those themes appeared in the full transcriptions of each participant.

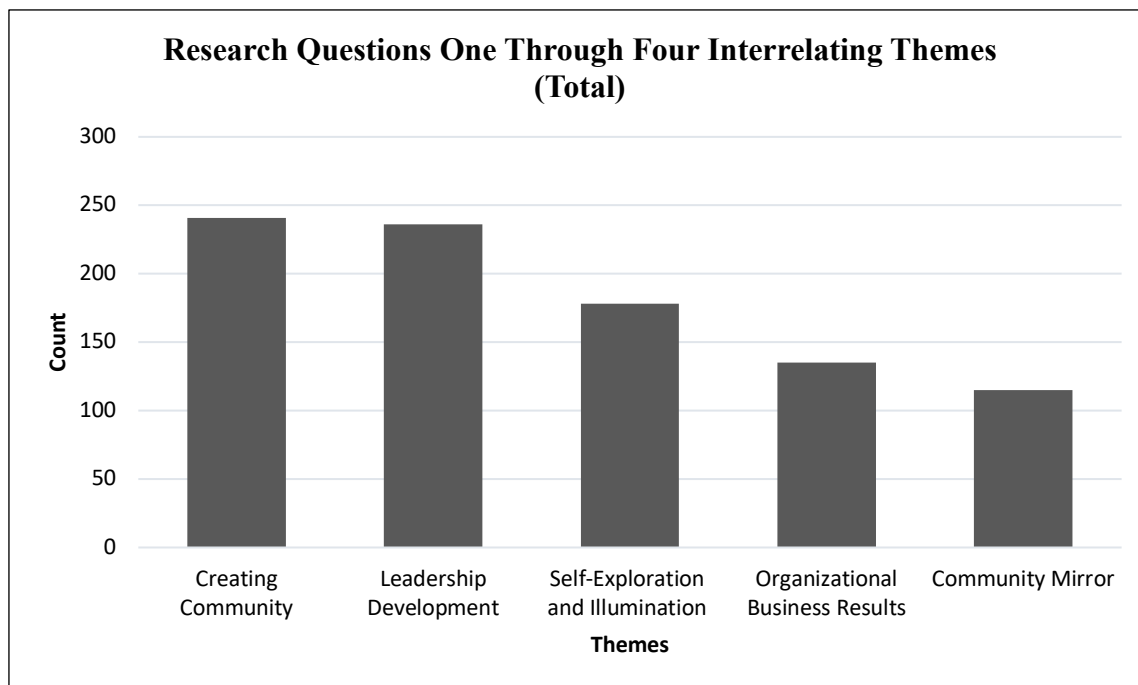


Figure 8. Integration of all 20 interview questions interrelating themes.

Chapter Summary

The study's problem statement, purpose statement, central guiding research question, and four research questions guided the development and execution of the study methodology and analysis. This chapter, and the relating appendices, encompassed and detailed the findings of the study. Analysis of descriptions and themes identified five key themes. Each of the five themes were revealed through textual and structural analysis. The five themes include, creating community, leadership development, self-exploration and illumination, organizational business results, and the community mirror. Levels 5, 6 and 7 of the modified qualitative phenomenological model (see Figure 3) were explored in detail and are fully realized through the Level 7 Interpretation of the Meaning of Themes & Descriptions explored in chapter five.

Chapter 5: Discussion

Chapter Overview

This chapter provides an overview of the key findings of this study and interprets those findings within the context of the study's problem statement, purpose statement, research questions, and methodology. The descriptive phenomenological analysis revealed key aspects of the lived experiences of individuals who participated in an experimental Facilitated Peer-Group Coaching program. This chapter fully explores how these findings map to the research questions and the line of discovery this inquiry was designed to examine (Conklin, 2007). Section headings for this chapter include Introduction, Discussion of Key Findings, Conclusions, Implications for Policy and Practice, Recommendations for Further Study, Evaluation of the Project, and Chapter Summary.

Introduction

The central research question that guided this inquiry was, what are the elements and outcomes of employing a Facilitated Peer-group Coaching modality to develop leadership capacity at the individual and organizational levels? The problem this study addressed was the lack of scalability (both in terms of financial resources and time) that exists in current dyadic leadership coaching models, and in existing team coaching, group coaching, and peer coaching modalities. The lived experiences of study's 16 participants describe the elements and outcomes of the FPC experience. Such descriptions, when compared to current coaching models, highlight similarities and contrasts that can be fully examined in the context of the research problem.

Discussion of the Key Findings

The purpose of this descriptive phenomenological study was to explore the underlying developmental elements and effectiveness of Facilitated Peer-group Coaching (FPC) by

examining the lived experiences of individuals who participated in an experimental FPC leadership development program at a regional power generation company. To that end, the key findings sought to realize that purpose employing two modes. The first was an interpretation of the phenomenological meaning of the themes and descriptions identified in chapter four. The second was an interpretation of the study within the context of the conceptual framework developed in the literature review (chapter two). That framework includes learning methods, coaching methods, and evaluation methods.

Interpretations of meaning – themes and descriptions. The seventh level of analysis in the adapted and modified Creswell (2014) model (Figure 3) consists of interpreting the meaning of themes/descriptions. As a result of the study's analysis and interrater validation, five themes developed with regard to how participants experienced the FPC phenomenon. These themes describe the phenomenon within the contexts of creating community, engaging in self-exploration & illumination, creating a community mirror, working on leadership development, and achieving organizational business results. The following paragraphs complete the seventh level of the adapted Creswell (2014) analysis and present rich interpretation of the meaning encompassed within the five themes. The themes are presented in frequency order; the first theme having appeared most often in responses and the last having appeared least often.

Creating community. FPC participants spoke of creating community more than any other theme, describing it in rich detail and intimate expressions. Some participants humorously juxtaposed this intimacy against their engineering training and traditionally left-brain orientation. The experience may have placed them outside their comfort zone, but in doing so they found common purpose and common ground. For participants, creating community meant embodying an environment of safety, trust, transparency, and respect. Safety enables participants to learn to

interact with each other and exchange ideas, feelings, perspectives, concepts, and learning. The environment stimulates an openness for sharing and revealing their authentic selves to each other. In that setting, they grow in empathy for themselves, each other, and for their community. They search for vulnerability and a lowering of the guard to create deeper connection and closeness between their peers; which also helps them own individual strength and presence. As they share this vulnerability, they rely on the community's commitment to confidentiality and unconditional acceptance of what is shared. That acceptance nurtures a sense of humility both personal and shared. The path to creating community begins with the very first session where deeper introductions are modeled and encouraged. As individuals share, their peers choose to also step outside of their comfort zones and open up more quickly. The creating community theme becomes the foundation for other themes and utilizes the FPC tools to continue to grow relationships within every activity. The use of dialogue gives participants a new language and process to grow self-exploration and interpersonal relationship skills. Dialogue is one of the ways participants create an atmosphere of safety.

An almost mystical aspect of the lived experience of FPC participants is the profound and vigilant sense of ownership participants feel for their community. It is their community, simultaneously created individually and collectively. Created by all. Led by all. Followed by all.

Leadership development. The FPC program featured in this study had at its center, the objective of leadership development. Accordingly, it is not surprising that the leadership development theme is so prominent in the participant's lived experiences and descriptions. The FPC experience provides a hands-on training ground for leaders and leadership development. Over the course of the program, participants experience exponential and transformational growth in their ability to lead, influence, and continuously improve their leadership skills. Participants

are enlightened by the process of unearthing their own leadership philosophy and style. They then begin applying new learning to both their professional and personal lives. A key aspect of the FPC program is that it is not a course or class to be taken, but instead a leadership development experience that the community creates. Just as the participants feel deep ownership of the created community, they feel an equal stake in owning and shaping the community's leadership development experience.

Participants learn about themselves as leaders and learn how to identify their strengths and overcome or transcend their weaknesses. Their peer-to-peer relationships and coaching provide insight and encouragement unlike anything they have experienced. They gain actionable insight possessing great focus and accountability. Participants develop greater presentation skills, deep listening skills, influencing skills, teamwork skills, communication skills, and the ability to effectively deal with ambiguity and change. They explore high-trust networks and high-performance teaming. They learn that trust is a phenomenal multiplier for both organizational execution and speed.

FPC participants also experience leadership from new vantage points. They discover leadership as a distinct language and way of thinking. They are able to step back and view leadership from their own personal perspective, a "people-centered" perspective, and an overall business operations perspective. Such insight prompts growth in personal influence which flows out and impacts the effectiveness of individual work teams.

Self-exploration and illumination. The theme of self-exploration and illumination is present, in some form, in responses to each of the twenty interview questions. Participants experience transformational and exponential growth as they learn and work together. Many experience an enlightenment as they explore unknown parts of themselves and as they explore

pragmatic practices they can employ for personal, professional, and leadership development. The “light” of their enlightenment searches the far corners of their self-knowledge. The openness that leads to such enlightenment is not something most participants possessed prior to their FPC experience. Entering the program, participants mentioned significant levels of nervousness, awkwardness, and of being out of their comfort zone as they were challenged to share their thoughts, emotions, and experiences with others. But most found that the sense of community and the sharing of their peers lead them to intimacy much more comfortably and quickly than they had imagined.

In a relatively short amount of time, participants realize there is much more going on in the FPC experience than might meet the eye. Participants noted that early on, an internal light switch is turned on that opens the door for personal illumination. Elements of the creating community theme, the leadership development theme, and the self-exploration & illumination theme blend together to create deeper introspection and empowerment. As participants disclose their personal exploration with the community, they find that revealing their authentic self is what most people want to see and experience. They learn that transparency, honesty, and genuineness lead to strong connection and bonding. From there, participants search for ways to better understand others and find those areas that resonate deeply and strengthen relationships. By the end of the FPC experience, participants possess greater capacity for self-reflection, curiosity, honesty, openness, self-confidence, gratitude, and personal empowerment – illumination well earned.

Organizational business results. FPC participants are eager to translate their learning and development into specific, measurable business results for their organization. They are conscientious in their desire to live and model the growth they achieve and to prove its worth in

terms of business goals and outcomes. One of the most remarkable aspects of the FPC experience is that significant growth and results are achieved on three levels: (a) organizational, (b) departmental, and (c) business-unit.

According to the lived experiences of study participants, FPC programs achieve substantial growth in both the quantity and quality of leaders. Participants raise their personal leadership game and contribute to raising the games of their peers and of their cohort as a unit. Greater leadership resources provide the organization with greater opportunity and flexibility in operations and strategic planning. Growth in leadership capabilities may also lead to greater communication and trust within the organization and that, in turn, leads to enhanced organizational agility and speed. From a cultural perspective, the organization achieves greater cooperation, collaboration, and accountability.

At departmental levels, an FPC program can lead to greater alignment and cohesiveness. FPC leaders work to break down silos and design programs to maximize and focus on achieving organization-first goals as opposed to competing departmental objectives. Harnessing creative tension rather than enabling territorial squabbles leads to enhanced speed and effectiveness. At the business unit level, FPC participants can improve the business results of their teams by quickly applying what they learn in their FPC community. They leverage enhanced business acumen and apply stronger presentation and influence skills, teamwork and networking skills, problem-solving skills, and change-management skills to improve the productivity, efficiency, speed, and effectiveness of their teams.

The community mirror. One of the ways FPC participants learn to see themselves better is by getting better at seeing themselves. Separate but connected to the theme of creating community, participants create and negotiate the community mirror which serves as a powerful

mechanism for truth-telling and motivational listening. The community creates an ecosystem of mutual development where participants learn coaching skills and become comfortable coaching each other in poignant ways and at substantial depths. Participants are sometimes surprised by how quickly they become willing and able to coach and critique their peers in a public setting. But the trust, transparency, and openness they foster swiftly transforms into a desire to help their peers achieve important growth and development goals. In fact, participants feel they owe their peers the respect and love of providing the most honest and directive feedback they can offer. They share in each-others' vision of growth and transformation. They also share the vision of what they can become and accomplish as a community.

The community mirror changes the way individuals see themselves as they become open to the reflections of their peers and of the process. They learn that the closeness they cultivate leads to a coaching environment where motivation can be delivered as powerfully through deep listening as it is through insightful commentary. Such deep listening reveals blind spots too embedded or too redoubtable to be safely excavated by traditional coaching. The community mirror transforms the FPC experience into a laboratory of personal development and change. The truth, love, and insight that is shared create a singular space for personal and community experimentation. Individuals practice the personal and professional skills they hope to develop and learn, and they learn through the evaluation, coaching, and experiences of their peers. Collectively, the cohort experiments with leadership, teamwork, communication, and group dynamics that can serve the entire organization.

Elements Found in Meaning and Themes

The central research question that guided this inquiry was, what are the elements and outcomes of employing a Facilitated Peer-group Coaching modality to develop leadership

capacity at the individual and organizational levels? The five themes the study identified comprise the element-set beckoned by the research question. The FPC elements of creating community, leadership development, self-exploration and illumination, organizational business results, and the community mirror work in conjunction with the FPC tools (check-in, case studies, leadership presentations, peer coaching, between-session coaching, and dialogue) to deliver program outcomes. More specifically, FPC tools weave the elements together creating the fabric of the FPC experience. For Participant 5, that fabric created leadership development that was “unlike anything else I’ve ever been involved in because it wasn’t a course that was taught, it was an experience that was created” (Participant 5, personal communication, February 2, 2018). The essence of the FPC experience *is* the experience; an experience envisioned, created, nurtured and owned (individually and collectively) by each participant. The second part of the research question addresses the benefits and outcomes of an FPC experience; these are fully explored in the following section.

Interpretation of the phenomenon within the context of the literature. This study was informed by seven key theoretical components (items “a” through “g” below) that served as scaffolding (Hannafin, Land & Oliver, 1999) and combined to form the study’s conceptual framework. This framework was presented in Figure 1 (chapter two) and is composed of a triad consisting of learning models, coaching models, and evaluation models. The learning models segment consisted of (a) Knowles’ (1970) four assumptions of andragogy, (b) Senge’s (1990) five disciplines of organizational learning, and (c) Lave and Wenger’s communities of practice theory (Lave & Wenger, 1991; Wenger, 1998). The coaching models segment includes elements of a (d) group coaching model (Kets de Vries, 2012); the (e) three phases of team coaching (Anderson et al., 2008), and the (f) three-step peer coaching process (Parker et. al, 2015). The

third segment centered on the (g) Kirkpatrick's (1971) four-level evaluation framework and includes other evaluation elements, metrics, and return on investment criteria. These seven components create the standard with which the descriptions and themes of the study's 16 participants were explored. This exploration was not intended to build theory but rather present an opportunity to see how the lived experiences of the study's participants align with current learning, coaching, and evaluation models.

Interpretation of FPC learning within the context of learning models. Table 6 presents an interpretation of how the thoughts, perspectives, and experiences of the participants parallel the learning models presented in the study's literature review. Regarding Knowles's four assumptions of andragogy (Knowles, 1970) and four principles of andragogy (Knowles, 1984), a significant degree of similarity exists. The elements found in andragogy assumptions are all present and well represented in the FPC experience. Virtually every aspect of the FPC program is self-directed, dependent on the personal experiences of participants, based in real-world and immediate issues, and is problem-centered with participants providing all the content that enters the program. Similarly, regarding andragogy principles, participants drive the planning and evaluation of learning and bring experience-based content that has immediate relevance and is problem-centered. The key difference between andragogy and the learning experience described by the study's participants is the FPC's orientation and expectation that participants play both the role of instructor and learner through peer-to-peer development and accountability.

Regarding learning organization theory (Senge, 1990), four of Senge's five disciplines are directly employed by the FPC process. FPC elements and tools involve personal mastery, exploration of mental models, the opportunity to build a common vision, and team learning. Senge's fifth discipline, systems thinking, is not present in a formal sense but does appear

occasionally in peer coaching and dialogue. However, no systems thinking elements were described by participants as being central to the process. Regarding organizational learning elements, all seven of Senge's (1990) elements were present in the descriptions of FPC participants. The key difference being that learning organizations focus on team learning but do not possess rigorous peer-to-peer development and accountability factors.

Regarding community of practice (CoP) theory, FPC programs contain different processes and focus, but many elements and outcomes are quite similar. The first characteristic of a CoP community (Barab & Duffy, 2000), a common purpose and enterprise, aligns well with the FPC purpose of individual and mutual leadership development. The second CoP characteristic is a common cultural or historical heritage. Members of FPC experiences share a common organizational culture and community. Similar to the third CoP characteristic, the relationships and the practices of an FPC community form interdependent systems; each participant learns, each teaches, and each evaluates the learning. The fourth CoP characteristic reveals the most fundamental difference between the two experiences. In CoPs, the community creates a reproduction cycle that continually brings in new members and establishes a process to take them from the periphery to the center of the community in terms of learning and knowledge (Wenger, 2000).

The FPC experience, as described by the participants, has a fixed membership roster with no opportunity to bring in new members. Instead, FPC members are encouraged to take their learning out to their work groups and organizations. Regarding the three steps of developing a CoP (Wenger, 2000), the FPC contains elements of the steps, but the differences in elements and step-order reveal how the two contrast.

Table 6

Participant Parallels to the Learning Models Presented in the Study's Literature Review

| | Andragogy (Knowles, 1970, 1984) | Learning Organizations (Senge, 1990) | Community of Practice (Wenger, 2000; Barab & Duffy, 2000) |
|---|---|---|--|
| Key Similarities with Facilitated Peer Group Coaching (FPC) | <p>Four assumptions of andragogy:</p> <ul style="list-style-type: none"> • Self-directed. • Leverages personal experience. • Practical and relevant learning. • Move from subject centered to problem centered. <p>Four principles of andragogy:</p> <ul style="list-style-type: none"> • Should be involved in planning and evaluation. • Experience (including mistakes) is a basis of learning. • Immediate relevance. • Problem centered. | <p>Disciplines of learning organizations:</p> <ul style="list-style-type: none"> • Personal mastery. • Mental models. • Building shared vision. • Team learning. • Systems thinking. <p>Key learning elements:</p> <ul style="list-style-type: none"> • Organizations learn via individuals. • Personal mastery is a process. • Organizational models = human models. • Identify motivation and clarify priorities to see reality. • Connect with emotionality. • Master creative tension. • Goal setting and visualization. <p>Dialogue as a team learning tool.</p> | <p>Characteristics of a COP Community:</p> <ul style="list-style-type: none"> • Common purpose/enterprise. • Common cultural or historical heritage. • Interdependent system. • Reproduction cycle. <p>Steps of developing a COP:</p> <ul style="list-style-type: none"> • Constructing the domain. • Developing the community. • Developing the community's practices. |
| Key Differences with FPC | <p>The assumptions and principles of andragogy are all represented in FPC themes, but the FPC orientation and expectation is that participants play both the instructor role and the learner role; peer-to-peer development and accountability.</p> | <p>Senge's systems thinking process is not directly related to an FPC theme. While it is present, it is not an essential element. Learning organizations focus on team learning but do not possess the peer-to-peer development responsibility and/or accountability.</p> | <p>COP and FPC processes/goals are very similar. Differences include:</p> <ul style="list-style-type: none"> • COP is an informed process. • COP has peripheral learners. • COP is not multi-dimensional in terms of content. • FPC fosters deeper emotional connection and peer development responsibility. |

Note. Key similarities and differences between facilitated peer group coaching and adult learning and individual and organizational development frameworks. *The Modern Practice of Adult Education: Andragogy Versus Pedagogy*, by M. S. Knowles, 1970, pp. 43-45. New York, NY: Association Press. Copyright 2016 by Association Press; *Andragogy in Action*, by M. S. Knowles, 1984, 8-13. San Francisco, CA: Jossey-Bass. Copyright 1984 by Jossey-Bass; *The Fifth Discipline: The Art and Practice of the Learning Organization* by P. M. Senge, 1994 pp. 5-11; 139-272. New York, NY: Doubleday/Currency. Copyright 1994 by Peter M. Senge; "From Practice Fields to Communities of Practice," by S. A. Barab, & T. Duffy, 2000. In D. Jonassen, & S. Land (Eds.), *Theoretical Foundations of Learning Environments* (1st ed.), pp. 25-55. Mahwah, NJ: Lawrence Erlbaum. Copyright 2000 by Lawrence Erlbaum Associates, Inc.; "Communities of Practice and Social Learning Systems," by E. Wenger, 2000, *Organization*, 7(2), pp. 225-246. Copyright 2000 Etienne Wenger.

The CoP exists with the domain as the center. Individuals go to the CoP because of the domain (content area). With the FPC, everything revolves around the community. Content is secondary. The CoP builds the domain and then goes about building the community and developing its practices. Content is not multi-dimensional. With the FPC, the first and most important step is the development of community, without which, the FPC would lose much of its capability. Because of this, FPC experiences may create a deeper connection between peers and a deeper responsibility for the development of all FPC community members.

Interpretation of the FPC within the context of key coaching models. The problem statement of this study revolves around the difficulty of scaling leadership development. The scaling challenge is most easily revealed in the comparison of dyadic models to non-dyadic models. However, many non-dyadic models have elements that limit the scalability within an organizational context. Table 7 displays the coaching models for group coaching, team coaching, and peer coaching. The table also presents similarities and differences FPC participants describe as being an important part of the process.

The group coaching model (Kets de Vries, 2012) possesses many of the same goals, traits, and expectations found in FPC experiences. Both strive to form a safe community, work on emotional intelligence issues, provide a sense that participants are not alone in their experience, foster experimentation, learn vicariously through participant presentations, and seek to help each other. However, key differences exist. The most significant difference is the role of the coach. In group coaching, a professional coach is utilized to provide coaching to all group members and to the group as a collective (Kets de Vries, 2012). In FPC engagements, the coaches are the participants. The facilitator guides the development of coaching skills in each participant. The facilitator may model coaching skills, but the goal is to transfer that role to the

individuals and to the community. In group coaching, it is hoped that some group members will become role models who can then lead or model change (see item #7 under Group Coaching). In the FPC setting, each participant is encouraged to experiment with both leading and following. There is no place for any rank in the FPC community. Such social ordering is counterproductive to peer development. Also, in group coaching, item #9 describes how the “coach” possesses the ability to know when to intervene and when to take a step back. In the FPC setting, the facilitator plays a similar role in the beginning but quickly sets out to encourage all participants to develop that ability.

In addition to the role of the coach(es), other key differences exist. In the FPC, the community mirror and peer coaching are integral to the model. The goal is to transfer coaching abilities to individuals and have them develop each other. That leads to a sense of depth and connection that does not appear to be reflected in group coaching literature. FPC participants appear to develop greater depth and connection in their community. Also, FPC groups can connect to other FCP groups creating a ready-made network for initiatives and change management.

The three phases of team coaching (Anderson et al., 2008) also consist of elements found in the FPC experience. Team coaching involves creating personal space for change, relationship development between team members, and the alignment of the group to accomplish team goals. FPC engagements possess many of the elements and steps, but the focus is quite different. The FPC works with participants who may or may not work within the same team. Therefore, more focus is placed on individual development and the ability to develop each other; the work-team orientation is only integrated at the organizational level. Again, this reflects the differences in the stated purpose of each coaching modality. The FPC also offers the creating community,

Table 7

Group Coaching, Team Coaching, and Peer Coaching

| | Group Coaching (Kets de Vries, 2012) | Team Coaching (Anderson, et al., 2008). | Peer Coaching (Parker, Wasserman, Kram, & Hall, 2015). |
|---|---|--|--|
| Key similarities with Facilitated Peer Group Coaching (FPC) model | <p>Group coaching model:</p> <ul style="list-style-type: none"> • Coaches construct a safe space. • Coaches manage cloud issues. • Coaches and members encourage yet contain emotional catharsis. • Feel they are not alone. • Coaches encourage novel approaches and experimentation. • Participant presentations offer vicarious learning. • Certain members become role models; a force for change. • Participants become a community. • The coach knows when to hang back and when to intervene. • Members do not simply point out others' dysfunctional patterns; they offer help. | <p>Three phases of team coaching:</p> <ul style="list-style-type: none"> • Participants center themselves and try to create space for change. • Participants build new capabilities and connections, deeper relationships, and focus on team possibilities. • Participants work to create greater alignment within the group. | <p>Three-step peer coaching process:</p> <ul style="list-style-type: none"> • Relationships are built and an atmosphere for positive change is created. • Each individual works to build self-awareness, relational skills, and reflection. • Each individual internalizes relationship and coaching skills. <p>Key Elements:</p> <ul style="list-style-type: none"> • Equal status; be willing to coach and to be coached. • Committed to development of self and peer. • Build mutual trust. |
| Key differences with FPC model | <p>In the FPC setting, the coach is each participant. FPC does not contain 7th and 9th bullet points above (characterized by strikethrough).</p> <p>FPC potentially offers:</p> <ul style="list-style-type: none"> • Greater depth and connection in community. • Community mirror coaching. • FPC groups can expand reach by connecting with other groups. • Organizations have a ready-made network for change. | <p>FPC does not deliver work team specific tasks/responsibilities. FPC potentially offers:</p> <ul style="list-style-type: none"> • Greater depth and connection in the community. • Community mirror and peer coaching. • Greater focus on individual development. • Broader and more comprehensive development. | <p>Peer coaching offers lower costs and can scale:</p> <ul style="list-style-type: none"> • More robust, scalable model. • Professional facilitation and coach the coach format. • More diverse community with greater coaching potential for leadership development, self-exploration and illumination, and business results coaching. |

Note. Key similarities and key differences between facilitated peer group coaching and group, team, and peer coaching. "The Group Coaching Conundrum," by M. F. R. Kets de Vries, 2012, *International Journal of Evidence Based Coaching and Mentoring*, 12(1), pp. 79-91. Copyright 2012 Manfred F. R. Kets de Vries; "Team Coaching Helps a Leadership Team Drive Culture Change at Caterpillar," by M. C. Anderson, D. L. Anderson, & W. D. Mayo, 2008, *Global Business and Organizational Excellence*, 27(4), pp. 40-50. Copyright 2008 Wiley Periodicals, Inc.; "A Relational Communication Approach to Peer Coaching," by P. Parker, I. Wasserman, K. E. Kram, et al., 2015, *Journal of Applied Behavioral Science*. Copyright 2015 SAGE Publications.

leadership development, self-exploration and illumination, the community mirror, and the organizational business results elements which have great potential to scale in an organizational setting. The three-step coaching process and key elements of peer coaching (Parker et al., 2015) also have great similarity with the FPC modality. Both models begin with the development of relationships to create a positive change environment. Both enable participants to work on individual skill development and self-awareness, and both work to develop relationship building and coaching skills. Regarding key elements (Parker et al., 2015), both require that participants are equals, serving concurrently as coach and coachee. Both modalities also require development of significant mutual trust and a commitment to self-development and development of their peer(s). However, significant differences exist, beginning with the fact that most peer coaching engagements are dyadic in nature (Parker, Hall & Kram, 2008). This presents some scaling opportunity because no coaching resources are required. However, the effectiveness of such coaching may be strictly limited to the coaching skills that participants bring to the engagement. Without a knowledgeable facilitator or mentor, the program might not have the direction and perspective to scale on its own. The FPC model may offer a more robust platform by employing professional facilitation to teach coaching skills. The FPC model may also offer, through its larger format, a greater diversity of coaching with more insight into leadership development, self-exploration, and business results perspectives.

Interpretation of the FPC within the context of benefits and outcomes. Appendix J presents a comprehensive listing of benefits and outcomes described by study participants. The list includes items that relate to both individual and organizational benefits and outcomes. Table 8 presents a summary of benefits for the three coaching modalities in the literature review.

Table 8

Summary of Benefits for the Three Coaching Modalities in the Literature Review

| | Group Coaching (Kets de Vries, 2012) | Team Coaching (Anderson, et al., 2008). | Peer Coaching (Parker, Wasserman, Kram, & Hall, 2015). |
|---|---|--|--|
| Key similarities with Facilitated Peer Group Coaching (FPC) benefits and desired outcomes | More time and cost effective than dyadic models; hard and soft business skills; greater business acumen; diverse perspectives; team collaboration; positive role models; learning amplified by shared experiences; harnesses peer pressure; engage with business issues; learn to correct and challenge each other; learn greater flexibility and tolerance; do not feel alone; support can encourage greater self-exploration; self-actualization; group can become a community; altruistic atmosphere; practice how to influence and be influenced; relationship development; high-performance teaming; boundary-less organizations; improved knowledge and management (Britton, 2005; Kets de Vries, 2014, 2015; Moen & Skaalvik, 2009; Muhlberger & Traut-Mattausch, 2015; Scamardo & Harnden, 2007; Thornton, 2010; Ward, 2008; Ward, et al., 2014). | Hard and soft business skills; individual development; team building; focused on organizational outcomes; alignment between personal and organizational goals; employee engagement; culture change; change management skills; organizational capacity building; emotional intelligence; self-awareness and introspection; goal setting skills; problem-solving skills; discovery and insights; and organizational productivity (Anderson et al., 2008; Ashton & Wilkerson, 1996; Ben-Hur, et al., 2012; Brenner, 2009; Britton, 2015; Clutterbuck, 2015; Hackman & Wageman, 2005; Thornton, 2010). | The most time and cost effective modality; personal and professional growth; equal participant status; mutual learning, support, and development; dedicated to the development of their partner; relationship development; high trust and confidentiality; non-judgmental setting; problem-solving skills; employs reflective practices; self-awareness; coaching skills; authenticity; sustainable change; accelerated career learning; empowerment; high degree of ownership; can be delivered in a just-in-time format; confidence; giving and receiving feedback; dealing with change; communication skills (Byrne, et al., 2010; D'Abate, et al., 2003; Goldman, et al., 2013; Joyce & Showers, 2002; Parker, et al., 2008; Parker, et al., 2013; Parker, et al., 2014; Parker, et al., 2015; Robbins, 1991). |
| Key differences with FPC benefits and desired outcomes | In the FPC setting, the coach is each participant. FPC does not contain 7 th and 9 th bullet points above (characterized by strikethrough). FPC experience provides greater: <ul style="list-style-type: none"> • Focus on peer coaching and mutual development. • Focus on creating community. • No community mirror factor. | FPC does not deliver work team specific tasks/responsibilities. FPC potentially offers: <ul style="list-style-type: none"> • Greater depth and connection in the community. • Community mirror and peer coaching. • Greater focus on individual development. • Broader and more comprehensive development. | Peer coaching offers lower costs and a form of scalability: <ul style="list-style-type: none"> • Diversity of perspectives and coaching insights. • Focus on creating community. • Diversity of thought. |

Note. Key similarities and differences with FPC benefits and desired outcomes with the three coaching modalities reviewed in the literature. "The Group Coaching Conundrum," by M. F. R. Kets de Vries, 2012, *International Journal of Evidence Based Coaching and Mentoring*, 12(1), pp. 79-91. Copyright 2012 Manfred F. R. Kets de Vries; "Team Coaching Helps a Leadership Team Drive Culture Change at Caterpillar," by M. C. Anderson, D. L. Anderson, & W. D. Mayo, 2008, *Global Business and Organizational Excellence*, 27(4), pp. 40-50. Copyright 2008 Wiley Periodicals, Inc.; "A Relational Communication Approach to Peer Coaching," by P. Parker, I. Wasserman, K. E. Kram, et al., 2015, *Journal of Applied Behavioral Science*. Copyright 2015 SAGE Publications.

The listing contains items selected from the literature. References for the coaching models included:

- Group coaching literature: (Britton, 2015; Kets de Vries, 2012, 2014; Moen & Skaalvik, 2009; Muhlberger & Traut-Mattausch, 2015; Scamardo & Harnden 2007; Thornton, 2010; Ward, 2008; Ward et al., 2014)
- Team coaching literature: (Anderson, et al., 2008; Ashton & Wilkerson, 1996; Ben-Hur et al., 2012; Brenner, 2009; Britton, 2015; Clutterbuck, 2013; Hackman & Wageman, 2005; Thornton, 2010)
- Peer coaching literature: (Byrne, et al., 2010; D'Abate, et al., 2003; Goldman, et al., 2013; Joyce & Showers 2002; Parker, P., Hall, D. T., & Kram, K. E., 2008; Parker, P., Kram, K. E., & Hall, D. T., 2013; Parker, P., Kram, K. E., & Hall, D. T., 2014; Parker, Wasserman, Kram, & Hall, 2015; Robbins, 1991; Shower & Joyce, 1996).

Items from Appendix J were compared to items found in the literature to identify similarities and differences in benefits and outcomes. The findings do not constitute theory-building but help describe the types of outcomes FPC experiences might need to contain. Regarding group coaching, a large number of benefits and outcome similarities appear to exist based on the descriptions and themes expressed by the study participants.

By their volume, both modalities deliver notable development outcomes. Group coaching is more time and cost effective than pure dyadic models. Most group coaching engagements are collections of individuals from disparate organizations, but many others take place within organizations. Group coaching incorporates group dynamics to impact learning and development. However, the focus remains on individual development and participants engage with the group but are not equipped with coaching skills or the responsibility to grow others. In

contrast, the FPC experience focuses on coaching skill development and the community mirror, so the sense of community may be much greater among its participants.

Team coaching benefits and outcomes also appear to align with the FPC program. Hard and soft skills, and self and group skills are found in both modalities. However, the focus of team coaching is on elevating the skills and abilities of an intact working team. The goal is the elevation of team performance within the context of the team's organizational challenges and environment. That is not present in the FPC experience. While participants do work together on organizational goals, the purpose is on growing individual skills by integrated, mutual development. Participants in this study worked on some shared goals but did not invest in creating a distinct, high-performing team with team objectives. Their goal was to impact the organization at large by growing and sharing their FPC skills with their own work units and then creating an organizational network with other participants. Because of its unique purpose, it appears that FPC participants experienced deeper community because of the community mirror and tools such as the check-in, dialogue, and peer coaching. Also, it appears that FPC participants experienced greater self-exploration and illumination, again, due to the focus and purpose of the model.

Because of the FPC peer coaching tool and the goal for deep relationship development, a significant degree of similarity exists between the FPC and peer coaching. Both foster deep relationships, mutual development, the equality of the parties. A relationship of high trust and confidentiality are present in both as they work to develop hard and soft skills, as well as personal and interpersonal skills. The key difference between the two is that the FPC experience is situated in a group setting and the majority of peer coaching engagements are dyadic (Parker, Wasserman, Kram & Hall, 2015). Another difference is the lack of a skilled coach to guide

development. This factor makes peer coaching scalable, in one sense, because there are no hard-dollar costs associated with the modality. Any two individuals can be paired without incurring the cost of a coach. Peer coaching can occur whenever two or more individuals can be paired and engaged. In that case, theoretically, an entire organization could be coached at once. However, the lack of coaching and leadership development skills tends to make such coaching suboptimal. Because of that skill gap, the scalability of robust and integrated coaching seems less likely. In contrast, the FPC provides rich community development with diverse perspectives and the benefit of receiving a multitude of feedback and coaching opportunities. FPC coaching also has the benefit of creating significant coaching skills within each participant.

Interpretation of the FPC within the context of coaching evaluation methods. The need to develop leadership coaching programs that address the competency and demographic gaps discussed in chapter one is clear, but still, only one-third of coaching interventions are formally assessed (Ely et al., 2010). While the transcripts of this study revealed many evaluative elements through the lived experiences of its participants, that alone may not qualify as a formal evaluation. As with other coaching modalities, the FPC experience can be evaluated from positions referenced in chapter two; the position of the coachee (McCormick & Burch, 2008), the position of the coach (Kombarakaran et al., 2008), the position of the coaching relationship (Ting & Riddle, 2006), and the position of the coachee's organization (McDermott et al., 2007; Niemes, 2002). The following paragraphs briefly explore the findings in relation to the evaluation elements of the conceptual framework (see Figure 1).

The 360-review is one of the most common methods for evaluating coaching engagements (De Meuse et al., 2009; Goldsmith et al., 2000; Tooth et al., 2013). The multi-rater aspect of traditional 360 reviews help organizations and stakeholders assess development

progress from a multitude of perspectives; each stakeholder has the opportunity to express how they experience the coachee and in what context improvement might have occurred (Koonce, 2010). While no formal 360-review process was utilized in the FPC program, there appears to be nothing in the literature nor in the interpretations of the themes from the lived experiences of FPC participants that precludes such a process from being implemented. FPC participants could be evaluated from the perspective of many organizational stakeholders.

The Return on Investment (ROI) metric is an effective business tool in many settings, however, the research literature reveals a great deal of controversy in relationship to using ROI for softer, more human-intensive situations such as evaluating coaching engagements (Anderson, 2004; De Meuse et al., 2009; Grant, 2012). Because of the complexities of organizations, marketplaces, and economies, it is difficult to tie business results directly to a coaching intervention; there are simply too many variables to control (Levenson, 2009). However, some organizations do attempt to implement an ROI for coaching interventions. Analysis of the lived experiences of FPC participants revealed no significant elements that would positively or negatively alter the applicability of the ROI metric. The FPC aligns with the other coaching modalities presented in the conceptual framework.

Similar to the frameworks for 360-review and ROI, evaluating the findings from the lived experiences of FPC participants did not reveal any positive or negative correlations to Kirkpatrick's (1996) evaluation factors of reactions, learning, behavior, and results. Within the FPC methods, participants could be evaluated in the same manner as the other coaching modalities that comprise the conceptual framework (see Figure 1). Because of the wide-spread occurrence of Kirkpatrick's (1996) model in the literature, it may provide an excellent

framework to evaluate how FPC participants react to, learn from, modify behavior for, and achieve results within the FPC experience.

Conclusions

Leadership coaching is but one small segment of the greater arena of leadership development (Bower, 2012). As revealed in the literature review, a wide array of methods and modalities exist (Bond & Seneque) to address the current shortage, both in quantity and quality (Douglas & Morley, 2000) of leaders able to navigate in the current complex and dynamic global marketplace. Within the segment of leadership coaching, FPC presents an opportunity to address this study's problem statement by enabling the scaling of leadership coaching, both with respect to financial resources and time.

The textual analysis, structural analysis, and thematic interpretation of the lived experiences of FPC participants suggest that such scalability might indeed exist. The FPC's alignment with andragogy (Knowles, 1970), learning organizations (Senge, 1990), and learning communities (Barab & Duffy, 2000; Wenger, 2000) suggests it possesses competencies that are salient within individual and group learning. The findings of the phenomenological analysis of the FPC coaching model and its benefits and/or outcomes suggests that it accomplishes much of what is achieved in dyadic coaching, group coaching, team coaching, and peer coaching interventions. Regarding program evaluations, the key findings also suggest that the FPC model can leverage similar methodologies (360-reviews, ROI, stakeholder interviews) that are commonly associated with existing coaching models. Utilizing this study's conceptual framework, one of the key conclusions is that the lived experiences of its participants suggests that the FPC experience may possess the ability to scale because of its alignment to rigorous learning models, the similarity of its benefits and outcomes with proven coaching modalities, and

the applicability of evaluation methods commonly applied to leadership development and for coaching interventions. That fact, combined with the FPC's ability to coach many participants at once, suggests that the model would indeed scale quite effectively. However, the purpose of this study and the nature of descriptive phenomenology are limited to describing and interpreting aspects of the phenomenon, and do not represent theoretical substantiation.

The Facilitated Peer-group Coaching Ecosystem

The key findings of this study suggest the existence of an FPC ecosystem. An ecosystem can be defined as, "the complex of a community of organisms and its environment functioning as an ecological unit" ("Ecosystem," 2018, p. 1). Within that definition, the FPC ecosystem contains the FPC elements, tools, and all forms of interaction. A more apt and robust description of the elements of this ecosystem can be found in Lewin's (1942) field theory. Lewin posited that human behavior can be comprehended, predicted, and modified by examining all psychological forces within an ecosystem; what he called a "life space" (Lewin, 1942, p. 217), for a given point in time. The forces in the Lewin's ecosystem are termed fields. Within that context, the elements of the FPC ecosystem can more elegantly be thought of as (a) the field of creating community, (b) the field of self-exploration and illumination, (c) the field of the community mirror, (d) the field of leadership development, and (e) the field of organizational business results. Viewing these as Lewin-esque fields provides an opportunity to better explore and more richly describe the FPC ecosystem and its inner workings.

Figure 9 presents an illustration of the FPC ecosystem. The figure does not represent a theoretical model, but rather serves as a graphical representation of characteristics, actions and activities described by FPC participants. In Figure 9, the FPC fields are distributed around the outer circle with FPC tools located in the center circle. The placement of FPC fields

(phenomenological themes) around the outer circle reflect findings unearthed in the analysis of significant statements. Each of the fields can engage with the other fields at any time, however, a clockwise rotation from Creating Community to Organizational Results depicts an order of progression described by FPC participants. In addition to engaging each other, each field can also employ any of the FPC tools.



Figure 9. The facilitated peer-group ecosystem.

The ecosystem and fields in action. Participants in the study describe creating community as the field on which the FPC process begins. As Participant 11 noted, "... [creating community] is the key to the whole circle... it establishes the safe environment... all other skills hinge on that" (Participant 11, personal communication, February 5, 2018). In this field, all six FPC tools can be employed to bring the community together. The check-in tool gives participants an opportunity to step outside their comfort zones and share deeply. Such sharing is contagious and inspires the participants toward greater authenticity. The dialogue tool provides

participants the language to delay judgment and, “Seek first to understand. Then to be understood” (Covey, 1989, p. 235). Participants experience the power of dialogue to defuse misunderstandings and conflict. Leadership presentation and case study tools provide instruction on how participants can teach and learn from each other. As they share content, they create community. The between-session coaching provides participants with an opportunity to step outside the community and view individual and collective growth through reflection with their facilitator. That often prompts participants to be more courageous in their sharing and coaching. For many participants, the most surprising tool that creates community is peer coaching. They are amazed how quickly they become willing to coach each other. As Participant 15 noted, “It was always from that place of love, of I want you to get better out there, I’m going to be very honest with you” (Participant 15, personal communication, February 7, 2018). It is that type of honesty and love, and the integration of all six tools that lead participants to be willing to take the next step to greater self-exploration and illumination.

As a sense of community is created and participants learn to share, coach, and be coached, more space is created for individual exploration. Participants find themselves in a close and safe community that allows them to question their thoughts, feelings, and beliefs. In this context, participants move toward the field of self-exploration and illumination. As Participant 8 noted, the process is “interesting and enlightening. It actually just makes you more open and honest” (Participant 8, personal communication, February 5, 2018). As Figure 9 demonstrates, the arrows between the field of creating community and the field of self-exploration and illumination go both ways. The process is not linear. It is infinitely iterative and cyclical. Both fields interact with each other, along with the FPC tools, to develop greater depth and breadth in each field. The check-in tool provides participants the opportunity to consider going deeper in in

choosing how much they want to share of themselves. The dialogue tool again provides a language of declaration, inclusion, and community. Presentations and case studies provide the opportunity to see how they show up in such settings. The peer coaching tool does more than simply provide diverse perspectives and recommendations, it again provides loving insight that grows community and lends courage to self-discovery.

The third and most singular field in the FPC ecosystem is the community mirror. This field does not exist without the groundwork of community creation and self-exploration and illumination. In this stage, peer-coaching evolves from a tool into its own dynamic field. As the community grows and individuals engage in a deeper exploration of themselves, the group develops the ability to speak deeply and often into each other's lives. Community mirroring moves from discipline to ritual to habit. The community mirror is always there, adding insight to both the individual and the collective. Perhaps the most apt demonstration of what occurs in this field can be experienced looking through the Johari Window (Luft & Ingham, 1961).

As Figure 10 illustrates, the Johari Window consists of four views of the self. The open self contains aspects of ourselves that we know of and that are known to others. The hidden self contains aspects of ourselves that we know of, but others do not see. Blind spots are the aspects of ourselves that others know of, but we do not see. And finally, the unknown self contains aspects of ourselves that are not known to ourselves or others. As participants enter the FPC experience, they arrive as the open self. However, at the first session they are encouraged to bring forward elements that might exist in the hidden self.

As the community forms, and as participants engage the field of self-exploration and illumination, more and more of the hidden self is disclosed. It is the community mirror field that challenges participants to seek out peer perspectives that can reveal blind spots and encourage

even greater steps in the self-exploration and illumination field in order to gain greater access to the unknown self.

| | | |
|--------------------------------------|--------------------------|------------------------------|
| | What is Known to Self | What is NOT Known to Self |
| What is Known to Others | Open Self | Blind Spots |
| What is NOT Known to Others | Hidden Self | Unknown Self |

Figure 10. The Johari Window. Adapted from “The Johari Window: A Graphic Model of Awareness in Interpersonal Relations,” by J. Luft and H. Ingham, 1961, *Human Relations Training News*, 5(9), pp. 6-7. Copyright National Training Laboratories of the National Education Association.

As with the first two FPC fields, the arrows between the community mirror field and other fields point in both directions. As the creating community, self-exploration and illumination, and community mirror fields engage, each contributes and refines the others within the ecosystem. Regarding FPC tools, all are fully employed in the community mirror field. The check-in, dialogue, presentation, case study, between session coaching, and peer coaching all work together to promote truth telling, safety, and personal development.

The fourth field is comprised of all the leadership development goals, initiatives, and activities. While leadership development tools such as presentations, case studies, and peer coaching initiate at the first meeting, leadership development is driven by other fields in the ecosystems more than driving the other fields. While leadership development is a primary goal

in FPC engagements, it is as much a byproduct of the ecosystem as it is a distinct field; which is true of each of the five fields.

All six of the FPC tools combine to create a hands-on experience. As Participant 1 noted, “I personally saw exponential growth in my leadership capabilities, presentation skills, teamwork, and dealing with ambiguity and change – just to name a few” (Participant 1, personal communication, February 1, 2018). Presentations and case studies expose participants to leadership content, and dialogue and peer coaching help refine soft skills. The between-session coaching tool helped situate learning in each participant’s work group. Participant 11 stated that this leadership development change was “transformative” and “exponential” enabling participants “to take their game to the next level” (Participant 11, personal communication, February 5, 2018). Such transformation leads participants to describe huge gains in self-confidence and business acumen.

Without the FPC field of organizational business results, facilitated peer-group coaching, like all other leadership development efforts, would not exist. This field constitutes the economic driver that serves both the individual and the organization. Organizations invest in leadership development and coaching to achieve better results. No matter what field the community may be operating from, many participants have, in the backs of their minds, the question of how to translate this energy and ability into tangible business results. Like the other four fields, the business results field can be both the input and/or the output of the ecosystem. It is certainly the end product, but it also provides input into the community, into the individual, into the mirror, and into leadership development. With the check-in tool, leaders learn to speed up by slowing down; remembering that people acknowledged are people engaged. The dialogue tool provides tangible business-results benefit by engaging diverse perspectives, ensuring that the

problem being addressed is the real problem. Dialogue also expands creativity and leverages high-powered conflict resolution skills. The leadership presentations and case studies sharpen leadership skills and abilities and drive productivity and strategic acuity. The between-coaching sessions help to pull everything together to provide each participant with actionable development goals. The organizational business results field provides the FPC experience with tangible goals and objectives and helps ensure that the skills and abilities being developed align clearly with organizational needs.

In conclusion, the FPC ecosystem (Figure 9) attempts to interpret and describe the phenomena that gather around, engage, integrate, refine, and complete the facilitated peer-group coaching experience. They help answer the central research question and provide opportunities for further research and scholarship.

Implications for Policy and Practice

The intention of this study was to identify the elements and effectiveness of the FPC modality and to explore the question of whether such a modality might lead to a scalable leadership coaching model. As the elements surfaced through the study's descriptions and themes, several additional implications were drawn from the findings. These implications include implications for contemporary organizations, implications for coaches and coaching organizations, and implications for academic scholarship.

Implications for contemporary organizations. Finding, developing, and retaining leadership capital is one of the most important strategic objectives facing global organizations (Coutu & Kauffman, 2009; Day et al., 2014). For businesses, a scalable, more cost-efficient and effective model could lead to faster and more productive leadership development. Such a development could help close the current leadership gap. Leaders could be developed

concurrently in groups rather than one at a time. By integrating FPC programs into their talent management programs, organizations could discontinue non-scalable coaching and training programs, reducing overall spending on leadership development. Once several FPC engagements were completed within an organization, those groups could integrate to work together on specific problems and programs; having several groups band together to address cultural issues could create a tipping point for organizational change. The enhanced relationships, teamwork, and coaching skills could create a change management framework and platform that could be utilized to address a number of different organizational challenges. Perhaps one of the greatest implications might be that, if every leadership level possessed the interpersonal and coaching skills described in the FPC experience, the proactive focus on growing leaders could have a tremendous impact on organizational culture and business results.

Implications for coaches and the coaching industry. A scalable executive coaching model could present tremendous opportunities for practitioners and the coaching industry in general. New programs and offerings could be delivered to clients with greater impact and at a lower cost. The adoption of FPC might also spur more innovation, research, and development in peer-based models that could revolutionize the industry. But widespread adoption of FPC programs might also present a mixed bag for coaches and coaching organizations. The industry might see a significant decrease in the number of dyadic engagements that the market would demand, thereby significantly reducing the number of coaches and coaching organizations. In addition, a decrease in the number of coaches may also impact coaching associations and accrediting organizations. In that case, such organizations would need to shift their focus and outreach.

Implications for academic scholarship. A scalable executive FPC coaching model might have a significant impact on current literature and might also create new avenues of scholarship. For academia, a new coaching model integrating key elements from a diverse set of coaching modalities may enhance multiple coaching theories (group coaching, team coaching, peer coaching, etc.) and might also open a door to new branches of theoretical and empirical inquiry. While this study introduced a new coaching modality, its approach, tools, and elements might help further define the coaching field and help clarify the contradictions and confusion noted by Ting and Riddle (2006); Weller and Weller (2004). Specific academic fields that might be altered or enhanced by the development of FPC theory include global leadership, leadership development, corporate training, leadership coaching, coaching evaluation, learning theory, talent management, performance management, organizational behavior, organizational development, change management, corporate culture, strategic leadership, and many others.

Recommendations for Further Study

This research study employed a modified descriptive phenomenological approach by interviewing 16 leaders who had participated in a facilitated peer-group coaching program for a regional power generation company. While their lived experiences, perceptions, thoughts, feelings, and illuminating insights certainly possess promise and might possibly add to the body literature, there are countless opportunities to explore further research. The following are recommendations for future research that may deepen or broaden research in multiple global leadership-oriented disciplines:

- Perhaps the most immediate and accessible research study would be to further analyze the existing data and explore differences in the phenomenon based on the respondents' age, gender, and management level. This study sought to explore the elements and

effectiveness of the FPC experience from a unified view of the phenomenon. Descriptive statistics were not employed in this study, but such analysis might offer significant insight and provide a new dimension to the data and to the findings.

- Another accessible research study could employ the existing data to conduct a grounded theory inquiry into FPC. This seems like a logical next step in moving from the description of the phenomenon into a theoretical reality. The FPC ecosystem in this study served as a framework and metaphor to describe how the various fields interact with and enrich each other. A grounded theory study could turn that metaphor into theory which would add to the literature and further legitimize and establish the phenomenon.
- A highly-recommended and potentially fascinating study within the current setting would consist of a longitudinal study of the 16 subjects. Checking back in with them at 5, 10, and 15-year intervals could provide insight into the staying power of the phenomenon. Are the changes these participants experienced lasting or ephemeral? Did FPC leaders continue to replicate the principles and practices throughout their career? Was there an additional step or activity that participants employed to build upon their FPC experience? The answers to these questions could significantly contribute to the global leadership field of study.
- It is certainly feasible that the FPC ecosystem and the interaction of its fields might yield new insight in the development of a new or complementary adult learning theory. Examining through a learning-theory lens, a study could be constructed that might contribute to the understanding of how adults learn in groups, and how that might be harnessed and employed. Do the fields, tools, and interactions in an FPC setting

construct new theory? And could current advancements in social neuroscience be folded into such a research project?

- Outside of the existing data set, another accessible and natural extension of this study could be to replicate it within a different population. The instrument and methodology have been established and validated, therefore the study could easily be transported to new companies, new industries, new cultures, and new geographies around the globe.
- At some point, any theoretical models, frameworks, or elements stemming from the FPC phenomenon will need to be tested quantitatively against other coaching, leadership-development, or adult-learning theories. This could spawn several research projects. Utilizing existing leadership development instruments, the experiences of this study's population could be evaluated against other modalities. This study's population could be involved in a quantitative study to further explore specific fields and tools utilized by FPC experiences. Quantitative studies could also explore differences between FPC groups and experiences. Quantitative studies could compare the FPC modality with other leadership development, adult learning, training, and change management experiences. If the FPC field grew, pre-test and post-test research could be conducted on FPC experiences and quantitative studies involving control groups could be employed to test the effectiveness of this modality.

A multitude of other studies and research projects, qualitative and quantitative, could be undertaken if the FPC phenomenon were to become established theory in global leadership, learning theory, organizational development, or other disciplines.

Evaluation of the Project

This dissertation journey has been unlike anything I have ever experienced. And, unfortunately for the side of me that likes to think I am unique, it has fit every cliché I ever heard about the Ph.D. process. I have had moments when I felt like a genius, stringing thoughts together that seemed absolutely ground-breaking. Those moments were often quickly followed by self-flagellation and confusion when those same ground-breaking thoughts crumbled in the light and heat of further examination. Worse yet, sometimes things that seemed vitally connected fell apart, spinning me off my track and into a dissertation wilderness to wander... for days.

Considering these thoughts, my evaluation of this project is much more about the inward project than the mass of paper, quotes, recordings, spreadsheets, figures, and tables that have been compiled. No matter how much I have fallen in love with the data, analysis, and the potential of this project, the truth is that it has been painful at times. It has pushed, prodded, and challenged what I thought I knew. At times it felt like it could have gone on forever, figuratively and literally. And the truth is that it will go on forever. The dissertation is not the conclusion of an academic program, but rather the installation of a new aperture; a new way of viewing the expansiveness of the universe within the compression of self. The exploration of social phenomena goes on forever and the supply is as vast and endless as the mind's potential.

Regarding more specific evaluative elements of this project, one of the greatest lessons I learned involved something that I struggled with in the design of the methodology. I had intended to use Atlas ti, the Qualitative Data Analysis (QDA) research software tool, for some of the textual analysis. There is significant disagreement regarding the use of ODA software in phenomenological analysis (Atherton & Elsmore, 2007; Evers, 2011; Roberts & Wilson, 2002).

I had hoped that the tool might assist in identifying potential codes and themes. After working with the program and seeking outside assistance with the mechanics of the software, I became troubled with the fact that to utilize Atlas ti, I had to specify potential codes in a manner that oversimplified categories and thus lost much of the uniqueness and richness that I was seeking. After struggling with the software, I decided to hand code the data and thus found much of the richness revealed in the study's findings.

Another key learning revealed in this project is that epoche is a continuous process rather than a chronological step in the process. I found it necessary to revisit and revise my epoche notes to continually cleanse my analysis palette. This may not be true for every phenomenological study, by my extensive experience in coaching and my familiarity with the subjects required a renewal of epoche.

One surprise I experienced during the project was the lack of negative feedback received from the participants. I had thought that interview questions 18 and 19 might reveal deficiencies in the tools or practices in the design. However, the findings revealed that most of the advice from FPC alumna dealt with how participants and facilitators should approach the experience and what kind of setting needs to be put in place. The positive nature of the feedback may very well have been a reflection of my relationship to the participants and our joint industry with regard to the FCP experiences. As expressed in the positionality section in chapter one, the previous relationship between myself and the participants may have impacted the feedback.

Another surprise involved the participants' descriptions of the value of the between-session coaching tool. While some participants found value in the between-session coaching tool, a few respondents expressed little enthusiasm for the tool. They did appear to get much out of the sessions. The different reactions may be related to interaction with specific internal

coaches, but other feedback was more general in nature. From my personal perspective, it suggests that further thought and evaluation be put into how to optimize the use of between-session coaching.

Two other surprises dealt directly with theoretical elements presented in the conclusion. Upon reflection of the study's findings, Lewin's field theory (1942) appeared serendipitously. As I interpreted the study's themes and tried to describe the elements of an FPC experience, Lewin's portrayal of the life space came to mind, and the elements elegantly transformed into fields. The realization not only added clarity, but it also provided theoretical weight. In similar fashion, the Johari Window (Luft & Ingham, 1961) brought clarity and simplicity in helping to describe the complex and almost mystical aspects of the FPC community mirror. The ability of FPC inquiry to stand on the shoulders of those two theories brought a deep sense of relevance and connection.

Chapter Summary

This final chapter presented the key findings and conclusions of the study encompassing the entire research endeavor. In examining the lived experiences of the study's 16 participants, key interpretations of the FPC phenomenon have been identified and described. The five FPC fields and contexts of creating community, self-exploration and illumination, the community mirror, leadership development, and organizational business results have been summarized drawn from the deep and rich (Van Manen, 2014) experiences of the study's participants. From the analysis, two categories of conclusions were established. The first category explored conclusions related to the FPC's potential to align with the conceptual framework of the study. Those conclusions revealed the similarities and differences the FPC shares with key learning theories, coaching theories, and evaluation frameworks. The second conclusion is represented in the FPC ecosystem (see Figure 9). This ecosystem demonstrates how the FPC fields interact

with and influence each other in the system. These conclusions point toward a myriad of implications for organizations, coaches and coaching organizations, and academia. In addition, the conclusions of this study present tremendous opportunity for further research and inquiry.

REFERENCES

- Anderson, M. C. (2004). What ROI studies of executive coaching tell us. *The Link Age Leader*, Retrieved from http://www.leadershipsolutions.co.za/uploads/3/9/8/7/39875745/merrill_c_anderson_what_roi_studies_of_executive_coaching_tell_us_1004.pdf
- Anderson, M. C., & Lynch, J. (2007). The utilization and impact of leadership coaching in organizations: Results from the second annual benchmark study. *Metrix Global LLC*. Retrieved from <http://researchportal.coachfederation.org/Document/Pdf/650.pdf>
- Anderson, M. C., Anderson, D. L., & Mayo, W. D. (2008). Team coaching helps a leadership team drive cultural change at caterpillar. *Global Business & Organizational Excellence*, 27(4), 40-50. doi:10.1002/joe.20212
- Ashton, J. T., & Wilkerson, J. (1996). Establishing a team-based coaching process. *Nursing Management*, 27(3), 48N-48Q. Retrieved from EBSCO database.
- Atherton, A. & Elsmore, P. (2007). Structuring qualitative enquiry in management and organization research. *Qualitative Research in Organizations and Management: An International Journal*, 2(1), 62-77. <https://doi.org/10.1108/17465640710749117>
- Atkinson, P. E. (2012). Return on investment in executive coaching: Effective organizational change. *Management Services*, 56(1), 20-23. <https://doi.org/10.1108/dlo.2012.08126aaa.009>
- Barab, S. & Duffy, T. (2000). From practice fields to communities of practice. In D. Jonassen & S. Land (Eds.), *Theoretical foundations of learning environments* (1st ed., pp. 25-55). Mahwah, NJ: Lawrence Erlbaum.
- Ben-Hur, S., Kinley, N., & Jonsen, K. (2012). Coaching executive teams to reach better decisions. *Journal of Management Development*, 31(7), 711-723. doi:10.1108

/02621711211243908

- Bens, I. (2007). The ten essential processes of facilitative leaders. *Global Business & Organizational Excellence*, 26(5), 38-56. doi:10.1002/joe.20163
- Berger, P. L., & Luckmann, T. (1967). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Penguin Books.
- Bonaiuto, M., De Gregorio, E., Sarrecchia, A., & Gentile, D. (2008). The evaluation of executive coaching effectiveness: Theory, research and critical issues. *Bollettino di Psicologia Applicata*, 254, 3-17. Retrieved from www.researchgate.net.
- Bond, C., & Seneque, M. (2013). Conceptualizing coaching as an approach to management and organizational development. *Journal of Management Development*, 32(1), 57-72. doi:10.1108/02621711311287026
- Bono, J. E., Purvanova, R. K., Towler, A. J., & Peterson, D. B. (2009). A survey of executive coaching practices. *Personnel Psychology*, 62(2), 361-404. doi:10.1111/j.1744-6570.2009.01142.x
- Bouchamma, Y., & Michaud, C. (2014). Professional development of supervisors through professional learning communities. *International Journal of Leadership in Education*, 17(1), 62-82. doi:10.1080/13603124.2013.778332
- Bower, K. M. (2012). Leadership coaching: Does it really provide value? *Journal of Practical Consulting*, 4(1), 1-5. Retrieved from https://www.regent.edu/acad/global/publications/jpc/vol4iss1/JPC_Vol4Iss1_Bower.pdf
- Bozer, G., Sarros, J. C., & Santora, J. C. (2013). The role of coachee characteristics in executive coaching for effective sustainability. *Journal of Management Development*, 32(3), 277-294. doi:10.1108/02621711311318319

- Brenner, M. (2009). Group dynamics can enhance leadership development. *HR Magazine*, 54, 12-22. Retrieved from Business Source Premier database.
- Britton, J. J. (2015). Expanding the coaching conversation: Group and team coaching. *Industrial & Commercial Training*, 47(3), 116-120. doi:10.1108/ICT-10-2014-0070
- Brotman, L. E., Liberi, W. P., & Wasylyshyn, K. M. (1998). Executive coaching: The need for standards of competence. *Consulting Psychology Journal: Practice and Research*, 50(1), 40. doi:10.1037/1061-4087.50.1.40
- Brown, J. S., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovating. *Organization Science*, 2(1), 40-57. doi:10.1016/B978-0-7506-7293-1.50010-X
- Brown, M., & Rusnak, C. (2010). The power of coaching. *Public Manager*, 39(4), 15-16.
- Burnes, B., & Cooke, B. (2013). Kurt Lewin's field theory: A review and re-evaluation. *International Journal of Management Reviews*, 15(4), 408-425. doi:10.1111/j.1468-2370.2012.00348.x
- Byrne, J., Brown, H., & Challen, D. (2010). Peer development as an alternative to peer observation: A tool to enhance professional development. *International Journal for Academic Development*, 15(3), 215-228. doi:10.1080/1360144X.2010.497685
- Carey, W., Philippon, D. J., & Cummings, G. G. (2011). Coaching models for leadership development: An integrative review. *Journal of Leadership Studies*, 5(1), 51-69. doi:10.1002/jls.20204
- Chowdhury, M. F. (2015). Coding, sorting, and sifting of qualitative data analysis: Debates and discussion. *Quality & Quantity*, 49, 1135-1143. doi:10.1007/s11135-014-0039-2
- Clutterbuck, D. (2013). Time to focus coaching on the team. *Industrial & Commercial Training*,

- 45(1), 18-22. doi:10.1108/00197851311296665
- Conger, J., & Toegel, G. (2002). Action learning and multi-rater feedback as leadership development interventions: Popular but poorly deployed. *Journal of Change Management*, 3(4), 332. doi:10.1080/714023841
- Conklin, T. A. (2007). Method or madness: Phenomenology as knowledge creator. *Journal of Management Inquiry*, 16(3), 275-287. doi:10.1177/1056492607306023
- Coutu, D., & Kauffman, C. (2009). What can coaches do for you. *Harvard Business Review*, 87(1), 91-97. Retrieved from Business Source Premier database.
- Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic*. New York, NY: Simon and Schuster.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Los Angeles, CA: SAGE Publishing.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: SAGE Publishing.
- Creswell, J., & Miller, D. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130. doi:10.1207/s15430421tip3903_2
- Crotty, M. (1998). *The foundations of social research*. London, UK: SAGE Publishing.
- D'Abate, C. P., Eddy, E. R., & Tannenbaum, S. I. (2003). What's in a name? A literature-based approach to understanding mentoring, coaching, and other constructs that describe developmental interactions. *Human Resource Development Review*, 2(4), 360-384. doi:10.1177/1534484303255033
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory.

- Leadership Quarterly*, 25(1), 63-82. doi:10.1016/j.leaqua.2013.11.004
- Day, D. V., & Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. *Human Resource Management Review*, 17(4), 360-373.
doi:10.1016/j.hrmr.2007.08.007
- De Haan, E., Culpin, V., & Curd, J. (2011). Executive coaching in practice: What determines helpfulness for clients of coaching? *Personnel Review*, 40(1), 24-44.
doi:10.1108/004834811111095500
- De Haan, E., Duckworth, A., & Birch, D. (2013). Executive coaching outcome research: The contribution of common factors such as relationship, personality match, and self-efficacy. *Consulting Psychology Journal: Practice & Research*, 65(1), 40-57.
doi:10.1037/a0031635
- De Meuse, K. P., Dai, G., & Lee, R. J. (2009). Evaluating the effectiveness of executive coaching: Beyond ROI? *Coaching: An International Journal of Theory, Research and Practice*, 2(2), 117-134. doi:10.1080/17521880902882413
- Derrida, J. (1980). *Writing and difference*. Chicago, IL: University of Chicago Press.
- Douglas, C. A., & Morley, W. H. (2000). *Executive coaching: An annotated bibliography*. Greensboro, NC: Center for Creative Leadership.
- Ecosystem. (2018). In *Merriam-Webster.com*. Retrieved April 6, 2018, from <https://www.merriam-webster.com/dictionary/ecosystem>
- Eddy, E. R., D'Abate, C. P., Tannenbaum, S. I., Givens-Skeaton, S., & Robinson, G. (2006). Key characteristics of effective and ineffective developmental interactions. *Human Resource Development Quarterly*, 17(1), 59-84. doi:10.1002/hrdq.1161
- Ely, K., Boyce, L. A., Nelson, J. K., Zaccaro, S. J., Hernez-Broome, G., & Whyman, W. (2010).

- Evaluating leadership coaching: A review and integrated framework. *Leadership Quarterly*, 21(4), 585-599. doi:10.1016/j.leaqua.2010.06.003
- Ely, K., & Zaccaro, S. J. (2011). Evaluating the effectiveness of coaching. In G. Hernez-Broome, & L. A. Boyce (Eds.), *Advancing Executive Coaching: Setting the Course for Successful Leadership Coaching* (pp. 319-349). San Francisco, CA: Jossey-Bass.
- Evers, J. C. (2011). From the past into the future. How technological developments change our ways of data collection, transcription and analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(1), Art. 38. doi:10.17169/fqs-12.1.1636
- Foote, M. Q., & Gau Bartell, T. (2011). Pathways to equity in mathematics education: How life experiences impact researcher positionality. *Educational Studies in Mathematics*, 78(1), 45-68. doi:10.1007/s10649-011-9309-2.
- Fulmer, R. M., & Conger, J. A. (2004). *Growing your company's leaders: How great organizations use succession management to sustain competitive advantage*. New York, NY: AMACOM, Division of American Management Association.
- Fulmer, R. M., & Wagner, S. (1999). Leadership: Lessons from the best. *Training & Development*, 53(3), 28-33. doi:10.1177/1523422308321950
- Gandossy, R., & Guarnieri, R. (2008). Can you measure leadership? *MIT Sloan Management Review*, 50(1), 65-69. Retrieved from Business Source Premier database.
- Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological methods as a qualitative research procedure. *Journal of Phenomenological Psychology*, 28(2), 235-260. doi:10.1163/156916297X00103
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York, NY: Aldine de Gruyter.

- Glunk, U., & Follini, B. (2011). Polarities in executive coaching. *Journal of Management Development, 30*(2), 222-230. doi:10.1108/02621711111105795
- Goldman, E., Wesner, M., & Karnchanomai, O. (2013). Reciprocal peer coaching: A critical contributor to implementing individual leadership plans. *Human Resource Development Quarterly, 24*(1), 63-87. doi:10.1002/hrdq.21153
- Goldsmith, M., Lyons, L., & Freas, A. (Eds.). (2000). *Coaching for leadership: How the world's greatest coaches help leaders learn*. San Francisco, CA: Jossey Bass/Pfeiffer.
- Grant, A. M. (2001). *Towards a psychology of coaching*. Sydney, AU: Coaching Psychology Unit, School of Psychology, University of Sydney.
- Grant, A. M. (2012). ROI is a poor measure of coaching success: Towards a more holistic approach using a well-being and engagement framework. *Coaching: An International Journal of Theory, Research and Practice, 5*(2), 74-85.
doi:10.1080/17521882.2012.672438
- Grant, A. M. (2014). The efficacy of executive coaching in times of organizational change. *Journal of Change Management, 14*(2), 258-280. doi:10.1080/14697017.2013.805159
- Gronhaug, K., & Stone, R. (2012). The learning organization an historical perspective, the learning process, and its influence on competitiveness. *Competitiveness Review, 22*(3), 261-275. doi:10.1108/10595421211229673
- Gubrium, J. F., & Holstein, J. (2011). Qualitative Interviewing. In C.A. Warren, *Handbook of Interview Research* (pp. 83-102). Thousand Oaks, CA: SAGE Publishing.
- Habermas, J. (1988). *On the logic of the social sciences*. (S. Nichol森 & J. Stark Trans.). Cambridge, MA: MIT Press.
- Hackman, J. R., & Wageman, R. (2005). A theory of team coaching. *Academy of Management*

Review, 30(2), 269-287. doi:10.5465/AMR.2005.16387885

Hagen, M. S., & Peterson, S. L. (2015). Measuring coaching: Behavioral and skill-based managerial coaching scales. *Journal of Management Development*, 34(2), 114-133.

doi:10.1108/JMD-01-2013-0001

Handley, K., Sturdy, A., Fincham, R., & Clark, T. (2006). Within and beyond communities of practice: Making sense of learning through participation, identity and practice. *Journal of Management Studies*, 43(3), 641-653. doi:10.1111/j.1467-6486.2006.00605.x

Hannafin, M. J., Land, S. M., & Oliver, K. (1999). Open learning environments: Foundations, methods and models. In C. Reigeluth (Ed.), *Instructional design theories and models* (2nd ed., pp. 115-140). Mahwah, NJ: Erlbaum.

Hassan, I. (1987). *The postmodern turn, essays in postmodern theory and culture*. Ohio University Press.

Hicks, M. D., & Peterson, D. B. (1999). The development pipeline: How people really learn. *Knowledge Management Review*, 2(3), 30. Retrieved from Business Source Premier database.

Hodges, N. (2011). Qualitative research: A discussion of frequently articulated qualms (FAQs). *Family & Consumer Sciences Research Journal*, 40(1), 90-92. doi:10.1111/j.1552-3934.2011.02091.

Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Evanston, IL: Northwestern University Press.

Husserl, E. (1981). *Husserl: Shorter works*. P. McCormick & F. Elliston (Eds.) (R. Jordan Trans.). Brighton, IN: University of Notre Dame/Harvester Press. 10-17

- Husserl, E. (2013). *Cartesian meditations: An introduction to phenomenology*. Spring Science & Business Media.
- Johnson, B., & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed method approaches*. Boston, MA: Allyn and Bacon.
- Jones, R. J., Woods, S. A., & Hutchinson, E. (2014). The influence of the five-factor model of personality on the perceived effectiveness of executive coaching. *International Journal of Evidence Based Coaching & Mentoring*, 12(2), 109-118. Retrieved from <http://ijebcm.brookes.ac.uk/documents/vol12issue2-paper-08.pdf>
- Jonassen, D. & Land, S. (Ed.), *Theoretical foundations of learning environments* (1st ed., pp. 25-55). Mahwah, NJ: Lawrence Erlbaum.
- Joo, B. K. (2005). Executive coaching: a conceptual framework from an integrative review of practice and research. *Human Resource Development Review*, 4(4), pp. 462-88.
doi:10.1177/1534484305280866
- Joppe, M. (2000). *The research process*. Retrieved from <http://www.ryerson.ca/~mjoppe/rp.htm>.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: ASCD.
- Judge, T. A., & Robbins, S. P. (2015). *Essentials of organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Kant, I., (1998). *Critique of pure reason* (P. Guyer & A. Wood, Trans.). Cambridge, UK: Cambridge University Press (Original work published in 1781).
doi:10.1017/CBO9780511804649
- Kets de Vries, M. F. (2005). Leadership group coaching in action: The zen of creating high performance teams. *Academy of Management Executive*, 19(1), 61-76.

doi:10.5465/AME.2005.15841953

Kets de Vries, M. F. (2012). The group coaching conundrum. *International Journal of Evidence Based Coaching and Mentoring*, 12(1), 79-91. doi:10.2139/ssrn.2063730

Kets de Vries, M. F. (2014). Vision without action is a hallucination: Group coaching and strategy implementation. *Organizational Dynamics*, 44(1), 1-8.

doi:10.1016/j.orgdyn.2014.11.001

Kiel, F., Rimmer, E., Williams, K., & Doyle, M. (1996). Coaching at the top. *Consulting Psychology Journal: Practice and Research*, 48(2), 67. doi:10.1037/1061-4087.48.2.67

Kilburg, R. R. (1996). Toward a conceptual understanding and definition of executive coaching. *Consulting Psychology Journal: Practice and Research*, 48(2), 134-144.

doi:10.1037/1061-4087.48.2.134

Kilburg, R. R. (2001). Facilitating intervention adherence in executive coaching: A model and methods. *Consulting Psychology Journal: Practice and Research*, 53(4), 251-267.

doi:10.1037/1061-4087.53.4.251

Kirkpatrick, D. L. (1971). *A Practical guide for supervisory training and development*. Reading, MA: Addison-Wesley, 1971.

Kirkpatrick, D. (1996). Great ideas revisited: Revisiting Kirkpatrick's four-level model. *Training & Development*, 50(1), 54-57. Retrieved from Business Source Premier database.

Knowles, M. S. (1970). *The modern practice of adult education: Andragogy vs. pedagogy*. New York, NY: Associated Press.

Knowles, M. S. (1984). *Andragogy in action*. San Francisco, CA: Jossey-Bass.

Kombarakaran, F. A., Yang, J. A., Baker, M. N., & Fernandes, P. B. (2008). Executive coaching: It works! *Consulting Psychology Journal: Practice and Research*, 60(1), 78-90.

doi:10.1037/1065-9293.60.1.78

- Koonce, R. (2010). Narrative 360° assessment and stakeholder analysis: How a powerful tool drives executive coaching engagements. *Global Business & Organizational Excellence*, 29(6), 25-37. doi:10.1002/joe.20346
- Kraiger, K., Ford J. K., & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78(2), 311-328. doi:10.1037//0021-9010.78.2.311
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Lawrence, P., & Whyte, A. (2014). Return on investment in executive coaching: A practical model for measuring ROI in organisations. *Coaching: An International Journal of Theory, Research and Practice*, 7(1), 4-17. doi:10.1080/17521882.2013.811694
- Leedy, P. & Ormrod, J. (2010). *Practical research: Planning and design* (9th ed.). Saddle River, NJ: Pearson Education Incorporated.
- Leotard, J. (1979). *The postmodern condition: A report on knowledge*. Manchester, UK: Manchester University Press.
- Levenson, A. (2009). Measuring and maximizing the business impact of executive coaching. *Consulting Psychology Journal: Practice and Research*, 61(2), 103-121. doi:10.1037/a0015438
- Lewin, K. (1951). *Field theory in social science: selected theoretical papers* (Edited by Dorwin Cartwright.). Oxford, UK: Harpers.

- Lewin, K. (1942). Field theory and learning. In N. B. Henry (Ed.), *The forty-first yearbook of the National Society for the Study of Education: Part 2, The psychology of learning* (pp. 215-242). Chicago, IL, US: University of Chicago Press. doi:10.1037/11335-006
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: SAGE Publishing.
- Luft, J., & Ingham, H. (1961). The Johari Window: A graphic model of awareness in interpersonal relations. *Human Relations Training News*, 5(9), 6-7. Retrieved from <http://www.convivendo.net/wp-content/uploads/2009/05/johari-window-articolo-originale.pdf>
- Mannheim, K., Wirth, L., & Shils, E. A. (1954). *Ideology and Utopia*. Abingdon, UK: Routledge & Kegan Paul.
- McCormick, I., & Burch, G. S. J. (2008). Personality-focused coaching for leadership development. *Consulting Psychology Journal: Practice & Research*, 60(3), 267-178. doi:10.1037/1065-9293.60.3.267
- McDermott, M., Levenson, A., & Newton, S. (2007). What coaching can and cannot do for your organization. *Human Resource Planning*, 30(2), 30-37. Retrieved from <http://web.a.ebscohost.com.lib.pepperdine.edu/ehost/pdfviewer/pdfviewer?vid=7&sid=258a7379-e33e-40b5-a9de-51413d5e8afe%40sessionmgr4006>
- McKenna, D. D., & Davis, S. L. (2009). What is the active ingredients equation for success in executive coaching? *Industrial & Organizational Psychology*, 2(3), 297-304. doi:10.1111/j.1754-9434.2009.01153.x
- Moen, F., & Skaalvik, E. (2009). The effect from executive coaching on performance psychology. *International Journal of Evidence Based Coaching and Mentoring*, 7(2), 31-49. Retrieved from

https://www.researchgate.net/profile/Frode_Moen2/publication/253147653_The_Effect_from_Executive_Coaching_on_Performance_Psychology/links/56f9105108ae95e8b6d3f60f.pdf?origin=publication_detail

Moerer-Urdahl, T., & Creswell, J. (2004). Using transcendental phenomenology to explore the "ripple effect" in a leadership mentoring program. *International Journal of Qualitative Methods*, 3(2), 19-35. doi:10.1177/160940690400300202

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: SAGE Publishing.

Moustakas, C. (2011). *Phenomenological research methods*. Thousand Oaks, CA: SAGE Publishing.

Mühlberger, M. D., & Traut-Mattausch, E. (2015). Leading to effectiveness: Comparing dyadic coaching and group coaching. *Journal of Applied Behavioral Science*, 51(2), 198-230. doi:10.1177/0021886315574331

Nicholas, J., & Twaddell, K. (2008). Group executive coaching—2008 global survey. Singapore: AIR Institute. Retrieved from http://www.east-west.ru/files/gec_survey.pdf

Niemes, J. (2002). Discovering the value of executive coaching as a business transformation tool. *Journal of Organizational Excellence*, 21(4), 61-69. doi:10.1002/npr.10044

Northouse, P. G. (2015). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE Publications.

O'Neil, M. B. (2005). An ROI method for executive coaching: Have the client convince the coach of the return on investment. *International Journal of Coaching in Organizations*, 3(1), 39-52. Retrieved from http://libraryofprofessionalcoaching.com/wp-app/wp-content/uploads/2014/06/3-1_IJCO2005Issue1fin.pdf#page=40

- Onwuegbuzie, A., Leech, N. (2007). A call for qualitative power analysis. *Quality & Quantity*, 41(1), 105-121. doi: 10.1007/s11135-005-1098-1
- Outhwaite, W. (1998). Jürgen Habermas. In R. Stones (Ed.), *Key sociological thinkers* (pp. 228-246). New York, NY: New York University Press.
- Palmer, B. (2003). Maximizing value from executive coaching. *Strategic HR Review*, 2(6), 26-29. doi:10.1177/1350507606070221
- Parker, P., Hall, D. T., & Kram, K. E. (2008). Peer coaching: A relational process for accelerating career learning. *Academy of Management Learning & Education*, 7(4), 487-503. doi:10.5465/AMLE.2008.35882189
- Parker, P., Kram, K. E., & Hall, D. T. (2013). Exploring risk factors in peer coaching: A multilevel approach. *Journal of Applied Behavioral Science*, 49(3), 361-387. doi:10.1177/0021886312468484
- Parker, P., Kram, K. E., & Hall, D. T. (2014). Peer coaching: An untapped resource for development. *Organizational Dynamics*, 43(2), 122-129. doi:10.1016/j.orgdyn.2014.03.006
- Parker, P., Wasserman, I., Kram, K. E., & Hall, D. T. (2015). A relational communication approach to peer coaching. *The Journal of Applied Behavioral Science*, 51(2), 231-252. doi:10.1177/0021886315573270
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Phillips, J. J., & Phillips, P. P. (2005). Measuring ROI in executive coaching. *International Journal of Coaching in Organizations*, 3(1), 53-62. Retrieved from <http://libraryofprofessionalcoaching.com/wp-app/wp-content/uploads/2015/07/3->

1_IJCO2005315362Phillipsfin.2.pdf

- Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41-60). Boston, MA: Springer.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International Journal of Nursing Studies*, 47(11), 1451-1458.
doi:10.1016/j.ijnurstu.2010.06.004
- Quintana, C., Reiser, B. J., Davis, E. A., Krajcik, J., Fretz, E., Duncan, R. G., Kyza, E, Edelson, D., & Soloway, E. (2004). A scaffolding design framework for software to support science inquiry. *The Journal of the Learning Sciences*, 13(3), 337-386.
doi:10.1207/s15327809jls1303_4
- Reeves, W. B. (2006). The value proposition for executive coaching. *Financial Executive*, 22(10), 48-49. Retrieved from <http://web.a.ebscohost.com.lib.pepperdine.edu/ehost/pdfviewer/pdfviewer?vid=16&sid=6e427df7-eaf3-443c-8d15-c152ff8fe058%40sessionmgr4008>
- Reiners, G. M. (2012). Understanding the differences between Husserl's (descriptive) and Heidegger's (interpretive) phenomenological research. *Journal of Nursing Care*, 1(5), 1-3. doi:10.4172/2167-1168.1000119
- Richards, L., & Morse, J. M. (2013). *Readme first for a user's guide to qualitative methods* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Riddle, D., & Pothier, N. (2012). What clients want: Coaching in organizational contexts. In G. Hernez-Broome & L. A. Boyce (Eds.), *Advancing executive coaching: Setting the course for successful leadership coaching* (pp. 401-430). San Francisco, CA: Jossey-Bass.

- Robbins, P. (1991). *How to plan and implement a peer coaching program*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Roberts, K. A. & Wilson, R. W. (2002). ICT and the research process: Issues around the compatibility of technology with qualitative data analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 3(2), Art. 23. Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/862/1872>
- Rudestam, K.E., & Newton, R.R. (2007). *Surviving your dissertation: A comprehensive guide to content and process*, pp. 87-115. Retrieved from http://sagepub.com/upm-data/14649_Chapter5.pdf.
- Savin-Baden, M., & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. New York, NY: Routledge.
- Scamardo, M., & Harnden, S. C. (2007). A manager coaching group model: Applying leadership knowledge. *Journal of Workplace Behavioral Health*, 22(2), 127-143.
doi:10.1300/J490v22n03-09
- Schlosser, B., Steinbrenner, D., Kumata, E., & Hunt, J. (2006). The coaching impact study: Measuring the value of executive coaching. *The International Journal of Coaching in Organizations*, 4(3), 8-26. Retrieved from http://www.integra-leadership.com/myfiles/documents/coaching_impact_study.pdf
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization* (1st ed.). New York, NY: Doubleday/Currency.
- Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational leadership*, 53(6), 12-16. Retrieved from http://educationleader.com/subtopicintro/read/ASCD/ASCD_351_1.pdf

- South, B. (2007). Combining Mandala and the Johari Window: An exercise in self- awareness, *Teaching and Learning in Nursing*, 2(1), pp. 8-11. doi:10.1016/j.teln.2006.10.001
- Sperry, L. (2008). Executive coaching: An intervention, role function, or profession? *Consulting Psychology Journal: Practice & Research*, 60(1), 33-37. doi:10.1037/1065-9293.60.1.33
- Sperry, L. (2013). Executive coaching and leadership assessment: Past, present, and future. *Consulting Psychology Journal: Practice & Research*, 65(4), 284-288.
doi:10.1037/a0035453
- Steinbrenner, D., & Schlosser, B. (2011). The Coaching Impact Study™. In G. Hernez-Broome & L. A. Boyce (Eds.), *Advancing executive coaching: Setting the course for successful leadership coaching* (pp. 369-400). San Francisco, CA: Jossey-Bass.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research* (Vol. 15). Newbury Park, CA: SAGE Publishing.
- Sultana, F. (2007). Reflexivity, positionality and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An International Journal for Critical Geographies*, 6(3), 374-385. Retrieved from <https://www.acme-journal.org/index.php/acme/article/view/786>
- Tannenbaum, S. I. (1997). Enhancing continuous learning: Diagnostic findings from multiple companies. *Human Resource Management*, 36(4), 437-452.
doi:10.1002/(SICI)1099-050X(199724)36:4<437::AID-HRM7>3.0.CO;2-W
- Tesluk, P., & Kudisch, J. (2011). New directions: Perspectives on current and future leadership coaching. In G. Hernez-Broome & L. A. Boyce (Eds.), *Advancing executive coaching: Setting the course for successful leadership coaching* (pp. 431-439). San Francisco, CA: Jossey-Bass.

- Thornton, C. (2010). *Group and team coaching: The essential guide*. Abingdon, UK: Routledge.
- Ting, S., & Riddle, D. (2006). A framework for leadership development. In S. Ting & P. Scisco (Eds), *The Center for Creative Leadership Handbook for Coaching* (pp. 34-62). San Francisco: John Wiley & Sons.
- Tiryakian, E. A. (2009). *For Durkheim: Essays in historical and cultural sociology*. Burlington, VA: Ashgate Publishing, Ltd.
- Tooth, J., Nielsen, S., & Armstrong, H. (2013). Coaching effectiveness survey instruments: Taking stock of measuring the immeasurable. *Coaching: An International Journal of Theory, Research and Practice*, 6(2), 137-151. doi: 10.1080/17521882.2013.802365
- Training Magazine. (2010, November/December). 2010 training industry report, pp. 18-31.
- Van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Walnut Creek, CA: Left Coast Press, Inc.
- Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Ontario, Canada: State University of New York Press.
- Ward, G. (2008). Towards executive change: A psychodynamic group coaching model for short executive programs. *International Journal of Evidence Based Coaching & Mentoring*, 6(1), 67-78. Retrieved from Business Source Premier database.
- Ward, G., Van de Loo, T., & Have, S. (2014). Psychodynamic group executive coaching: A literature review. *International Journal of Evidence Based Coaching & Mentoring*, 12(1), 63-78. Retrieved from <http://ijebcm.brookes.ac.uk/documents/vol12issue1-paper-05.pdf>
- Warhurst, R. P. (2012). Leadership development as identity formation: Middle managers' leadership learning from MBA study. *Human Resource Development International*, 15(4), 471-487. doi:10.1080/13678868.2012.706428

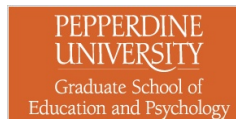
- Wasylyshyn, K. M. (2003). Executive coaching: An outcome study. *Consulting Psychology Journal: Practice and Research*, 55(2), 94-106. doi:10.1037/1061-4087.55.2.94
- Weber, M. (1930). *The protestant ethic and the spirit of capitalism*. London, UK: Unwin University Books.
- Weber, M. (1949). *The methodology of social sciences*. New York, NY: Free Press.
- Weller, K., & Weller, D. (2004). Coaching and performance: Substantiating the link. *Leadership in Action*, 24(2), 20-21. Retrieved from <http://leadershipall.com/wp-content/uploads/2012/12/Coaching-and-Performance-Substantiating-the-Link.pdf>. doi:10.1002/lia.1064
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.
- Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, 7(2), 225-246. doi:10.1177/135050840072002

APPENDIX A

Interview Guide

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |

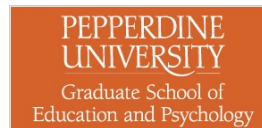


Leadership That Scales: A Transcendental Phenomenological Inquiry into Facilitated Peer Coaching

| | |
|--------------------------------------|--------------------|
| Subject ID: | |
| Date of interview: | Time of interview: |
| Location of interview (City, State): | |
| Name of interviewer: | |

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |



Part 1: Interviewer Instructions

Prior to the interview

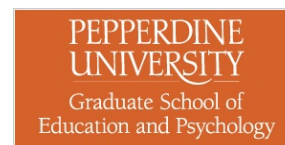
- Provide overview of the study purpose, questions, and informed consent form.
- Gain verbal consent for the audio and video recording. If consent is not given, proceed with no use of audio or video recording.
- Verify receipt of written informed consent form and review for completeness.

During the interview

- This interview guide is semi-structured in nature and meant to serve as a basis for the discussion. Actively listen, probe as necessary and take note of nonverbal communication (e.g., long pauses, facial expressions, gestures). Specifically, the interviewer should be aware of the following:
 - Probes (i.e., specific, targeted questions) are to be used to clarify ideas reported spontaneously by subjects, as well as to explore concepts that subjects have not reported in response to an open-ended line of questioning. Subjects should be given sufficient time to respond to questions before more specific probes are used.
 - Non-verbal cues (e.g., facial expressions indicating rejection or acceptance of one of your questions or apparent affect such as confusion with an item being debriefed) and communication (e.g., nodding or shaking their head, or pointing to identify the location of a sign or symptom) can be informative, especially when discussing potentially uncomfortable or sensitive information. Comment on the non-verbal cue or communication and invite the subject to explain his/her feelings or actions to ensure you have properly interpreted them. Remind the subject that since the interview is being audio-recorded, he/she will need to verbally express themselves (e.g., saying “yes” or “no” instead of shaking their head).

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |

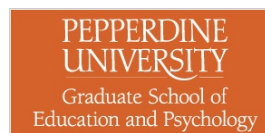


After the interview

- Thank the subject for his/her time.
- Write down brief overall impressions of the interview immediately after it is completed, making sure to note any issues encountered during the interview that may explain the quality or quantity of the data. Overall impressions can be extremely useful and informative for the subsequent interviews, and therefore, you should be prepared to discuss preliminary interview findings with the research team based on your written notes and recollection.

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |



Part 2:

Study Introduction

[Duration: 5 minutes]

Introduction

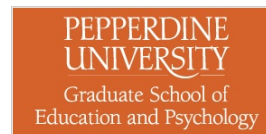
- Thank you for your interest and willingness to be a part of this study.

What to expect

- For this study, we are gathering information from people who have participated in a Facilitated Peer Coaching program. I will be asking you some questions in order to help us better understand your experience, thoughts, feelings, and/or perceptions about your involvement participation.
- The information you provide me will be used to help develop an understanding of Facilitated Peer Coaching and how it might be effectively used to develop and scale leadership development.
- Our interview is scheduled to last about 90 minutes, including this introduction.
- Please understand that there are no right or wrong answers. I welcome you to speak freely; your opinions and perspectives are appreciated. If you need to take a break, or would like to stop the interview at any time, you are free to do so. You also do not have to answer any of the interview questions if you don't want to.
- I have been trained to maintain participant confidentiality. Personal information, including your name and contact information, will remain with me. At every stage of the research process, you will only be identified by a pseudonym.
- Our conversation today will be audio and video-recorded so that I have an accurate record of the discussion. Please speak clearly and loudly so that you can be heard on the recording.
- Do I have your permission to audio-record this session?
 - *If yes:* Thank you. I will ask you again for permission to record once I have the video-recorder turned on.

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |



- *If no:* Do not proceed with the interview.

- Do you have any questions at this point?

Once the audio-recorder is turned on

- This is interviewer, [*state your name*], here with subject [*state subject's Pseudonym*].
- Do I have your permission to audio-record this interview?

Dissertation Study: Ken McFarland

| | | | | |
|------------|---|---------|---|------------|
| Project # | - | | - | |
| Project ID | | Site ID | | Subject ID |



Part 3:

Facilitated Peer Coaching Interview

[Duration: 60 minutes]

Icebreaker and subject's words (5 minutes)

- Please briefly walk me through your career progression at the power generation company.
- How was your experience with your company's Leadership Circle [broadly reference participation in their company's Facilitated Peer Coaching program]?

Research Questions

Research Question One:

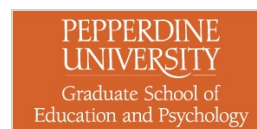
What are the value and/or benefits of a Facilitated Peer-Coaching (FPC) experience in developing leadership skills/acumen?

Corresponding Semi-Structured Interview Questions:

- How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program?
- As you reflect, what feelings or emotions do you associated with your Facilitated Peer Group Experience?
- As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program? *(Possible probing question: What is the most important thing you learned from your experience with the Facilitated Peer Coaching program?)*
- As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program? *(Possible probing question: What do you think is the most important thing your peer circle learned from the Facilitated Peer Coaching program?)*
- As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer Coaching Program? *(Possible probing question: What is the most important thing your organization learned or experienced as a result of your participation in the Facilitated Peer Coaching program?)*
- What is your most lasting memory of your participation in the Facilitated Peer Coaching program?

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |



Research Question Two:

What are the key learning elements or tools of an FPC experience and what are their individual and collective value?

Corresponding Semi-Structured Interview Questions:

Warm up Question: Do you recall the learning elements/tools utilized in your FPC experience? Can you name them?

- What is your recollection of the “Check-in” process? What was its value?
- What is your recollection of the “Leadership Presentation” process? What was its value?
- What is your recollection of the “Case Study” process? What was its value?
- What is your recollection of the “Dialogue” process? What was its value?
- What is your recollection of the “Between-session Coaching” process? What was its value?
- As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, or Between-session Coaching) was most effective or of greatest value?

Research Question Three:

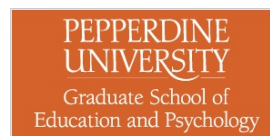
What are the desired outcomes of a Facilitated Peer Coaching experience?

Corresponding Semi-Structured Interview Questions:

- As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why?
- What personal outcomes/accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program? *(Possible probing question: What is the highest aspiration you can imagine with regard to possible outcomes from participation in a Facilitated Peer Coaching program?)*
- What outcomes/accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program?
- What outcomes/accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program?

Dissertation Study: Ken McFarland

| | | | | | | |
|------------|---|---------|--|---|------------|--|
| Project # | - | | | - | | |
| Project ID | | Site ID | | | Subject ID | |



Research Question Four:

What recommendations would participants of an experimental Facilitated Peer Coaching program offer to improve the FPC experience?

Corresponding Semi-Structured Interview Questions:

- As you reflect, what recommendations or advice would you give to future participants of an FPC program?
- As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program?

APPENDIX B

Informed Consent

PEPPERDINE UNIVERSITY

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

LEADERSHIP THAT SCALES: A TRANSCENDENTAL PHENOMENOLOGICAL INQUIRY INTO FACILITATED PEER COACHING

You are invited to participate in a research study conducted by Ken McFarland because you are a leader who has participated in a Facilitated Peer Coaching leadership development program (Leadership Circles). Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this study is to explore the underlying developmental elements and effectiveness of facilitated peer-coaching (FPC) by examining the lived experiences of individuals who participated in an FPC program at a regional power generation company. At this stage of the study, facilitated peer-coaching will be generally defined as a coaching model where a facilitator guides participants in focusing on their individual development objectives while concurrently learning how to develop and coach their peer group members.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to:

1. Review the interview questions that are provided by the principal researcher.
2. Review Pepperdine University's informed consent form.
3. Verbally respond during a face-to-face interview.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include nothing more than that is involved with an hour-long face-to-face conversation. Such risks include:

1. Feeling uncomfortable about answering the study's questions
2. Feeling uncomfortable about being recorded
3. Boredom and/or fatigue with the process
4. Anxiety about a potential breach of confidentiality.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

- Enhancement of understanding of leadership and leadership development both in academic scholarship and professional practice

- Businesses and organizations will have access to a scalable leadership development model which will yield financial and leadership development rewards.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

To mitigate risk and protect the identity of all participants, pseudonyms will be employed during each stage of research, including the reporting of research results and findings. To further ensure confidentiality, no other specific identifying information will be reported in the study including organization names, client names, or specific locations. The identity of the human subjects will be known only to the Principal Investigator. The data and information collected and analyzed (including recorded interviews, transcriptions, notes, coding worksheets, etc.) will only be available to the researcher and will be secured on the researcher's password-protected and encrypted laptop computer, and on encrypted USB drives kept in a locked safe at the Principal Investigator's personal residence. All USB drives will be used only for this research project and will be physically destroyed within 2 years of the study's completion. Paper notes, files, and worksheets will be destroyed immediately after the study concludes. Participation in the study is voluntary and participants have the right to request to be removed at any point in the research process. Participants will also be provided with an opportunity to review the study once it has been concluded. Data will only be reported in the aggregate, and all research records will remain locked in a private safe at the researcher's residence. With regard to anonymity, steps will be taken to mitigate exposure, but the existence of signed consent forms eliminates the possibility of offering anonymity to study participants.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Ken McFarland at [REDACTED] if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX C

Recruitment Email

Dear <Potential Participant Name>,

As you may recall, I began a doctoral program at Pepperdine University's Graduate School of Education and Psychology in the fall of 2014. It has been a challenging and rewarding adventure.

I am currently conducting a research study examining the experiences of individuals who have participated in a Facilitated Peer-group Coaching program. The Leadership Circle you attended is such a program and I would like to invite you to participate in the study.

If you agree, you are invited to participate in a private, face-to-face interview that will be conducted the week of February 5 at the <Interview Location>. The interview is anticipated to last 60-90 minutes. With your permission, I would also like to audio-record our conversation in order to review it as necessary to complete my research. Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. To protect your confidentiality, I have secured a private room for our meeting and I will use pseudonyms instead of names on all securely stored notes and audio files associated with your interview.

Are you interested in participating in this study?

(If yes) Thank you for your participation. I will follow up immediately via email to provide detailed information about the nature of the study and include a copy of interview questions and an informed consent form. Please note that you can withdraw your participation in the study at any time.

If you have questions or would like to participate, please contact me at [REDACTED]

Thank you for your consideration,

Ken McFarland
Doctoral Student
Pepperdine University
Graduate School of Education & Psychology

APPENDIX D

IRB Approval



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 26, 2018

Protocol Investigator Name: Kenneth McFarland

Protocol #: 17-11-672

Project Title: Leadership That Scales: A Phenomenological Inquiry Into Facilitated Peer Coaching

School: Graduate School of Education and Psychology

Dear Kenneth McFarland:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX E

Coding Elements

Research Question One: *What are the value and/or benefit(s) of a Facilitated Peer-group (FPC) Coaching experience in developing leadership skills/acumen?*

| | Interview Questions | Individual Coding Elements | Freq. |
|-----|---|--|--|
| IQ1 | How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program? | <ul style="list-style-type: none"> - Grew Leadership Ability and Skills - Relationships & Teamwork; Leveraging Relationships - Experiential, Hands On, You Get What You Put In - Personal & Organizational Speed - Enlightening; Growing in Self Knowledge - Growth at both Personal & Professional Levels - The Value of Peer Development - Communication, Dialogue & Listening Skills - Good Value & ROI - Honesty & Trust - Dealing with Change and Ambiguity - You Get What You Put In | <ul style="list-style-type: none"> 14 11 8 8 8 8 8 7 7 5 4 2 |
| IQ2 | As you reflect, what feelings or emotions do you associate with your Facilitated Peer Group Experience? | <ul style="list-style-type: none"> - Nostalgic; Miss their Peers - Apprehensive, Nervous, Out-of-Comfort Zone, Frustrated - Self Confidence & Pride, Empowered - Enjoyment, Happiness, Joy - Fun & Excitement - Gratitude, Privileged to be a Part of the Program - Curiosity and Discovery | <ul style="list-style-type: none"> 11 9 6 5 4 3 3 |
| IQ3 | As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program? | <ul style="list-style-type: none"> - Developing Deep & Trusting Relationships; Teamwork - Growing in Leadership Skills & Business Acumen - Learning how to Better Understand Others - Growing Communication Skills (Presenting & Listening) - Learning how to Better Influence Others - Growth in Self Confidence - Greater Authenticity - Problem Solving Skills | <ul style="list-style-type: none"> 14 8 9 9 8 7 1 1 |
| IQ4 | As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program? | <ul style="list-style-type: none"> - Collaboration/Teamwork; Learning, Growing & Coaching each other. - Working on Relationship Development - Creating a Trusting and Safe Environment - Dialogue and Communication - Confidence in our Peer Group - The Peer Group Moves Faster with Better Decisions - Appreciate Diverse Perspectives - Dealing with change and Ambiguity | <ul style="list-style-type: none"> 18 9 6 6 4 4 2 1 |
| IQ5 | As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer Coaching Program? | <ul style="list-style-type: none"> - Developed Promoted a Culture of Trust, Communication, Collaboration that Valued Relationships - Higher Quantity and Quality of Leaders; Better Strategic & Influence Skills - Greater Efficiency, Effectiveness, Problem-Solving Skills, & Decision Making | <ul style="list-style-type: none"> 14 10 9 |

| | | | |
|-----|--|--|---|
| | | - Enabled the Organization to Deal with Downsizing and Other Business Challenges | 5 |
| | | - Created Organizational Alignment, Ownership & Loyalty | 5 |
| | | - Broke Down Silos | 1 |
| IQ6 | What is your most lasting memory of your participation in the Facilitated Peer Coaching program? | - Close Relationships, Bonds, Trust & the Check-in Process | 7 |
| | | - Enlightening; Growing in Self Knowledge & Discovery | 3 |
| | | - Peer Coaching & Encouragement | 3 |
| | | - Case Study & Leadership Presentations | 3 |
| | | - Dialogue Process | 1 |
| | | - Dealing with Change & Ambiguity | 1 |
| | | - Involvement of Senior Leaders | 1 |

Research Question Two: *What are the key learning elements or tools of an FPC experience and what are their individual and collective value?*

| | Interview Questions | Individual Coding Elements | Freq. |
|------|---|---|-------|
| IQ7 | What is your recollection of the “Check-in” process? What was its value? | - Developed Close Relationships | 15 |
| | | - Helped Participants Identify with/Relate to each other | 10 |
| | | - Created an Environment of Safety, Respect & Trust | 6 |
| | | - Resulted in better business results | 5 |
| | | - Broke Down Barriers | 4 |
| | | - Fostered Transparency and Authenticity | 3 |
| | | - Fostered support for each Participant | 3 |
| IQ8 | What is your recollection of the “Leadership Presentation” process? What was its value? | - Received Valuable Leadership Content | 13 |
| | | - Developed Presentation Skills, Influence & Became More Comfortable Giving Presentations | 12 |
| | | - Received High-Quality Peer Coaching Feedback | 11 |
| | | - Learned How to Better Understand/Gage the Audience | 5 |
| | | - Grew in Relationship, Respect, and Bonding with Peers | 2 |
| | | - Experienced Diverse Perspectives | 1 |
| | | - Other Personal Development Growth | 1 |
| IQ9 | What is your recollection of the “Case Study” process? What was its value? | - Got to Present and Engage in a “Real World” Situation | 12 |
| | | - Received High-Quality Peer Coaching Feedback | 11 |
| | | - Developed Presentation Skills, Influence & Became More Comfortable Giving Presentations | 7 |
| | | - Experience a Diversity of Thinking | 6 |
| | | - Safe Training Ground to “Try things out” | 2 |
| | | - Developed Skills in Dealing with Ambiguity | 2 |
| | | - Grew in Relationship, Respect, and Bonding with Peers | 2 |
| | | - The Case Study was an Effective FPC Tool | 1 |
| | | - Developed Problem Solving Skills | 1 |
| IQ10 | What is your recollection of the “Dialogue” process? What was its value? | - Develops Understanding and Appreciation of Diverse Perspectives and the Collective Experience | 14 |

| | | | |
|------|---|---|---|
| | | <ul style="list-style-type: none"> - Brings Definition, Clarity, Context, and Understanding of Problem Definition - Continue to Use it – Even though the FPC has Ended - Learned Value and Skills of Inviting Everyone into the Dialogue - Developed Greater Listening Skills - Was Challenging to Learn - Created a Safe Environment of Respect & Openness - Fostered Deeper Relationships with FPC Members - Resulted in Better Thinking & Decisions - A Good Tool to Use with Conflict/Misunderstandings - Being “Influenceable” increases Influence - Helps Participants be More “Present” | <p>11</p> <p>9</p> <p>8</p> <p>7</p> <p>5</p> <p>4</p> <p>4</p> <p>4</p> <p>3</p> <p>3</p> <p>1</p> |
| IQ11 | What is your recollection of the “Between-session Coaching” process? What was its value? | <ul style="list-style-type: none"> - Challenged Growth & Development - Served as a Resource and Sounding Board for Leadership Issues/Events - Helped in the Development of Case/Leadership Presentations - Did Not Receive Much Value from the Sessions - Value was Dependent on Which Coach You Had - Helped Me Recognize Blind Spots - Bridged the FPC Process to Job Life | <p>8</p> <p>7</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>2</p> |
| IQ12 | What is your recollection of the “Peer Coaching” process? What was its value? | <ul style="list-style-type: none"> - Provided Coaching that was Full of Care, Concern, and Commitment to Each Other’s Development - It is Important to Learn/know how to Give Feedback - It is Important to Learn/Know How to Receive Feedback - The Deep Relationships Fostered Strong Coaching - Very Challenging to Learn/Do - Fostered an Environment of Honesty, Trust, Confidentiality, Vulnerability & Safety - The Entire Organization Would Benefit from the Skill - Coaching is More Meaningful – Coming from a Peer - Continue to Use it – Even though the FPC has Ended | <p>15</p> <p>14</p> <p>13</p> <p>10</p> <p>9</p> <p>8</p> <p>8</p> <p>3</p> <p>2</p> |
| IQ13 | As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, Between-session Coaching, or Peer Coaching) was most effective or of greatest value? | <ul style="list-style-type: none"> - Dialogue - The Check-In - Peer Coaching - Case Study - Leadership Presentation | <p>9</p> <p>8</p> <p>3</p> <p>3</p> <p>1</p> |

Research Question Three: *What are the desired outcomes of a Facilitated Peer-group Coaching experience?*

| | Interview Questions | Individual Coding Elements | Freq. |
|--|---------------------|----------------------------|-------|
|--|---------------------|----------------------------|-------|

| | | | |
|------|---|--|--|
| IQ14 | As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why? | <ul style="list-style-type: none"> - Met or Exceeded Expectation 14 - Gain Greater Leadership Skills & Business Acumen 14 - Gain Greater Insight into Myself & Leadership Style 5 - Develop Deep and Lasting Peer Relationships 5 - Develop Greater Problem-Solving Skills 4 - The Opportunity to Grow & Stretch Personally 3 - Gain Greater Ability to Deal with Ambiguity 3 - Feel More Valuable to the Company & Greater Visibility 2 - Greater Career Opportunities 2 | |
| IQ15 | What personal outcomes/accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program? | <ul style="list-style-type: none"> - Developed Greater Leadership Skills & Business Acumen 11 - Developed Strong Relationships and Support Structure with Inclusion & Trust 9 - Improved Presentation & Influence Skills 7 - Developed Strong Dialogue Skills 5 - Developed Greater Listening Skills 5 - Developed a More Refined View of and Greater Context for Leadership 5 - Achieved Significant Personal Growth 3 - Actively Seek Feedback 2 - Reach out More for Collaboration & Help 2 - Developed a More Strategic, Big Picture View 2 - Better at Leading Diverse Teams 1 | |
| IQ16 | What outcomes or accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program? | <ul style="list-style-type: none"> - Deep Connection and Relationships with Peers with High Trust 11 - Great Teamwork & Collaboration 9 - Grew as Leaders and Grew in Influence & Strategy (Grew Talent) 7 - Broke Down Organizational Barriers & Silos 2 - Empowerment 2 - Culture Change 1 - More Trusted by Our Leaders 1 - We move Faster Individually and As a Group 1 - Greater Problem-Solving Skills 1 | |
| IQ17 | What outcomes or accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program? | <ul style="list-style-type: none"> - Leadership Growth. Greater Quality & Quantity of Leaders, Greater Business Acumen 12 - Strong Relationships, Teamwork, Collaboration & Cohesiveness 10 - Greater Problem-Solving & Decision-Making Skills 9 - Organizational Alignment. Departments, Generations, etc. Better Understand the Big Picture 6 - Positive Organizational Culture Change 6 - Greater Production/Productivity. Efficiencies & Synergy 5 - Greater Personal and Organizational Communication. More Clarity. Use of Dialogue 5 - Greater Organizational Engagement & Empowerment 5 - Greater Organizational Change Capacity. Ability to Adapt and Deal More Effectively with Ambiguity 4 | |

| | | | |
|--|--|--|----------------------------|
| | | <ul style="list-style-type: none"> - Greater Coaching Skills - More Educated Workforce - The Organization is Stronger | <p>3</p> <p>1</p> <p>1</p> |
|--|--|--|----------------------------|

Research Question Four: *What recommendations would participants of and experimental Facilitated Peer-group Coaching program offer to improve the FPC experience?*

| | Interview Questions | Individual Coding Elements | Freq. |
|---|---|---|--|
| IQ18 | As you reflect, what recommendations or advice would you give to future participants of an FPC program? | - Challenge Yourself to Improve and Grow. Engage, Be Willing to Change. You Get Out What You Put In | 13 |
| | | - Keep an Open Mind, Trust the Process, Set Aside Preconceptions, and Be Patient | 10 |
| | | - Understand the Power of Relationships & Trust | 5 |
| | | - Step Outside Your Comfort Zone | 4 |
| | | - Be Open to Feedback & Criticism | 3 |
| | | - Be a Good Listener | 2 |
| | | - Realize That the Experience is a Privilege & Gift | 2 |
| | | - Make Sure Your Supervisor is Committed | 1 |
| | | - Enjoy It | 1 |
| | | - Practice What You Learn | 1 |
| IQ19 | As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program? | - Challenge and Push the Participants Hard. Engage Them. Keep them Honest and Accountable. Value their Experience | 9 |
| | | - Possess Strong Dialogue Skills; Listen and Leverage Silence; Elevate the Dialogue; No One Dominates | 6 |
| | | - Provide Honest & Constructive Feedback | 3 |
| | | - Possess Strong Group Dynamics Skills | 2 |
| | | - Be Open and Transparent Yourself | 2 |
| | | - Challenge Participants to Take Learning Back to Their Work Group | 2 |
| | | - Clearly Outline the Program but Keep the Agenda Flexible | 2 |
| | | - Make Sure Senior Leadership is Committed | 1 |
| | | - Be Democratic. Hold All Accountable; No Rank | 1 |
| | | IQ20 | Any other thoughts or reflections on your Facilitated Peer Experience? |
| - Growth in Organizational Development, Leadership Development, and Change Management | 5 | | |
| - Fortunate to Have Been A Part of It. Loved the Circles | 4 | | |
| - Learned Valuable Skills and Approaches | 2 | | |
| - The Organization Must Create Opportunities for Leaders to Use the New Skills | 2 | | |

APPENDIX F

Significant Statements

Interview Question 1 (IQ1): *How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program?*

| |
|--|
| I personally saw exponential growth in my leadership capabilities of presentation skills, teamwork, and dealing with ambiguity and change - just to name a few. |
| For me, it was a very enlightening experience, both from a personal perspective on my leadership style, and from a business perspective, as well. |
| I think I'd describe it as a fully immersed, I guess, exercise in leadership skills and developing leadership skills. A collaborative group effort where you get to partner with others in your circle and explore the different aspects of leadership, how they apply to you as an individual, and to maybe your peers, and also the higher-ups in the company. |
| ... where we learned to interact with one another, how to listen, how to develop listening skills, learn from one another, exchange ideas, concepts |
| That it was unlike anything else I've ever been involved in because it wasn't a course that was taught, it was an experience that was created |
| My experience in the leadership circle really taught me a lot about myself in that, kind of gave me some reflection back on where some of my weaknesses were. |
| ...but also, outside of work in my personal life and other organizations where I participate. |
| Transformational. It was certainly, I would say, a – what's the word – transformative change, not... incremental change...Exponential Change. Just an order of magnitude change in the people that we saw that went through the Leadership Circles |
| Developed the relationships far stronger than anything I had ever seen before ... certainly more than team building activities or anything like that. |
| ...maybe the third session is when the lights started to go off that there's more going on here than what met the eye from just getting people together to talk about how to become more effective leaders out there. |
| You're blind to the things that you're blind to, and when people point those things out to you, you're able to then see them and to take action on them. |

Interview Question 2 (IQ2): *As you reflect, what feelings or emotions do you associate with your Facilitated Peer-Group Experience?*

| |
|---|
| A feeling of self-confidence and emotions of sheer gratitude that I was blessed enough to get to participate in the leadership circles. I also feel a little nostalgic as I came to really cherish the experience and wish it didn't have to end. |
| It was originally, we're going to solve problems, and it took me a while to figure out that we're really not solving problems, we're just developing ourselves and developing the people that are in this group. |
| Yeah, initially there was some fear of the unknown, I guess. |
| I remember I got way, way, way out of my comfort zone because I'd always been a little uncomfortable, I think, with Dialogue, so that was the biggest thing I felt a complete 180 on. |

| |
|--|
| So, as they left – there’s an emotional tie to each one of those person in the circle, because you get to know them, and then they leave the company or whatever they do, and then there’s a disconnect there. |
| So, there’s definitely emotions throughout the whole process, from the beginning to end. |
| At times, I would say I would call it an uncomfortableness, but it’s because you’re getting out of your comfort zone... *** So that’s how I think of the Leadership Circle, that it’s really stretching you... |
| Yes, the processes of opening up – what’s going on in my life and things like that. It was funny – also then another aspect of that is when I think back to it, you think back with good memories of it. |

Interview Question 3 (IQ3): *As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program?*

| |
|---|
| I can list several. Just along the way, as we built up through the process, presentation skills, self-confidence, leadership-minded thinking for any role, and just an adeptness at understanding people through their, and my, thinking preferences. |
| ...how do I resonate with whoever it is that I’m presenting to, or talking to, working with? |
| For me it was developing the personal relationships with my circle group. On top of that, really understanding the value of those personal relationships. |
| Probably the most important thing is almost really learning the language of leadership. I think leaders speak a little bit differently about things.... Being able to focus on almost more of a strategic effort from a leadership standpoint. |
| I think I developed the type of relationships and trust within an organization that are needed to produce valuable and timely results. |
| I think really understanding the value in showing my authentic self, that that’s what people really want to see. People want to feel understood and heard by you. |
| Whenever I stepped in there – looking back, I didn’t have the confidence than when I left a year later. You get the trust of the group... and you come out of your shell and you work on things that you are kind of self-critical of. |
| I keep thinking about – it’s all about the relationships. It’s all about the relationships that you have with your peers and the people in your industry, who you work with. |
| There’s a new team confidence and like a healthy interdependence on their peers that they develop through the Leadership Circles that adds to their self-confidence. |
| But being in the position to listen and provide coaching in that forum – it made me, I think, a better leader. |
| Problem-solving |
| It’s the idea around context – the importance of context when understanding and interacting with people. Seek to understand before you’re understood. |

Interview Question 4 (IQ4): *As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program?*

| |
|--|
| I would say the biggest thing that we gained from it...was the advantage of dialogue, suspending judgment to learn, and the speed of trust that it builds... |
| ... but meeting once a month to work on ourselves is potentially more important than what we fight on a day to day basis. |

| |
|--|
| Me, personally, I almost felt comfort and knowing hey, we were going to expect this, this is exactly what is happening right now. I find a role in, yeah, we are supposed to be here for everybody else to let them know it's going to be OK, too. |
| I think that's what you gain when you're in a group like that, and you gain trust, and you learn how to deal with people and you watch them as they present, or they do their case studies, and you learn as you go. |
| Learning to trust each other and that we're all willing to help each other. |
| And I would say that's the biggest benefit, is you get a diverse perspective and a safe environment where you can really share (inaudible) and learn. |
| That's probably the first time that I've seen most people in a professional setting experience a safe place to interact and be themselves. |
| We make a better decision collectively if we can understand the input of others without judging and without needing to decide whether it's right or wrong. |

Interview Question 5 (IQ5): *As you reflect, what feelings or emotions do you associate with your Facilitated Peer-Group Experience?*

| |
|--|
| After the circle, I could see those barriers (Silos) much more clearly, and had tools of ways to react, and ways to work through those barriers. |
| I think it really did create more leadership, and it also identified people that weren't in the same line as the leadership might be..., so it helped identify potential leaders... |
| At the high level it basically created synergies amongst groups and created a stronger bond between all the different groups. |
| My thought is they get business done at a quicker pace. |
| I think the organization received a fairly decent pipeline of future leaders. It seems a lot of organizations struggle with succession planning. From my perspective, that circle was at the of that year, you had a pretty good pipeline of folks who were able to take on new or different roles that the company needed them to |
| Obviously, productivity, efficiency, speed, everything that you're looking for from Leadership Circles. |
| The speed of it is greatly affected, and I think it's all levels |
| Made stronger leaders and developed them... |
| If the company is built with folks of high integrity and trustworthy and honest, then that only makes the company that much more successful. |
| We were in a period of a lot of upheaval, and I do believe – that, and we had the ability to mix with both leaders and contributors in one group and talk openly about the challenges that the organization was facing. It created an environment where you wanted to be a part of that organization moving forward. |
| I saw the leadership ability of all the people that were on my team improve. |

Interview Question 6 (IQ6): *What is your most lasting memory of your participation in the Facilitated Peer Coaching program?*

| |
|--|
| I guess it would probably be the bonds that were created with the peers that were in the circle with me. |
| The more you get to know others and the more trust that exists between your associates, the better, the smoother the organization runs |

| |
|--|
| It was really inspiring that this wasn't coming from a coach, this wasn't coming from the director of our company, this was coming from somebody that was like everybody else in there. |
| If you don't have the check-ins, you don't have the draw that gets you emotionally tied to each one of those individuals. And if you're not emotionally tied to the group... value drops substantially... |
| That's just a lasting memory, because you get to see a case study on how somebody else would deal with a situation, and you can apply it to the future. |
| And I think that how to deal with ambiguity and how to overcome that as a limiting factor for you was a huge awakening moment for me. |
| The Check-in was always something that I looked forward to and remembered because it really helped with getting to know everybody on a personal level... |
| It's that step change in attitude. And so, again, that level of accountability and want to and feeling like they had the permission or the authority to act was a tremendous difference in thinking. |
| Just watching, being a part of that group, and then being part of watching that transformation of those team members ... |
| I always was very enriched by the dialogue that we had. I always got value from listening to the different perspectives and how the different folks in the circle saw the same issues... Those were fond memories. |
| ... really opened my eyes to allowing myself to value a capability that I had, but not to rely on that... |

Interview Question 7 (IQ7): *What is your recollection of the “Check-in” process? What was its value?*

| |
|--|
| I think it served the purpose of building trust and increasing my empathy for others, and hopefully others' empathy for each other, as well. |
| For me, it really allowed me to identify with that individual because inevitably, I could always find something in that business or personal that I could relate to... |
| So, it gave me a lot of respect for that person, and it humbled me through that process. |
| You break down those personal barriers, and I think it just helps to make things easier all over in the long run. |
| I think it's to clear the air and make space, so you can focus on whatever your purpose is ... |
| If you're transparent and you're honest and you're genuine, you have that connection with people. |
| Check-ins ... we carried it forward. |
| And so, you get some context if somebody's – maybe how they're coming off a bad day. |
| I think as the group matured, that warmed up and that you got to the deeper, richer discussions during the check-in, or at least sharing of things during the check-in. |
| So that, to me, is the key to the whole circle... it establishes the safe environment. |
| To me, without check-ins, the Leadership Circles would just become another acumen and skills discussion, because all the other skills hinge on that, as well... |
| People opened up and talked about hard issues at times. Some people clammed up and didn't talk that much. Some people got angry. It was just the whole gamut of emotion. |
| ... you know how each other communicates, and just, again – going back to the speed of business. |
| ...and you're going to have to trust them with your feelings. |
| It is where the connection is made. |

And so, I thought – even though sometimes we took not an insignificant amount of time... was probably the thing that brought us together as a team most effectively.

Interview Question 8 (IQ8): *What is your recollection of the “Leadership Presentation” process? What was its value?*

The Leadership Presentation was twofold, I think. Most importantly it was an opportunity to develop presentation skills...we could get coaching regularly and...[develop] the ability to coach.

So, the presenter learned how to receive feedback, and then the audience learned how to give feedback in a positive manner.

But it just reemphasized to me that I need to read more books. Having those really great in-depth quick overviews of a leadership book and the takeaways from it, how we could apply that to ourselves as leaders, was excellent.

When I know I’m going to have to explain this to everybody and say it in a way that will resonate with them and they can connect with, I think about it in a different way.

And so, it helps you prepare for, I would say, promotions, or even in your current role, how you could work on your skillset. The value is really making sure you get valuable content.

I recall my first one, I thought I did a bang-up job. I presented my presentation and topic and got to the end, and people didn’t know what I – they had no idea what I had just talked on for the last 20 minutes.

Then at the same time because we were encouraged to provide feedback, we got better at giving peers feedback, which sometimes can be difficult

You want to defend yourself, and we were encouraged not to do that, and just to sit there and listen.

...it allowed me to – without getting 12 books, I was able to pull the nugget out of each book because someone else read it and was able to share that.

...because your ability to influence others really is leadership

Interview Question 9 (IQ9): *What is your recollection of the “Case Study” process? What was its value?*

To me, the Case Study was a safe training field for making mistakes and, like I said earlier, to think critically to solve a real leadership challenge that was somewhat ambiguous

That was the first time I’d been thrust into a challenge that was ambiguous in that way.

So that was valuable input and feedback from a group of your peers on issues that they may have experienced before and how they dealt with it, and what success they had.

Really got into some issues that were going on in the company.

But again, it actually did help me – in crafting that story, I needed to take my audience into account.

Again, I’m going to go back to it’s the inner work that is the most important, which is great. So, most of them that did it well, they got introspective. They looked at, OK, where did I struggle before? Where did I succeed before and why, and how can I share those personal learnings with the rest of the group?

I don’t know that everybody put as much effort into them as they should have or could have, so I felt like they probably were lacking in some of what they were intended to do.

But in the process of coaching, I think everyone got value in hearing what their different approach to the case study would be and then the value in the coaching around did you think of that, and what about this?

And, again, the value of having both peers and professionals in there was, well, let me tell you why you're wasting your time with this, because it doesn't matter. You need to be thinking bigger than your individual worry about it from out there.

And then, again, the focus on your presentation style. a different way to take something that you're working on in business and do the same thing

Interview Question 10 (IQ10): *What is your recollection of the "Dialogue" process? What was its value?*

...it taught us to suspend judgment and to bring to the table an open-mindedness that would suspend any kind of solution-driving type of thinking.

It really wasn't to solve the problem, it was more to understand the problem.

I think it brings a lot of value, just adding perspective ...

...a lot of times, can be so enlightening to clear up misunderstandings and to gain additional knowledge about things to really help people all get on the same page or something

It really makes you stop and listen, develop your listening skills. Because that's what you're doing in that process is you're gathering information. It helped you learn what questions to ask, stimulate thought.

I guess it's really intended to build trust and understanding first, before coming in with an agenda and trying to just force your thoughts on somebody else.

The goal is to have your mind be changed.

And one other thing was can you be influenced and have an open mind before you go in there? So, it teaches you how to not jump to the end. We still use that today.

I would say a part of it was making sure that it's a safe environment, where you get to respect everybody's – everybody gets to participate.

To me it was almost like the foundation of leadership. I feel like people who are really good at that make really, really strong leaders.

I think one of the great things about dialogue – probably number one is learning to respect other people, because you can say it, but until you have to practice dialogue, you don't always know how to do it.

Yeah, listening and being present, being with – and slowing down enough to be patient and allow people to express their views and listen and participate.

To me, it's the most exciting part about dialogue... I can completely disagree with you. And, hopefully, you have the opportunity to broaden people's perspective, to introduce them to new concepts and new thoughts. And, collectively, the organization, when you do that well in an organization, you make really good decisions.

Interview Question 11 (IQ11): *What is your recollection of the "Between-session Coaching" process? What was its value?*

So, they helped me work through what some of those things maybe I didn't see that they saw, and how to continue to strengthen my leadership skills.

For me, I found it very valuable when I was going through the process of developing the case study and the book report to talk about the ideas that I had, and the experiences, somewhat to keep me on track of my own development...

| |
|---|
| She really made the transition from the learning, to the circle, to your everyday work environment more real. She would really challenge you on things and really kind of get in your face. |
| The in between sessions with the coach that I had was not very beneficial. I think because we didn't feel her more on a personal level, that she didn't understand our business and our work, and there was just a lot of disconnect there. |
| My recollection was that sometimes there was – I think the coaches sometimes were stretched a little thin, so I personally am not sure I got as much value out of that piece as some of the other sessions, because it just sometimes felt checking the box, so to speak. |
| I would come maybe to complain about something, and she would ask very direct questions, very good questions, that I reflect on now. |
| The in between coaching on her part, to me, was pretty much worthless... most of the time, it was just so how are you today? I'm doing good. Next question. |
| It was a good sounding board. So, it was an HR rep, so it was definitely a safe place to be able to talk professionally...but it did not accentuate the Leadership Circle process, frankly. |

Interview Question 12 (IQ12): *What is your recollection of the “Peer Coaching” process? What was its value?*

| |
|---|
| I found the Peer Coaching to be great because...you're getting perspective of hey, here's what I understood or took away from your presentation, here's what I felt like I missed in terms of the way it came off. |
| Much the same as I was giving Peer Coaching, it challenged me to pay attention to ways that I wanted to be conveyed a message to, and also ways that I would expect my peers to want to see a message conveyed to them. |
| It's very difficult to give feedback to individuals, it's challenging. But through the process of Leadership Circle, I was able to see the improvements in those people from the feedback they were getting |
| I felt like the feedback I was getting, they meant well, and they wanted to see me improve, and I didn't take it as a personal attack or something like that. |
| But when you hear feedback from your peers, I think you hear it in a different way. |
| But everybody has difference insights. I think getting in the habit of being able to give clear and direct feedback is a great skill. |
| So, it's honest, and it's refreshing to have that type of communication and trust with somebody that says, hey, this is staying in this room. So, here's what it is. |
| People feed off of that. It becomes more engaged. The group starts – OK, now I'm comfortable doing this. I can be as truthful as I can be. |
| You bring value to the table. You're there to do your job and help the organization. And it just brings everybody more on the same level... and just makes everybody equal. |
| So, it was a little challenging at first, but then it was like, OK, I want to know. It was difficult, because we were all one of those that like, yeah – you don't want to say anything bad. |
| So, the first order of value to me was the fact that they became willing to ask for help. So that was number one |
| The other piece was that lowering of the guard, I guess that vulnerability on one part, to both ask for and be open to receiving coaching. |

| |
|---|
| You owe them back the respect and the trust of giving them some good feedback |
| In my experience, I've always thought that giving feedback was criticism, and criticism always had a negative feel for me. When I thought about coaching, though, it was more something that I really owe the individuals based on my experience and my particular view of things |
| In hindsight, I can't believe that we were all so willing to critique each other in public. It's one of those, you step back and you're like, really? We said that to each other? We're colleagues. It showed the amount of trust that we had in each other |
| And if you had told me I'd be able to feel comfortable enough to do that at the beginning, I would have said, no way. But now, I can't help you get better unless I'm honest with you. |
| ...it's an amazing feat of the program to be able to do that there, because there was no way you should be able to do that. Within two months, we were busy critiquing. |
| I think I said earlier, I'm blind to what I'm blind to, and until you point something out to me that I didn't see, I'm going to have a hard time seeing it. |

Interview Question 13 (IQ13): *As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, or Between-session Coaching) was most effective or of greatest value?*

| |
|--|
| For me, actually, was the Check-in process... It made me realize how important that is to develop with your own coworkers, it is truly valuable to have that personal connection ... |
| Probably the peer feedback. And the feedback in the circle from the leaders of the circle I think is also a big part of that also. |
| [Case Study] a problem or a challenge that I have, and here's what I can tell you about it, and here's what I've done about it, or here's what I want to do about it |
| I want to say Dialogue. Yeah, I think Dialogue, because it was the most unique thing... It took me the longest to wrap my head around it, too. |
| But for me personally, it was the check-in. If you don't have that, you don't have much of a circle. |
| [Dialogue]. I've seen we carry that forward where we have a lot of dialogue, and even the term – we use dialogue. |
| Hands down the most valuable element of LC was learning about and executing real dialogue. I have used these skills both at work and other group activities outside the workplace with success. |
| Dialogue was most valuable to me for two specific reasons. First it taught me how to actively listen and ask better questions, so I could understand issues more completely. For the organization it created a culture of listening and asking questions to go deeper which enhanced our meetings, as opposed to encouraging a "whoever screams the loudest wins" type of culture. |
| Dialogue was the most important aspect of the Leadership Circles because it set the precedent for everything else. If you can't have meaningful relationships, which means there is not trust, which means speed and productivity suffer. |
| I probably enjoyed the dialogue the most, but probably the check-in was most beneficial in developing a relationship with folks. |
| I'm going to cheat and say that it's the check-ins that lead to the peer coaching, because they're inextricably intertwined. We would not have been able to do proper peer coaching if we hadn't done |

check-ins that meant something. I wouldn't have felt comfortable trying to coach somebody who I didn't really know, and you only get to really know people through that check-in process.

Interview Question 14 (IQ14): *As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why?*

I think it was new for all of us, whenever I first got put in. So, at first, I guess, my goal was to figure out what this was about.

It was something that I certainly didn't anticipate in the way that it affected the way that we do business and the way we all relate with each other. I still have many strong relationships with those that were in the circle with me.

...leadership is not a position, it's something you do every day. So, you don't have to be in a manager-type position or an executive position to be a leader within a group.

I think I hoped to gain leadership skills, and that definitely played out tenfold.

I learned that there's another, almost a different language, different way of thinking on the executive or the leadership level.

I heard I have to go to this, and you're going to go to it. So that was my expectation. I'm going to go to this, and you got to do this book report. Now, if I were to go into it again, I would have expectations, and now I think you can develop that and grow it, where you could still surpass whatever expectations you did have, because it's an open box.

... just present yourself and to be open and honest and you just get up there and do your thing. So, I was hoping that that would help me, and it did tremendously.

The first thing you come to think of as a leader at first is how do you manage people, and it's not about that at all.

I think I was just hoping to grow. I was hoping to get exposure to a different level of leadership.

Develop better business acumen, be able to solve problems, develop relationships. I can't remember them all, but those were the biggest ones, and I think that we were very successful in doing all of that.

What came out the back end – which was a stated goal about building trust between the individuals out there – was that the organization created a group of people who can work well together, who can influence others to think differently and to apply problem solving techniques

But I knew I wanted to be a better leader. I knew I wanted to have more influence, to be successful through others.

Interview Question 15 (IQ15): *What personal outcomes/accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program?*

I'm a different person when I present now.

Individual level, it really built my confidence level up and allowed me to engage my coworkers in a very efficient manner. Develop quick relationships

The amount of leadership skills I've gained is incredible. I found that I didn't, a lot of times, really listen as intently as I should when people were talking about things.

| |
|---|
| ... understanding maybe the importance of being able to relate to peers and people that I work with at a level that's not just work related. It's the relationship. |
| I grew in leadership. Yeah, to grow and be comfortable with it, and, yeah, accept it and move with it |
| I think the self-confidence piece...you just learn how to be a leader and take certain roles. |
| Personal growth. I would say – personal growth on the work level, it was just being comfortable reaching out to others and asking questions, where I might have probably not had done so before. |
| So a circle really gave me confidence that no, I can do this. |
| Definitely my dialogue skills and my listening skills improved greatly. I think that there's no doubt about that. I was able to hone my leadership philosophy, figure out what it meant for me to be a leader, how I like to lead teams... |
| But the nugget of the circles, again, goes back to personal and interpersonal relationships and how you translate that into results in the workplace. So, you go back to just a very – turn a theory into pragmatism. The Leadership Circle encompasses it all. |
| OK, so with me in particular, just a particular trait is a feeling of inclusion is a big thing. |
| I grew in Trust. So, I saw people from a professional perspective, I guess, who grew in their confidence. I saw people who grew in their professional growth and capabilities and promotions and that kind of stuff. |
| That seek to understand before you're understood portion resonates because it's important, because when you try to do that and you're trying to understand where that person's coming from... |
| I've said previously that my greatest strength turned out to be my biggest weakness. |
| The reaffirming what someone just said is really important to me, as well. I try to practice that just in my personal life at home with my family, of that restating what I heard. |

Interview Question 16 (IQ16): *What outcomes/accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program?*

| |
|---|
| As a small group we were able to really develop ourselves and stay connected, continue to learn. We actually kept our group active for a year, year and a half after our Leadership Circle ended. Then just took leadership within ourselves, because nobody ever told us to do it. We just did it and kept doing it, and it worked really well |
| The higher-level leadership team was so, I guess, enthralled with this product that they just took it and ran with it. They said, good enough, we're going to go use this, and that was pretty powerful. |
| ... breaking down barriers and really, really influencing the culture and changing the culture, and providing leadership |
| I think realizing the amount of influence that we have over other people, that you don't have to be put into a position of authority to be able to drive decisions or push things forward. |
| Individual participants in the circle all have moved up in the company... |
| And you could see just more collaborate – as time went on – collaboration and just openness. And I keep going back to trust and communication, because that's what it boils down to. |
| You understand their knowledge base. You feel comfortable working with them. You know what they're capable of |
| ...now we're better able to engage and pick up the phone and call any of them. We're already talking on a different level than we were at before, just because we've had the leadership experience together. |

| |
|--|
| I think we grew together, so I think that outside the circle we worked better together on real world things, real world problems. I think that, as a group, we probably built trust with our senior leaders... |
| ... a lot of cohesion that wasn't there before. It just didn't exist. It can't exist until you start to meet together. I'd say the emotions, even after the circles, of – the attachment. Actually, I saw an attachment for the circles that I think people are still grieving since we've not continued the effort. |
| I think the result was that we had better leaders than when we started the circle, that they had better skills. They developed relationships that were important to the organization. |
| Trust is the first one, so if we say that we need trust, this is how you build trust. You can't say that trust just happens... |

Interview Question 17 (IQ17): *What outcomes/accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program?*

| |
|--|
| I'd go back to the speed of trust. Again, it's a catchy phrase, but it's the speed at which we worked, and it is because of trust. |
| Those that have been touched by it in some way, I think, are better at coaching each other. I love that coaching. It's genuine, it's very genuine. |
| It helped prepare the company for the downsizing that was inevitable. It also helped to open up the eyes to making a transition from the old leaders, the old guard, to a newer, younger guard... |
| Yeah, it creates efficiencies and synergies where you might not even think any exist. |
| Created Leaders at all levels. |
| It's driven that message [don't have to be a VP to have impact] into all different levels of the company where it probably didn't exist before. |
| ...the communication's better. The culture's better. ...you had a better attitude. |
| You have improved production. |
| So, you have more engagement with your top-level leaders, your senior leadership team, through this, right? |
| You just have a better overall cohesiveness in the group. |
| There's an openness to be more transparent with any issues positive or negative... |
| They got more leaders that know how to lead and talk to people and listen and collaborate together. |
| And so, it was trying to get the organizations to work together. And it did |
| The organization gets the pipeline of leaders, gets some problems solved. |
| So, what I saw was the organization overall grew because of the expectation placed on our team to extend a culture... |
| Everybody's a leader. You're a leader to the extent that you want to be. You extend through serving. You lead through serving. You lead through setting an example. You lead through teaching. You lead through being patient. |
| And, frankly, you've created people who are more skilled at presenting, communicating, and, frankly, thinking like a leader than they were walking in there, no matter if they're experienced doing it or inexperienced. |
| Their game has been raised by either direct coaching or just watching other people do it. |
| I think the organization should want to have people with that desire to seek to understand before you're understood, to wanting to build trust, but where that actually is... |

So, I think, big picture thinking....

I think the people that have been through Leadership Circle and been exposed to that are much better listeners. They're much better at not judging. They're much better at taking on collective thoughts and coming up with a better answer at the end.

Interview Question 18 (IQ18): *As you reflect, what recommendations or advice would you give to future participants of an FPC program?*

...keep an open mind because I remember when we first started, there were a lot of us that were at different stages of close-mindedness, open-mindedness, and you could see those that had an open mind were able to move quicker into the skills that needed to be developed for this Leadership Circle to succeed.

You're going to learn about yourself, you're going to learn about the people that you have within this group, and you'll also learn a lot about the people outside this group, that when you take what you learn here and you apply it in your everyday life, it's going to make a positive effect on you...

First and foremost, you get what you give, that's the biggest thing.

Put in the time, don't make excuses not to attend, the work will always be there.

Get outside your comfort zone, get outside your box and really press yourself to learn, challenge yourself to push yourself in areas that you've never been to.

... understand the importance of relationships, and that builds trust.

If they were going in, I would say it's a privilege to go through that, and that they should just be as open and let the process happen even whenever it feels uncomfortable or weird, just go with it.

It won't work without trust. What is said in the room stays in the room. That's a must.

You have to be genuine. You won't be successful if you don't want it to be. If you want it to be, then it will be. It's a gift. If I'm talking to a participant, it's a gift.

I would say take advantage of the access you do get to senior leaders.

... let your defenses down a little faster if you can – just be aware of that and be open to the transformation that this could have on you, right?

Be open to feedback, both positive and negative.

It's not really about leadership. It's about you and your relationships, and, again, I think the leadership becomes a byproduct of the circles.

Be willing to open up to others, because someone else is going to open up to you, and others aren't going to open up until you do, so don't be the last.

Be vulnerable. So, don't be afraid to be vulnerable. And there is a safe space, so what you say in there – speak your mind ... because everybody should be in the same boat as you.

And take what you learn in there – take it back to your day job. So that's the implicit value of the circle. It's not about what you do in that hour every month. It's about what you do the other 29 days of the month and how you apply it to out there.

Interview Question 19 (IQ19): *As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program?*

| |
|---|
| I would say to continue to challenge leaders, that their growth potential is determined mostly by their own intentionality within the program. Be as direct as possible when coaching or facilitating. |
| Keep people honest, push people hard to really challenge themselves, provide some accountability to the group. |
| I know that the schedule's important, the agenda's important, but sometimes things may happen where things might need to go in a different direction. Be flexible from that that standpoint. |
| Be sure to engage all participants. Don't let someone be a wallflower, pull them in. |
| Have a good knowledge of and be a good practitioner of Dialogue, understand how that process works. |
| Be honest in giving constructive feedback to participants. |
| And participate in the Check-in process. I felt like you were part of the team. It wasn't like you're kind of a referee and you're sitting off to the side. |
| Yeah, I would say be really comfortable with the silence, too. That's sometimes – somebody's going to speak up, let it be one of the participants, usually, instead of filling it in... |
| Keep them engaged, give them ownership, and they'll eventually figure out how to run the group. |
| I would say start with the Check-in, and be painfully open during that Check-in. I can remember the first time that you did it, and just the amount of things that you shared, that was flooring to me, how open you were about both personally and professionally. It really set the tone. I think everybody was like, oh, man, this is definitely a safe space, and this is for real. |
| I think if we had built in more accountability in the checkout process – OK, what did you learn today? What are you going to do when you leave here? Take that down or at least announce that to the folks. And when you check in – OK, well, this is what I did. Here's how it went. Here's what worked. Here's what didn't work. |
| Well, start with any facilitator out there is be democratic. Demand the same vulnerability, the same insights and participation of the senior most person in there to the lowest individual contributor out there. |
| The most effective was when we all knew something was off and you wouldn't allow it to pass. We stopped and said, no, let's dial that back there, because that's not really what we're trying to do here. |
| I got some really insightful counseling and coaching from it that I think took somebody with a broad experience to vocalize, to see, to identify – I think what your problem might be... |

Interview Question 20 (IQ20): *Any other thoughts or reflections on your Facilitated Peer Experience?*

| |
|--|
| Just generally, I felt blessed to be a part of it. |
| I think I'm probably forever changed because of being part of it. |
| Personally, it was very beneficial for me, both in a business environment, but at a personal level, as well. So, applied a lot of what we learned at home and with my kids, with my family, and that really made a positive thing. |
| The thing that is was disappointed, and I get this was our management's choice, I don't know, it kind of felt like a little exclusive club, and it was really fun for me because I got to be in all these different layers of the cool club. I don't think it should be mandatory either...I'm not sure what the balance is. |
| But it's overwhelming what you learn as a whole. It is about getting up in front of people, and it is about how you present yourself and how you speak, and it is all of those things, but there's so much more there. |

So I guess that would be the challenge that I would give people is that Leadership Circles are great, I think they can change your organization, I think they can give you that pipeline of leaders, but you have to use the principles in the hard times just as much as you do when things are really, really good.

It's a reality that we all deal with, but having to have individuals as a part of the circles who may or may not add value is a detractor, because you have to work with a company organization and may or may not have to have representatives engaged in the circles that don't necessarily fit...

I think we did talk about it a little bit, but the only thing I would say further is to continue on, because once you complete the circle, it's kind of done. And, OK, well, there could be more. There could be some follow-up. There could be some mentoring out of that. There could be some further relationship development.

It really has application to different leadership challenges. It's leadership growth. It's organizational development. And it's problem-solving... change management.

Whatever answer helps bring these back to the other parts of the organization, just write them down for me right there, and I'll be happy to repeat them.

And then it is incumbent upon the organization to allow those people who have been through there who want to use those skills to be given the opportunity to use those skills and apply them.

APPENDIX G

Integrating Interrelating Themes and Descriptions

Interrelating Themes & Descriptions for Research Question One (RQ1)

RQ1 asked: What are the value and/or benefit(s) of a Facilitated Peer-group (FPC) Coaching experience in developing leadership skills/acumen? To address RQ1, the following six semi-structured interview questions (IQ1-IQ6) were posed to each of the 16 participants.

Interview Question 1 (IQ1). *How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program?* Five themes surfaced in the Level 6 (*See Figure 3*) Analysis. These interrelating themes (along with frequency of occurrence) are presented in the table below and include: (a) leadership development: skills, competencies and acumen, (b) creating community work, (c) self-exploration and illumination, (d) organizational business results, and (e) community mirror (truth-telling and motivational listening).

| Interview Question 1 (IQ1) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| How would you describe a Facilitated Peer Group, and how would you describe your experience with a Facilitated Peer Group Program? | - Leadership Development (Skills, Competencies & Acumen) | 25 |
| | - Creating Community | 25 |
| | - Self-exploration & Illumination | 17 |
| | - Organizational Business Results | 15 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 8 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- Participant 1 (P1) stated, “I would describe a [FPC experience] as a training ground for teaching leadership concepts with a hands-on approach. I personally saw exponential growth in my leadership capabilities of presentation skills, teamwork, and dealing with ambiguity and change - just to name a few.”
- P11 “Transformative change, not incremental change...exponential change... .. allows people to really stop playing small and take their game to the next level.”
- P3 “I think I’d describe it as a fully immersed... exercise in leadership skills and developing leadership skills.

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P4 described the FPC experience as a place where “...we learned to interact with one another, how to listen, how to develop listening skills, learn from one another, exchange ideas, concepts.”
- P3 “A collaborative group effort where you get to partner with others in your circle and explore the different aspects of leadership, how they apply.”
- P14 Developed the relationships far stronger than anything I had ever seen before ... certainly more than team building activities or anything like that.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P2 stated, “For me, it was a very enlightening experience, both from a personal perspective on my leadership style, and from a business perspective, as well.”
- P14 ...maybe the third session is when the lights started to go off that there’s more going on here than what met the eye
- P8 stated I would say it was interesting and enlightening. It actually just makes you more open and honest.

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P12 ... figure out some common ground both at work and in their lives, grow closer, grow trust, speed up business through trust.
- P14 “...I saw [FPC] as a great way to bring about improved relationship between the various business units in the company.”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P9 stated. “My experience in the leadership circle really taught me a lot about myself ... gave me some reflection back on where some of my weaknesses were. So, I was able to learn from that perspective – kind of peer-to-peer learning.”
- P15 ...designed to both expose your weaknesses but also to build you up as a leader in the eyes of those peers that you’re in there with

- P16 ... You're blind to the things that you're blind to, and when people point those things out to you, you're able to then see them and to take action on them.

Interview Question 2 (IQ2). *As you reflect, what feelings or emotions do you associate with your Facilitated Peer Group Experience?* Two Interrelating Themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) self-exploration and illumination and (b) creating community. As P7 commented, "So there's definitely emotions throughout the whole process, from the beginning to end."

| Interview Question 2 (IQ2) | Interrelating Themes | Freq. (n/16) |
|---|-----------------------------------|---------------------|
| As you reflect, what feelings or emotions do you associate with your Facilitated Peer Group Experience? | - Self-exploration & Illumination | 24 |
| | - Creating Community | 17 |

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 stated, "A feeling of self-confidence and emotions of sheer gratitude that I was blessed enough to get to participate..."
- P5 "I remember I got way, way, way out of my comfort zone..."
- P15 "I was nervous, and I was embarrassed a little bit at first, because I wasn't used to being asked to expose myself on a personal level... But once you get past that, you see that everybody's doing it. So, you quickly get past that, and then you got into curiosity. And by the end... it's the word empowered."

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 "I also feel a little nostalgic as I came to really cherish the experience and wish it didn't have to end. "
- P11 "Some took the opportunity and started revealing more and more about their lives, and in creating that trust within the group..."
- P16 "...the thing that I reflect upon is the openness and sharing that occurs."

- P2 “It was originally, we’re going to solve problems, and it took me a while to figure out that we’re really not solving problems, we’re just developing ourselves and developing the people that are in this group.”

Interview Question 3 (IQ3). *As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program?* Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) creating community, (b) self-exploration and illumination, (c) leadership development: skills, competencies and acumen, (d) organizational business results, and (e) community mirror (truth-telling and motivational listening).

| Interview Question 3 (IQ3) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| As you reflect, what value or benefits did you personally derive from your participation in the Facilitated Peer Coaching Program? | - Creating Community | 22 |
| | - Self-exploration & Illumination | 17 |
| | - Leadership Development (Skills, Competencies & Acumen) | 14 |
| | - Organizational Business Results | 2 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 2 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P8 “I keep thinking about – it’s all about the relationships.”
- P2 “For me it was developing the personal relationships with my circle group... understanding the value of those personal relationships.”
- P5 “It’s the idea around context... Seek to understand before you’re understood.”
- P11 “There’s a new team confidence and like a healthy interdependence on their peers that they develop through the Leadership Circles that adds to their self-confidence.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P5 “I think really understanding the value in showing my authentic self, that that’s what people really want to see.”

- P16 “It really helped me to understand that what I took pride in, what was important to me, wasn’t what was going to help me to be successful, and I really needed to think about how I was perceived...”
- P1 “...how do I resonate with whoever it is that I’m presenting to, or talking to, working with.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P6 “Whenever I stepped in there – looking back, I didn’t have the confidence than when I left a year later.”
- P3 “Probably the most important thing is almost really learning the language of leadership. I think leaders speak a little bit differently about things...”
- P1 “Just along the way, as we built up through the process, presentation skills, self-confidence, leadership-minded thinking for any role, and just an adeptness at understanding people through their, and my, thinking preferences...”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P4. “I think I developed the type of relationships and trust within an organization that are needed to produce valuable and timely results.”
- P14 “But then taking a problem or an issue and working together to solve it was another way to overcome obstacle, problem-solve.”
- P12 “ability to work through issues in operational situations, their ability to communicate, their ability to build teams and reach out for help and be open with who they were talking to...”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P6 “You get the trust of the group, and for lack of a better term, you come out of your shell and you work on things that you are kind of self-critical of.”
- P14. “But being in the position to listen and provide coaching in that forum – it made me, I think, a better leader.”
- P15 “You could see others try and develop that skill and had to take that coaching really to heart about what it was to be”

Interview Question 4 (IQ4). *As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program?* Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented the table below and include: (a) creating community, (b) self-exploration and illumination, (c) leadership development: skills, competencies and acumen, (d) organizational business results, and (e) community mirror (truth-telling and motivational listening).

| Interview Question 4 (IQ4) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| As you reflect, what value or benefits do you believe your peer circle derived from participation in the Facilitated Peer Coaching Program? | - Creating Community | 27 |
| | - Self-exploration & Illumination | 7 |
| | - Leadership Development (Skills, Competencies & Acumen) | 6 |
| | - Organizational Business Results | 6 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 4 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P7 “Trust would be the thing we all got out of it. Learning to trust each other and that we’re all willing to help each other.”
- So, when, then, we were out in the work world and a problem would arise, you really had a strong relationship with somebody... that you could call for help.
- I think they’re just looking forward to interacting with one another. People look forward to going to the circle.

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P2 “I think as a group, it took a few months to realize that yeah, what we do on a daily basis is important, but meeting once a month to work on ourselves is potentially more important than what we fight on a day to day basis.”
- P11 “That’s probably the first time that I’ve seen most people in a professional setting experience a safe place to interact and be themselves.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P3 "... we call it center of influence,"
- P5 "Me, personally, I almost felt comfort knowing hey, we were going to expect this, this is exactly what is happening right now."
- P9 "... as a leadership group, really got to see other people's strengths and qualities and weaknesses...."

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P3 "The culture... benefited greatly on a company level..."
- P9 "I think, is better engaged in delivering value to the business, because we're being more efficient than we used to be."
- P 15 "I think it brought the organization closer together."
- "We make a better decision collectively if we can understand the input of others without judging and without needing to decide whether it's right or wrong."

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P6 "... you gain trust, and you learn how to deal with people and you coach them... and you learn as you go."
- P8 "... the biggest benefit, is you get a diverse perspective and a safe environment where you can really share and learn."
- P11 "Again, in addition to getting permission to elevate your game, they get more permission to be themselves, because the feedback that they get is both, hey, you need to stop doing that, but that, you need to keep doing that."
- P16. "... we had opportunities to communicate to each other on things that we were seeing."

Interview Question 5 (IQ5). *As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer Coaching Program?* Three interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) organizational business

results, (b) creating community, and (c) leadership development: skills, competencies and acumen.

| Interview Question 5 (IQ5) | Interrelating Themes | Freq. (n/16) |
|---|--|---------------------|
| As you reflect, what value or benefits do you believe your organization derived from your participation in the Facilitated Peer Coaching Program? | - Organizational Business Results | 34 |
| | - Creating Community | 7 |
| | - Leadership Development (Skills, Competencies & Acumen) | 5 |

Organizational Business Results. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P2 “I think it prepared us for the business environment that we were operating in during that time, and potentially where we were going in the future.”
- P10 “I think the organization received a fairly decent pipeline of future leaders.”
- P11 “Obviously productivity, efficiency, speed, everything that you’re looking for from Leadership Circles.
- P15 “It absolutely created a new batch of effective leaders... There’s zero question about that.

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P14 “The biggest thing is... developing relationships, overcoming obstacles, the ability to see things from different perspectives.”
- P3 “At the high level it basically created synergies amongst groups and created a stronger bond between all the different groups.”
- P6 “So as you gain confidence and as you learn to listen and to deal with other people in a dialogue, you become a better communicator.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P1 “After the circle, I could see those barriers (Silos) much more clearly, and had tools of ways to react, and ways to work through those barriers.”
- P2. “I think it really did create more leadership, and... helped identify potential leaders...”

- P6 “You learn how to do things faster. If I can communicate with somebody that I have a relationship with, there’s no barrier there. I can go fast.”
- P6 “You learn how to influence. You can take whatever project or whatever you have, and you can influence decisions and behaviors...”

Interview Question 6 (IQ6). *What is your most lasting memory of your participation in the Facilitated Peer Coaching program?* Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) creating community, (b) community mirror (truth-telling and motivational listening, (c) self-exploration and illumination, (d) leadership development: skills, competencies and acumen, and (e) organizational business results.

| Interview Question 6 (IQ6) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| What is your most lasting memory of your participation in the Facilitated Peer Coaching program? | - Creating Community | 8 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 5 |
| | - Self-exploration & Illumination | 3 |
| | - Leadership Development (Skills, Competencies & Acumen) | 2 |
| | - Organizational Business Results | 1 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “I guess it would probably be the bonds that were created...”
- P6 “If you don’t have the check-ins, you don’t have the draw that gets you emotionally tied to each one of those individuals. And if you’re not emotionally tied to the group, you tune out, and the value drops substantially.””
- P12 “...being part of watching that transformation of those team members individually and as a group Those were fond memories.”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P10 “it really helped with getting to know everybody on a personal level, which made it easier when it got down to ... having hard conversations.”
- P16 “... really opened my eyes to allowing myself to value a capability that I had... Know that that’s something that was innate in me, and I developed new capabilities.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P7 “...just encouraged me to keep doing what I was doing, and that I have the capability to do whatever I want to do.
- P9 “...I think about how to deal with ambiguity and how to overcome that as a limiting factor...was a huge awakening moment for me.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P2 “My most lasting memory is actually developing the case study and presenting that in front of my Leadership Circle group. ...mine was a lot more controversial than I would’ve been comfortable presenting early on...”
- P8 “That’s just a lasting memory because you get to see a case study on how somebody else would deal with a situation, and you can apply it to the future.”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P4 “The more you get to know others and the more trust that exists between your associates, the better, the smoother the organization runs...”
- P11 “It’s that step change in attitude. And so, again, that level of accountability and want to and feeling like they had the permission or the authority to act was a tremendous difference in thinking”

Interrelating Themes & Descriptions for Research Question Two (RQ2)

RQ2 asked: What are the key learning elements or tools of an FPC experience and what are their individual and collective value? To address RQ2, the following seven semi-structured interview questions (IQ7-IQ13) were posed to each of the 16 participants.

Interview Question 7 (IQ7). *What is your recollection of the “Check-in” process?*

What was its value? Three interrelating themes surfaced in the Level 5 (**See Figure 3**) Analysis.

These themes (along with frequency of occurrence) are presented the table below and include:

(a) creating community, (b) self-exploration and illumination, and (c) organizational business results.

| Interview Question 7 (IQ7) | Interrelating Themes | Freq. (n/16) |
|--|-----------------------------------|--------------|
| What is your recollection of the “Check-in” process? What was its value? | - Creating Community | 31 |
| | - Self-exploration & Illumination | 8 |
| | - Organizational Business Results | 7 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “I think it served the purpose of building trust and increasing my empathy for others, and hopefully others’ empathy for each other, as well.”
- P2 “For me, it really allowed me to identify with that individual because inevitably, I could always find something in that business or personal that I could relate to
- P7 “... we couldn’t wait to hear everybody’s check-in. It brought closeness to the group.”
- P11 “So that, to me, is the key to the whole circle... it establishes the safe environment ...without check-ins, the Leadership Circles would just become another acumen and skills discussion, because all the other skills hinge on that...”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P2 “So it gave me a lot of respect for that person, and it humbled me...”
- P6 “If you’re transparent and you’re honest and you’re genuine, you have that connection with that person.”
- P12 “People opened up and talked about hard issues at times. Some people clammed up and didn’t talk that much. Some people got angry. It was just the whole gamut of emotion.”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P2 “it broke down a lot of barriers.”
- P3 “You break down those personal barriers, and I think it just helps to make things easier all over in the long run.”
- P12 “...you know how each other communicates, and just, again – going back to the speed of business.”

Interview Question 8 (IQ8). *What is your recollection of the “Leadership Presentation” process? What was its value?* Four interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) leadership development: skills, competencies and acumen, (b) community mirror (truth-telling and motivational listening), (c) self-exploration and illumination, and (d) creating community.

| Interview Question 8 (IQ8) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| What is your recollection of the “Leadership Presentation” process? What was its value? | - Leadership Development (Skills, Competencies & Acumen) | 26 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 11 |
| | - Self-exploration & Illumination | 6 |
| | - Creating Community | 2 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P12 “So you almost got kind of a crash course in leadership books throughout six months without having to actually read every book.”
- P1 “Most importantly it was an opportunity to develop presentation skills.”
- P8 “I gave presentations the other day, and I was thinking through all the – visually, am I being able to get the message across?”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P2 “...the presenter learned how to receive feedback, and then the audience learned how to give feedback in a positive manner.
- P9 “I recall my first one, I thought I did a bang-up job... but at the end, they had no idea what I had just talked on for the last 20 minutes.”
- P11 ‘...learning how to receive feedback without being defensive. Shut up. Don’t say anything. Don’t defend.”
- P15 “... the best part about that, to me, was having to stand up there, and people who I had started developing relationships with telling me this is what I liked, and this is what I didn’t like.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P5 “When I know I’m going to have to explain this to everybody and say it in a way that will resonate with them and they can connect with, I think about it in a different way.”
- P10 “You want to defend yourself, and we were encouraged not to do that, and just to sit there and listen.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P11 “It’s really, again, using that mechanism to allow the circle participants to bond, to see the Pluses and Deltas of when the other person is performing.”
- P4 “The group learned from the subjects that were brought forward
- P6 “...you’ve learned and really how to summarize what you learned to the group, so they could get benefit from it.”

Interview Question 9 (IQ9). *What is your recollection of the “Case Study” process?*

What was its value? Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) leadership development: skills, competencies and acumen, (b) community mirror (truth-telling and motivational listening), (c) creating community, (d) self-exploration and illumination, and (e) organizational business results.

| Interview Question 9 (IQ9) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| What is your recollection of the “Case Study” process? What was its value? | - Leadership Development (Skills, Competencies & Acumen) | 18 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 13 |
| | - Creating Community | 6 |
| | - Self-exploration & Illumination | 4 |
| | - Organizational Business Results | 4 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P6 “you learn from the case studies, and then you move forward.”

- P8 “you can put yourself back in that situation and think, what would I do if that happened? How would I deal with that situation?”
- P10 ... to me, the real clear value was being able to have folks clearly articulate a problem in a short amount of timeframe and be able to receive feedback and respond about that problem.

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P2 “... hearing the audience tell you, these are other areas that you could go about improving, or that we’d like to have heard, or that you really didn’t get into.”
- P4 “So that was valuable input and feedback from a group of your peers on issues that they may have experienced before... and what success they had.”
- But in the process of coaching, I think everyone got value in hearing what their different approach to the case study would be and then the value in the coaching around did you think of that, and what about this?

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “To me, the Case Study was a safe training field for making mistakes and, ... to think critically to solve a real leadership challenge that was somewhat ambiguous.”
- P7 “they were great, because it could help us collaborate together and think of solutions together...”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 “That was the first time I faced a challenge that was ambiguous in that way.”
- P3 “How am I going to convey my message? What do I need to say?”
- P11 “... it’s the inner work that is the most important... So, most of them that did it well, they got introspective. ... where did I struggle before? Where did I succeed before and why, and how can I share those personal events with the rest of the group?”

Interview Question 10 (IQ10). *What is your recollection of the “Dialogue” process?*

What was its value? Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and

include: (a) leadership development: skills, competencies and acumen, (b) organizational business results, (c) creating community, (d) self-exploration and illumination and, (e) community mirror (truth-telling and motivational listening).

| Interview Question 10 (IQ10) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| What is your recollection of the “Dialogue” process? What was its value? | - Leadership Development (Skills, Competencies & Acumen) | 29 |
| | - Organizational Business Results | 15 |
| | - Creating Community | 13 |
| | - Self-exploration & Illumination | 12 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 4 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P1 “It really wasn’t to solve the problem, it was more to understand the problem.”
- P10 “To me it was almost like the foundation of leadership.”
- P15 “We went through the different rules around dialogue of not judging, about being open, about repeating what you hear, and those are just incredible life skills”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P14 “So I think that’s one of the biggest bangs that we got out of the circle was learning to use that tool in a real business setting.”
- P15 “And, collectively, the organization, when you do that well in an organization, you make really good decisions.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P2 “you want to engage all the participants, and you want to better understand someone else’s perspective”
- P5 “I guess it’s really intended to build trust and understanding first, before coming in with an agenda and trying to just force your thoughts on somebody else.”
- P8 “I would say a part of it was making sure that it’s a safe environment, where you get to respect everybody’s – everybody gets to participate.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 “... it taught us to suspend judgment and to bring to the table an open-mindedness that would suspend any kind of solution-driving type of thinking.”
- P5 “The goal is to have your mind be changed.”
- P12 “Yeah, listening and being present, being with – and slowing down enough to be patient and allow people to express their views and listen and participate.”

Interview Question 11 (IQ11). *What is your recollection of the “Dialogue” process?*

What was its value? For three participants, P11, P12, and P14, IQ11 did not apply. Therefore, the number of responses for IQ11 is 13. Two interrelating themes surfaced from the responses of the thirteen participants. The themes and their related frequencies are presented in the table below and include: (a) leadership development: skills, competencies and acumen and (b) self-exploration and illumination.

| Interview Question 11 (IQ11) | Interrelating Themes | Freq. (n/13) |
|--|--|---------------------|
| What is your recollection of the “Between-session Coaching” process? What was its value? | - Leadership Development (Skills, Competencies & Acumen) | 18 |
| | - Self-exploration & Illumination | 6 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P3 “She really made the transition from the learning, to the circle, to your everyday work environment more real.”
- P3 “She wouldn’t let you slide on anything, which was really good for a coach. It really helped, I think, get the most value out of the whole process.”
- P8 “I personally am not sure I got as much value out of that piece as some of the other sessions, because it just sometimes felt checking the box, so to speak.”
- P15 “It was a good sounding board.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 “So they helped me work through what some of those things maybe I didn’t see that they saw, and how to continue to strengthen my leadership skills.”
- P9 “I would come maybe to complain about something, and she would ask very direct questions, very good questions... where can I influence that? How can I influence that?”

Interview Question 12 (IQ12). *What is your recollection of the “Peer Coaching” process? What was its value?* Five interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) community mirror (truth-telling and motivational listening), (b) community mirror (truth-telling and motivational listening), (c) creating community, (d) organizational business results, (e) leadership development: skills, competencies and acumen.

| Interview Question 12 (IQ12) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| What is your recollection of the “Peer Coaching” process? What was its value? | - Community Mirror (Truth-Telling & Motivational Listening) | 45 |
| | - Self-exploration & Illumination | 12 |
| | - Creating Community | 10 |
| | - Organizational Business Results | 8 |
| | - Leadership Development (Skills, Competencies & Acumen) | 7 |

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P3 “it became this very powerful collaborative effort of making sure that everybody is getting as good as they can be.”
- P5 “But when you hear feedback from your peers, I think you hear it in a different way.”
- P12 “You owe them back the respect and the trust of giving them some good feedback”
- P15 “In hindsight, I can’t believe that we were all so willing to critique each other in public. It showed the amount of trust that we had in each other that we felt comfortable enough to say ... your arguments are muddy... and you mumbled up there.”
- P15 “It was always from that place of love, of I want you to get better out there, but I’m going to be very honest with you.

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P16 “I think I said earlier, I’m blind to what I’m blind to, and until you point something out to me that I didn’t see, I’m going to have a hard time seeing it.”
- P3 “I can understand the reluctance, but it was always nice to see eventually even those people that had a lot of reluctance to open up and to provide that pure feedback.”
- P7 “So it was a little challenging at first, but then it was like, OK, I want to know”
- P112 “So the first order of value to me was the fact that they became willing to ask for help. So that was number one.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P6 “So it’s honest, and it’s refreshing to have that type of communication and trust with somebody that says, hey, this is staying in this room.
- P6 “it means something coming from a peer... People feed off of that. It becomes more engaged.
- P11 “The other piece was that lowering of the guard, I guess that vulnerability on one part, to both as for and be open to receiving coaching.”
- P13 “It’s all about relationships. It’s all about trust.”
- P15 “And if you had told me I’d be able to feel comfortable enough to do that... I would have said, no way. But I can’t help you get better unless I’m honest with you.

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P5 “But everybody has difference insights. I think getting in the habit of being able to give clear and direct feedback is a great skill.”
- P10 “So the giving and receiving feedback, or coaching within that, really helped me develop my style for doing a performance review – how to give feedback to somebody, both positively and negatively.”
- P12 “That’s part of their job, too, sitting around the table, is to provide either corrective or (inaudible) or whatever or constructive feedback.”
- P12 “Having an individual that’s not afraid to go talk before a board of management and express their views and be heard.”

Interview Question 13 (IQ13). *As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, Between-coaching Session, or Peer Coaching Session) was most effective or of greatest value?* Four interrelating themes surfaced

from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) creating community, (b) leadership development, (c) organizational business results, and (d) Community Mirror.

| Interview Question 13 (IQ13) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| As you reflect, which of the learning elements/tools (Check-in, Leadership Presentation, Case Study, Dialogue, or Between-session Coaching) was most effective or of greatest value? | - Creating Community | 10 |
| | - Leadership Development (Skills, Competencies & Acumen) | 6 |
| | - Organizational Business Results | 4 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 3 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P2 Check-in. "... it is truly valuable to have that personal connection and understand, as much as you can, about what that individual deals with every day and his/her values and work, and what he/she brings to the table."
- P6 "But for me personally, it was the check-in. If you don't have that, you don't have much of a circle."
- P11 "Dialogue was the most important aspect of the Leadership Circles because it set the precedent for everything else."
- P12 "Check-ins set the tone for trust [and] level set the group..."

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P4 Dialogue. "I think that was just a good tool to help me... to better research problem resolution or challenges that we face."
- P5 "I want to say Dialogue...because it was the most unique thing. It took me the longest to wrap my head around it..."
- P9 "Hands down the most valuable element of LC was learning about and executing real dialogue."
- P14 "The dialogue was most valuable to me because it gave me insights into other perspectives on an issue or topic. I always felt I learned something..."

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P4 Case Study. "... a problem or a challenge that I have, and here's what I can tell you about it, and... team members give me some suggestions or feedback or some counsel..."
- P8 Check-in "I've seen we carry that forward where we have a lot of dialogue..."
- P10 Dialogue "... it created a culture of listening and asking questions to go deeper ... as opposed to encouraging a "whoever screams the loudest wins" type of culture.
- P11 Dialogue. "If you can't listen ... then you can't have meaningful relationships, which means there is not trust, which means speed and productivity suffer.

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P15 "I'm going to cheat and say that it's the check-ins that lead to the peer coaching, because they're inextricably intertwined. We would not have been able to do proper peer coaching if we hadn't done check-ins that meant something."
- P3 "... peer feedback. And the feedback in the circle from the leaders of the circle I think is also a big part of that also.

Interrelating Themes & Descriptions for Research Question Three (RQ3)

RQ3 asked: What are the desired outcomes of a Facilitated Peer-group Coaching experience? To address RQ3, the following semi-structured interview questions were posed to each of the 16 participants:

Interview Question 14 (IQ14). *As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why?* Three interrelating themes surfaced in the responses from the sixteen participants. These themes (along with frequency of occurrence) are presented in the table below and include: (a) leadership development: skills, competencies and acumen, (b) self-exploration and illumination, and (c) creating community

| Interview Question 14 (IQ14) | Interrelating Themes | Freq. (n/16) |
|------------------------------|----------------------|--------------|
|------------------------------|----------------------|--------------|

| | | |
|---|--|----|
| As you reflect, what were you hoping would result from your participation in the Facilitated Peer Coaching Project? Did your experience match or meet your expectations? If so, how? If not, why? | - Leadership Development (Skills, Competencies & Acumen) | 21 |
| | - Self-exploration & Illumination | 12 |
| | - Creating Community | 5 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P2 “...leadership is not a position, it’s something you do every day.”
- P3 “I think I hoped to gain leadership skills, and that definitely played out tenfold.”
- P3 “I learned that there’s another, almost a different language, different way of thinking on the executive or the leadership level...”
- P10 “I think I was just hoping to grow. I was hoping to get exposure to a different level of leadership.”
- P14 “Develop better business acumen, be able to solve problems, develop relationships.”
- I knew I wanted to be a better leader. I knew I wanted to have more influence, to be successful through others.

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P2 “I tell you that I gained a lot of insight about myself and about my leadership style, and about my potential as a leader.”
- P8 “You want to be stretched. You want to be a better person at the end of it. And so that was my goal. I became a better leader.”
- P9 “It got back to the individual – like where am I in that situation first? And then understanding that, then here’s some ways to engage that differently and influence that situation. So, I definitely got more out of it than I had expected.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “I still have many strong relationships with those that were in the circle with me”
- P5 “So I wanted every single person to get there... We got all the people. We a lot of people to raise the bar.”

- ... building trust between the individuals out there... created a group of people who can work well together, who can influence others to think differently and to apply problem solving techniques.

Interview Question 15 (IQ15). *What personal outcomes and/or accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program?* Four interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) leadership development: skills, competencies and acumen, (b) self-exploration and illumination, (c) creating community, and (d) community mirror (truth-telling and motivational listening).

| Interview Question 15 (IQ15) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| What personal outcomes and/or accomplishments did you achieve as a result of your participation in the Facilitated Peer Coaching program? | - Leadership Development (Skills, Competencies & Acumen) | 26 |
| | - Creating Community | 14 |
| | - Self-exploration & Illumination | 8 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 4 |

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P1 “I’m a different person when I present now.
- P5 “I grew in leadership. Yeah, to grow and be comfortable with it, and... accept it...”
- P6 “you just learn how to be a leader and take certain roles.”
- P8 “I guess the piece that I got out of it the most was kind of the big picture view... “
- P9 “I guess business acumen or the awareness of where my particular role fits into the bigger picture for the company”
- P10 I was able to hone my leadership philosophy, figure out what it meant for me to be a leader, how I like to lead teams...
- P11 “hey, for me to be successful, work requires people and the ability to make decisions and grow and leaning on people.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P10 “[my FPC peers are] my support structure to really understand what the company expected of leaders... and then how I could fit within [that].”
- P11 “...again, goes back to personal and interpersonal relationships and how you translate that into results in the workplace. So, you go back to just a very – turn a theory into pragmatism.”
- P1 “it’s affected the way I interact with colleagues...”
- P5 “understanding maybe the importance of being able to relate to peers and people that I work with at a level that’s not just work related. It’s the relationship.”
- P14 “Just being in a room together for a day and then working together outside the circles, they developed better relationships... respect each other from the standpoint of a business...”
- P15 “That seek to understand before you’re understood portion resonates...”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P2 “... it really built my confidence level up and allowed me to engage my coworkers in a very efficient manner...”
- P3 “I found that I didn’t, a lot of times, really listen as intently as I should...”
- P7 “Personal growth... it was just being comfortable reaching out to others and asking questions, where I might have probably not had done so before.”
- P12 “OK, so with me in particular... a feeling of inclusion is a big thing.”
- P12 “... so you just kind of melt some walls, and you get things done.”
- P12 “I grew in Trust.”
- P15 “it was all about context. Being able to see things in the – be searching for context as you’re hearing different things that are going on out there.”
- P16 “I’ve said previously that my greatest strength turned out to be my biggest weakness.”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P1 “I look at wanting feedback differently.”
- P7 “... it was just being comfortable reaching out to others and asking questions, where I might have probably not had done so before.”
- P14 “I think they felt better approaching each other and asking for input – hey, I got this issue.”
- P16 “... to be thinking about my audience – what they need to hear, what they need to see...”

Interview Question 16 (IQ16). *What outcomes and/or accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program?* Four interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) creating community, (b) leadership development: skills, competencies and acumen, (c) community mirror (truth-telling and motivational listening), and (d) self-exploration and illumination.

| Interview Question 16 (IQ16) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| What outcomes and/or accomplishments did your peer circle achieve as a result of the Facilitated Peer Coaching program? | - Creating Community | 15 |
| | - Leadership Development (Skills, Competencies & Acumen) | 9 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 7 |
| | - Self-exploration & Illumination | 3 |
| | - Organizational Business Results | 2 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P2 “As a small group we were able to really develop ourselves and stay connected, continue to learn.”
- P2 “Then just took leadership within ourselves because nobody ever told us to do it. We just did it and kept doing it, and it worked really well”
- P7 “And I keep going back to trust and communication, because that’s what it boils down to.”
- P10 “We were able to move quicker when we got asked to do things. I think that, as a group, we probably built trust with our senior leaders...”
- P11 “Just... a lot of cohesion that wasn’t there before. It just didn’t exist. It can’t exist until you start to meet together.”
- P15 “Trust is the first one, so if we say that we need trust, this is how you build trust. You can’t say that trust just happens.

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P3 “... the higher-level leadership team was so, I guess, enthralled with this product that they just took it and ran with it.”

- P6 “So from a professional standpoint, you can see the promotions, if you will – natural progression, call it whatever – but the circle is obviously part of the reason they’re doing what they’re doing.”
- P9 “because I do have that broader view of the business, and I’m able to reach out and network or connect with somebody else.” So, I think it broadened the strength of that network.”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P2 “We actually kept our group active for a year, year and a half after our Leadership Circle ended.”
- P4 “I just think it showed us to look for value in everyone.”
- P7 “You could just see that in the room, that we wanted to work with each other more and we wanted to help each other more...”
- P9 “We’re already talking on a different level than we were at before, just because we’ve had the leadership experience together.”
- But when I need them, I trust them implicitly, and I hope that they do with me.

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P5 “I think realizing the amount of influence that we have over other people, that you don’t have to be put into a position of authority to be able to drive decisions or push things forward.”
- P12. “So, some of the same things – developing trust, being able to talk with folks, letting your guard down, and working on relationships.”

Organizational Business Results. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P5 “I think realizing the amount of influence that we have over other people, that you don’t have to be put into a position of authority to be able to drive decisions or push things forward.”
- P14 “They developed relationships that were important to the organization.”
- P3 “breaking down barriers and really, really influencing the culture and changing the culture, and providing leadership.”

- P6 “So there’s a benefit to the company, because you still have those relationships all those years after...”

Interview Question 17 (IQ17). *What outcomes and/or accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program?* Three interrelating themes surfaced from the responses of the sixteen participants. The themes and their related frequencies are presented in the table below and include: (a) organizational business results, (b) leadership development: skills, competencies and acumen, and (c) creating community.

| Interview Question 17 (IQ17) | Interrelating Themes | Freq. (n/16) |
|--|--|--------------|
| What outcomes and/or accomplishments did your organization achieve as a result of the Facilitated Peer Coaching program? | - Organizational Business Results | 31 |
| | - Leadership Development (Skills, Competencies & Acumen) | 20 |
| | - Creating Community | 16 |

Organizational Business Results. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “I’d go back to the speed of trust. Again, it’s a catchy phrase, but it’s the speed at which we worked, and it is because of trust.”
- P2 “It helped prepare the company for the downsizing that was inevitable. It also helped to open up the eyes to making a transition from the old leaders, the old guard, to a newer, younger guard...”
- P3 “Yeah, it creates efficiencies and synergies where you might not even think any exist”
- P6 “.....the communication’s better. The culture’s better. ...you had a better attitude. You have improved production.”
- P 7 “Things started getting accomplished really quickly... we were all working together instead of just in siloes.”
- P10 “the company was always either confusing or there wasn’t a lot of clarity to it...*.”
- P11 “... obviously business acumen was a lot better in the circles... and then the ability to make better decisions faster, and people reaching out quicker to make decisions, building alliances.”
- P12 “So what I saw was the organization overall grew because of the expectation placed on our team to extend a culture.”
- P12 “Everybody’s a leader. You’re a leader to the extent that you want to be.
- P13 “. More accountability, better collaboration, and better decision making.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P3 “Created Leaders at all levels. It’s driven that message [don’t have to be a VP to have impact] into all different levels of the company where it probably didn’t exist before.”
- P9 “...there’s a feeling of more empowerment to be able to go get those things, as opposed to waiting for somebody to tell you to go get them.”
- P12 “You lead through serving. You lead through setting an example. You lead through teaching. You lead through being patient. You lead through all these different attributes that people recognize...”
- P15 “And, frankly, you’ve created people who are more skilled at presenting, communicating, and, frankly, thinking like a leader ... no matter if they’re experienced doing it or inexperienced.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P1 “Those that have been touched by it in some way, I think, are better at coaching each other. I love that coaching. It’s genuine...”
- P4 “...once those members picked up those skills that were introduced to the circles, then you exponentially spread this knowledge and these tools throughout your organization.
- P6 “So if I don’t want to tell you something because I’m afraid – all that kind of went away.”
- P7 “So things got done faster and probably with more quality, honestly, because you had more people looking at it...”
- P15 “Their game has been raised by either direct coaching or just watching other people do it.”

Interrelating Themes & Descriptions for Research Question Four (RQ4)

RQ4 asked: What recommendations would participants of and experimental Facilitated Peer-group Coaching program offer to improve the FPC experience? To address RQ4, the following semi-structured interview questions were posed to each of the 16 participants:

Interview Question 18 (IQ18). *As you reflect, what recommendations or advice would you give to future participants of an FPC program?* Four interrelating themes surfaced in the responses from the sixteen participants. These themes (along with frequency of occurrence) are presented in the table below and include: (a) self-exploration and illumination, (b) creating community, (c) community mirror (truth-telling and motivational listening), (d) leadership development: skills, competencies and acumen, and (e) organizational business results.

| Interview Question 18 (IQ18) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| As you reflect, what recommendations or advice would you give to future participants of an FPC program? | - Self-exploration & Illumination | 30 |
| | - Creating Community | 9 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 3 |
| | - Leadership Development (Skills, Competencies & Acumen) | 1 |
| | - Organizational Business Results | 1 |

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 “keep an open mind... you could see those that had an open mind were able to move quicker into the skills”
- P1 “challenge yourself, as an individual...”
- P2 “You’re going to learn about yourself... it’s going to make a positive effect on you in that area, as well, business and at home, makes a huge difference.”
- First and foremost, you get what you give, that’s the biggest thing. Put in the time, don’t make excuses...”
- P3 “Get outside your comfort zone, get outside your box and really press yourself to learn, challenge yourself to push yourself in areas that you’ve never been to.”
- P9 “let your defenses down a little faster if you can – just be aware of that and be open to the transformation that this could have on you...”
- P15 “Be vulnerable.”
- P16 “I would say being uncomfortable is not a bad thing. You have to let the walls down, and if you don’t, you’re going to miss out on what is there for you to take.”

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P4 “... understand the importance of relationships, that builds trust.”

- P6 “It won’t work without trust. What is said in the room stays in the room. That’s a must.”
- P7 “If you go in and say I want to learn and I want to do something, and I want to help my fellow peers, they’re going to notice that, and you’re going to receive that same in return.”
- P13 “Be willing to open up to others, because someone else is going to open up to you, and others aren’t going to open up until you do, so don’t be the last.”
- P11 “It’s not really about leadership. It’s about you and your relationships, and, again, I think the leadership becomes a byproduct of the circles.”
- P15 “And there is a safe space, so what you say in there – speak your mind and don’t be afraid...”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P11 “Trust the process, number one. Be open to feedback, both positive and negative.”
- P15 “Be open to critique and praise, because both are going to be valuable out there.”
- P16 “I need to be able to learn to hear what people have to say about me and think about what do I need to do with this”
- P16 “I think that if I’m being open in dialogue, I need to be willing to change.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P8 “I would say take advantage of the access you do get to senior leaders.”
- P9 “I would say go in with no expectations.... the only thing to expect is that you’ll grow both as a person, as a leader.
- P12 “I would encourage them to listen. I would encourage them to be patient. I would encourage them to understand that it’s a process, and there’s an outcome, a desired outcome of you being a stronger leader.”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P3 “...getting on page with your boss, and making sure that they’re fully committed is an important conversation to have.”

- P15 “And take what you learn in there – take it back to your day job. So that’s the implicit value of the circle. It’s not about what you do in that hour every month. It’s about what you do the other 29 days of the month and how you apply it to out there.

Interview Question 19 (IQ19). *As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program?* Five interrelating themes surfaced from the responses of the sixteen participants. The elements and their related frequencies are presented in the table below and include: (a) creating community, (b) community mirror, (c) organizational business results, (d) self-exploration and illumination, and (e) leadership development; skills, competencies and acumen.

| Interview Question 19 (IQ19) | Interrelating Themes | Freq. (n/16) |
|---|---|---------------------|
| As you reflect, what recommendations or advice would you give to future coaches/facilitators of an FPC program? | - Creating Community | 11 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 7 |
| | - Organizational Business Results | 6 |
| | - Self-exploration & Illumination | 2 |
| | - Leadership Development (Skills, Competencies & Acumen) | 2 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P4 “Be sure to engage all participants. Don’t let someone be a wallflower, pull them in... be a good practitioner of Dialogue.”
- P5 “Yeah, I would say be really comfortable with the silence, too. That’s sometimes – somebody’s going to speak up, let it be one of the participants. “...instead of filling in [the silence] ... elevate the conversation.”
- P6 “Keep them engaged, give them ownership, and they’ll eventually figure out how to run the group.”
- P12 “Understanding their participants’ issues that they’re talking through, and not doing too much directive type coaching.”
- P15 “Demand the same vulnerability, the same insights and participation of the senior most person in there to the lowest individual contributor out there. That ... sets the tone that we’re all in this together out there.

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P3 “Keep people honest, push people hard to really challenge themselves, provide some accountability to the group.”
- P9 “And as a coach, I think it’s important to understand the... value in that experience they have... harness that and meet people right where they’re at and bring them into it...”
- P12 “It’s more listening coaching, empathizing coaching.”
- P15 “The most effective was when we all knew something was off and [the FPC facilitator] wouldn’t allow it to pass. We stopped and said, no, let’s dial that back there, because that’s not really what we’re trying to do here.”

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P2 “For me, I would outline the Leadership Circle process.... let’s have a good outline of what’s going to happen over the course of that Leadership Circle.”
- P11 “...expectation when you’re don’t with [the FPC program] is that you continue to propagate it and move it forward.”
- P13 “...if it’s company related, make sure the company sponsored people are committed to it...”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P4 “And participate in the Check-in process. I felt like [the FPC facilitator was] part of the team.”
- P16 “I got some really insightful counseling and coaching from it that I think took somebody with a broad experience to vocalize, to see, to identify...” – I think what your problem might be...”
- P3 “Keep people honest, push people hard to really challenge themselves, provide some accountability to the group.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P1 “I would say to continue to challenge leaders, that their growth potential is determined mostly by their own intentionality within the program.”
- P2 “For me, I would outline the Leadership Circle process.... let’s have a good outline of what’s going to happen over the course of that Leadership Circle.”

- P 14, “I think if we had built in more accountability in the checkout process – OK, what did you learn today? What are you going to do when you leave here? Take that down or at least announce that to the folks.

Interview Question 20 (IQ20). *Any other thoughts or reflections on your Facilitated Peer Experience?* Five coding elements surfaced from the responses of the sixteen participants. The elements and their related frequencies are presented in the table below and include: (a) creating community, (b) leadership development, (c) organizational business results, (d) self-exploration and illumination, and (e) community mirror.

| Interview Question 20 (IQ20) | Interrelating Themes | Freq. (n/16) |
|--|---|---------------------|
| Any other thoughts or reflections on your Facilitated Peer Experience? | - Creating Community | 6 |
| | - Leadership Development (Skills, Competencies & Acumen) | 5 |
| | - Organizational Business Results | 5 |
| | - Self-exploration & Illumination | 4 |
| | - Community Mirror (Truth-Telling & Motivational Listening) | 2 |

Creating Community. With regard to the theme of creating community, the following quotes provide rich description of the FPC experience:

- P6 “You got to have a group that wants to be in there to get the full effect or value, if you will, out of the whole thing. So, if you can do that, it’s dynamite.”
- P13 “once you complete the circle, it’s kind of done... there could be more. There could be some follow-up. There could be some further relationship development.”

Leadership Development. With regard to the theme of leadership development, the following quotes provide rich description of the FPC experience:

- P10 “So I think there’s just a wealth of learning within that circle. For such a simple process, it really is effective for developing people.”
- P4 “Well, you just learn some things in the approaches of dealing with challenges or problems that’s very beneficial to you.”
- P7 “But it’s overwhelming what you learn as a whole. It is about getting up in front of people, and it is about how you present yourself and how you speak, and it is all of those things, but there’s so much more there.”
- It really has application to different leadership challenges. It’s leadership growth. It’s organizational development. And it’s problem-solving... change management

Organizational Business Results. With regard to the theme of organizational business results, the following quotes provide rich description of the FPC experience:

- P9 “I think they can change your organization, I think they can give you that pipeline of leaders, but you have to use the principles in the hard times just as much as you do when things are really, really good... it just seems that we forgot everything we learned as we went through our [re-organization].
- P15 “... it is incumbent upon the organization to allow those people who have been through there who want to use those skills to be given the opportunity to use those skills and apply them.”

Self-exploration and Illumination. With regard to the theme of self-exploration and illumination, the following quotes provide rich description of the FPC experience:

- P1 “Just generally, I felt blessed to be a part of it. I think I’m probably forever changed because of being part of it.
- P3 “I think it’s invaluable to whoever is involved with the process, it’s something that a lot of people never really get an opportunity to experience.”
- P7 “I really did enjoy it. I honestly did not think that I would enjoy that going into it, and I’m going to be so upfront and honest about that”

Community Mirror. With regard to the theme of community mirroring, the following quotes provide rich description of the FPC experience:

- P9 “I guess I’m sitting here right now just kind of thinking through, why haven’t I started another leadership circle right now where I’m at? Because there’s definitely an opportunity to get the same values and benefits that we just talked about still today, right?”
- P11 “...having to have individuals as a part of the circles who may or may not add value is a detractor... And so, if I could change anything about them, I would change that.”
- P11 “...people that are in the circles know it and see it and don’t feel like they can say anything about it...”. So, it’s actually completely counter to the whole spirit of the circle. And so, if I could change anything about them, I would change that.

APPENDIX H

Permission for Use and Adaptation of Creswell Figure

Pepperdine University Mail - RE: Use of a Figure

1/31/18, 2:29 PM



Kenneth McFarland 'student' <kenneth.mcfarland@pepperdine.edu>

RE: Use of a Figure

1 message

permissions (US) <permissions@sagepub.com>

Wed, Dec 6, 2017 at 4:05 PM

To: "kenneth.mcfarland@pepperdine.edu" <kenneth.mcfarland@pepperdine.edu>

Hello Ken,

Thank you for your request. I am happy to report that you can consider this email as permission to use the material as detailed below in your upcoming dissertation. Please note that this permission does not cover any 3rd party material that may be found within the work. You must properly credit the original source, SAGE Publications.

Please contact us for any further usage of the material and good luck on your dissertation!

All the Best,

Yvonne

--

Yvonne McDuffee

Rights Coordinator

SAGE Publications Inc.

2455 Teller Road

Thousand Oaks, CA 91320

www.sagepublishing.com

Los Angeles | London | New Delhi

APPENDIX I

Research Training Certification



Completion Date 18-Nov-2017
Expiration Date 17-Nov-2022
Record ID 25330188

This is to certify that:

Kenneth McFarland

Has completed the following CITI Program course:

GSEP Education Division
GSEP Education Division - Social-Behavioral-Educational (SBE)
1 - Basic Course

(Curriculum Group)
(Course Learner Group)
(Stage)

Under requirements set by:

Pepperdine University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wd50f9a82-72e3-4751-97c8-72490677b18a-25330188

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Kenneth McFarland (ID: 6787961)
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Email:** kenneth.mcfarland@pepperdine.edu
- **Institution Unit:** Graduate School of Education and Psychology
- **Phone:** [REDACTED]

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 25330188
- **Completion Date:** 18-Nov-2017
- **Expiration Date:** 17-Nov-2022
- **Minimum Passing:** 80
- **Reported Score*:** 97

| REQUIRED AND ELECTIVE MODULES ONLY | DATE COMPLETED | SCORE |
|---|----------------|------------|
| History and Ethical Principles - SBE (ID: 490) | 18-Nov-2017 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 18-Nov-2017 | 5/5 (100%) |
| The Federal Regulations - SBE (ID: 502) | 18-Nov-2017 | 5/5 (100%) |
| Assessing Risk - SBE (ID: 503) | 18-Nov-2017 | 5/5 (100%) |
| Informed Consent - SBE (ID: 504) | 18-Nov-2017 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 18-Nov-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/76558c805710d4c9b816411445afac7925330188

Collaborative Institutional Training Initiative (CITI Program)
 Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <http://www.citiprogram.org>

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Kenneth McFarland (ID: 6787961)
- **Institution Affiliation:** Pepperdine University (ID: 1729)
- **Institution Email:** kenneth.mcfarland@pepperdine.edu
- **Institution Unit:** Graduate School of Education and Psychology
- **Phone:** [REDACTED]

- **Curriculum Group:** GSEP Education Division
- **Course Learner Group:** GSEP Education Division - Social-Behavioral-Educational (SBE)
- **Stage:** Stage 1 - Basic Course

- **Record ID:** 25330188
- **Report Date:** 18-Nov-2017
- **Current Score**:** 97

| REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES | MOST RECENT | SCORE |
|---|-------------|------------|
| History and Ethical Principles - SBE (ID: 490) | 18-Nov-2017 | 4/5 (80%) |
| Defining Research with Human Subjects - SBE (ID: 491) | 18-Nov-2017 | 5/5 (100%) |
| The Federal Regulations - SBE (ID: 502) | 18-Nov-2017 | 5/5 (100%) |
| Assessing Risk - SBE (ID: 503) | 18-Nov-2017 | 5/5 (100%) |
| Informed Consent - SBE (ID: 504) | 18-Nov-2017 | 5/5 (100%) |
| Privacy and Confidentiality - SBE (ID: 505) | 18-Nov-2017 | 5/5 (100%) |

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k655c806-710d-4c8b-816d-1145efaac79c26330188

Collaborative Institutional Training Initiative (CITI Program)
 Email: support@citiprogram.org
 Phone: 888-529-5929
 Web: <http://www.citiprogram.org>

APPENDIX J

The Benefits, Outcomes, and Value of Facilitated Peer-Group Coaching

| | | |
|---|--|---|
| Sense of ownership | Dialogue skills | New concepts |
| Leadership concepts | Team building skills | New techniques |
| Real world training ground | Planning skills | Building culture |
| Leadership capabilities | Organizing skills | Creativity |
| Presentation skills | Transformational growth | Inspirational skills |
| Teamwork skills | Change management | Paradigm shifts |
| Dealing with ambiguity and change | Both personal and professional development | Stepping outside of my comfort zone |
| Greater personal and organizational speed | Understanding my personal leadership style | Organizational development capabilities |
| Leveraging relationships | Take game to the next level | Inspiring confidence |
| Enlightening experience | Empowerment | Gaining commitment |
| Raise the level of thinking | Finding common ground | Overcoming fear |
| Hands-on learning | Growing trust | Conflict resolution skills |
| Greater business acumen | The speed of trust | Organizational alignment |
| Understand how I fit in | Self confidence | Problem solving skills |
| Improved leadership skills | Mentoring skills | Emotional intelligence |
| Collaboration skills | Maximizing my potential | Patience |
| Relationship development | High performance teaming | Promotional advancement |
| Deal with every level of the organization | Giving and receiving feedback | Better understand my strengths & weaknesses |
| Better business results | Improved listening skills | Improved corporate culture |
| Greater collaboration | Breaking down silos | Stress management |
| Exchange ideas | Leveraging diversity | Stretch goals |
| Greater influence skills | Self-coaching | Greater Empathy |
| Self-reflection | Learning leadership styles | Empowerment |
| Relationship building | Leading peers | Channeling frustration |
| Management techniques | Greater self-exploration | Job enjoyment |
| Greater sharing of information | Becoming more action oriented | Removing personal blind spots |
| Dealing with difficult people | It's all about the relationships | Exposure to different parts of organization /leadership |
| Greater self-knowledge | Innovation | Challenging process |
| Greater awareness | Increased efficiency | Public speaking |
| Greater reflection | Increased effectiveness | Self-declaration |
| Developed soft skills | Facilitation skills | Greater technical skills |
| Learning from others | Communication skills | Understanding context |
| Peer to peer coaching | Greater gratitude | Interdependence |
| Dealing with the future | Enjoyable process | Brainstorming skills |

Appendix J Continued

| | | |
|---|--|---|
| Better understand my strengths & weaknesses | My greatest strength was also my greatest weakness | Developed new perspectives |
| Improved influence skills | Thinking on your feet | Better retention |
| Greater Sense of Urgency | Detail orientation | More loyalty |
| Reading an audience | Suspending judgment | Dealing with uncertainty |
| Overcoming obstacles | New learning skills | New opportunities |
| Stronger interpersonal communication skills | Greater agility and adaptability | New levels of dedication and commitment |
| Learning the language of leadership | Better decision-making skills | Understanding mental models |
| Leadership minded thinking | Being in the moment | Higher level of thinking |
| Vision-seeing things otherwise not seen | Confidence in the peer group | Produce valuable and timely results |
| Thinking preferences | Networking skills | Greater proactivity |
| Human dynamics | Integrity and character | Greater engagement |
| Being more open | Banding together | Greater accountability |
| Willing to be influenced | Leadership maturity | Self-directed learning |
| Situational leadership | Project management | Exponential growth |
| Business impact | Story telling | Human dignity |
| Critical thinking skills | Executive presence | Self-expression |
| Greater focus | More acute perception | Better workplace attitudes |
| Strategy skills | Understanding others | Learning from mistakes |
| Greater vision | Created more leaders | Solve real world problems |
| Mission-minded | Created better leaders | Constructing arguments |
| Seeing things from another's point of view | Engaging and empowering others | Open mindedness and flexibility |
| Responding rather than reacting | Asking insightful and stimulating questions | Creating a safe environment |
| Encouragement | Greater collaboration | Confidentiality |
| Goal setting | Peer relationships | Business integration |
| Working toward a common goal | Higher quality of decision making | Learning from different perspectives |
| Big picture thinking | Setting direction | Prepared for change |
| Broader leadership perspective | Seek first to understand then to be understood | Escaping group-think |
| Greater reflection | Increased effectiveness | Self-declaration |
| Developed soft skills | Facilitation skills | Greater technical skills |
| Learning from others | Communication skills | Understanding context |
| Peer to peer coaching | Greater gratitude | Interdependence |
| Dealing with the future | Enjoyable process | Brainstorming skills |
| Personal transformation | Greater inclusion | More altruism |
| Respect for each other | Productivity | Greater synergy |
| Greater cohesion | Greater foresight | Greater clarity |

Appendix J Continued

| | | |
|-------------------------------|----------------------------------|---|
| Independent thinkers | Greater resilience | Continuous improvement |
| Greater authenticity | Higher intensity | Greater persistence |
| Dealing with difficult people | It's all about the relationships | Exposure to different parts of organization |
| Greater self-knowledge | Innovation | Challenging process |
| Greater awareness | Increased efficiency | Public speaking |
| Learned how to ask for help | Vulnerability | |