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Building a New Frame of Reference: An Adult Transformational Approach

Adena E. Johnston

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Submitted to the Program of Organizational Dynamics in the Graduate Division of the School of Arts and Sciences in Partial Fulfillment of the Requirements for the Degree of Master of Science in Organizational Dynamics at the University of Pennsylvania

Advisor: Rodney Napier

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Abstract

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Keywords

Coaching

Comments

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Advisor: Rodney Napier

BUILDING A NEW FRAME OF REFERENCE: AN ADULT
TRANSFORMATIONAL APPROACH

by

Adena E. Johnston

Submitted to the Program of Organizational Dynamics
in the Graduate Division of the School of Arts and Sciences
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2013

BUILDING A NEW FRAME OF REFERENCE: AN ADULT
TRANSFORMATIONAL APPROACH

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ABSTRACT

Coaching is a process by which a coach engages with a client to help realize personal or professional development goals. A successful coaching process is holistic; taking into account the individual's expressed desires, their observable behaviors and relationships, all in the context of their needs. Reflecting on how theory informs a coaching practice is important for the practitioner to move beyond intuition and permit theory to influence interventions while also allowing for the observable data to be grounded in a framework that further informs their practice. This paper presents the case study of an OCEC Coaching Practicum Engagement and subsequent work done after the original contract expired. In addition, an exploration of the ethical values ascribed to by the Coach, the theory that informed the methods used during the coaching engagement, and how the data contributed to the Coach's theoretical view and methods used will be included. In consideration for the importance of self-awareness during the coaching process this paper will be written in the first person, from the perspective of the Coach, and integrate personal background and reflection throughout the stages of the coaching engagement.

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“That which we persist in doing becomes easier – not that the nature of the task has changed, but our ability to do has increased.”

- Ralph Waldo Emerson



CHAPTER 1

INTRODUCTION

Establishing a coaching practice that is grounded in a broad brush of theory helps me draw from numerous conceptual frameworks and use a systematic body of knowledge to inform the methods and interventions I use, ultimately assisting me to work more effectively on behalf of my clients. To remain aware of the interconnectedness between theory and method, not choosing one at the expense of others, helps me remain nimble with using applications and interventions while simultaneously making necessary adjustments in response to the data I collect. The range of theories deepens my perspective and further informs how I approach both my client and their organization.

In advance of the Practicum Coaching Engagement I refreshed myself with the variety of coaching models and theoretical frameworks I learned, leading me to feel more confident in my approach. More importantly, the more I reflected on what I learned the more I recognized the need to keep the full range of information in the background, as a guide I could reach out for, in order to remain present with myself and my client. Each theoretical framework offered much in the way of perspective but the nuances within the various coaching models reinforced the importance that I ascribe to an architecture that worked for me and could help me remain focused and on track.

This case study will explore my background, guiding theories, and the approach I used, which together form the foundation of my evolving practice. The case study will also provide reflection on the effectiveness of my interventions and identify opportunities for learning.

SNJ Insights and Complete School Solutions

For as long as I can remember I have had a deep fascination with how people worked together. Back in the fourth grade I remember having my first triangular friendship and, when one little girl turned her back on me in favor of the other little girl, I asked my father if there was a disease called Turncoasis, or turn-coats disease. I was always the one that people came to for help smoothing out conflicts, restoring order and process, and figuring out how everyone could benefit from one situation or another. My interest in people, groups, power, and especially stratification continued through college and graduate school where my focus turned to the study of sociology, centering on my interest in how individuals found themselves displaced from organizations and society. The research funding was moving in the direction of age-related study, especially medical sociology and gerontology, yet I was more interested in areas that explored the newly developing outplacement industry and specifically people being forced into early retirement.

In 1987 William Julius Wilson published a seminal work about race and the underclass, and challenged policy experts to look carefully at affirmative action and organized systems where the good intentions were not playing out as expected, leaving ghettos and dependency among the poor and disenfranchised that would result, and did, in chronic deterioration for generations (Wilson, 1987). I was hooked and found my passion. At the time I was not sure where it would take me and I played around with the idea of moving on to social policy and activism rather than remaining with my university and a department focusing on Alzheimer's disease. Instead my life took me in a different

direction. I married, started a family, and returned home to Philadelphia to find an area that I could apply what I learned and connect it to my interest in helping displaced individuals re-engage. I entered the career-college sector and became involved in the Clinton administration's welfare reform activities, recognizing that while there were many barriers resulting from enculturation issues, there were just as many barriers from the organizational culture these individuals were trying to access. As I continued to develop and advance in my own career I realized that even though I was having a direct impact on thousands of students, and the companies they worked for, the industry I chose was moving farther afield from its mission. My goal changed and instead of fitting the worker into the organization I wanted to help individuals and organizations fit and grow together, especially in light of the changing workforce.

My desire to better understand the intricacies of organizations and how they integrate their workforce and systems was a major part of my decision to return to school for organizational dynamics. Warren Bennis stated that the discipline was, "a response for change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets and challenges, and the dizzying rate of change itself" (Bennis, 1969, p. 2). I wanted to involve myself directly with process consultation and the direct coaching of leaders to facilitate change. I also wanted to ground my experience and practice in theory, and move my work out of the career-college sector towards the larger business community with a greater sphere of influence on how the future workforce would be realized in a global economy.

The journey back to school twenty years later has given me the courage to move my career forward; to take my toolkit in teaching, training and adult education, and combine it with new skills in coaching and consulting. I transitioned out of working for an organization and formalized my own practice. To align with my previous experience I incorporated Complete School Solutions and subsequently developed SNJ Insights to address coaching and organizational consulting. The OCEC program has helped me to uncover new areas within myself that, with the guidance and support of the faculty and my classmates, has helped me to develop confidence in a new arena – coaching – and the focus of this case study.

CHAPTER 2

COACHING PHILOSOPHY AND GUIDING THEORY

Primary Influences

The goal for my practice is to help leaders and learners engage in adaptive and sustainable change, become more effective in their role, and successfully navigate challenge and ambiguity. Guiding me is my appreciation for the complexity of the individual and my interest in how that individual interfaces with the complexity of their work environment. Today's workplace has a wider array of issues contributing to this complexity, making it more critical for people to seek out support and guidance to help grow and remain relevant. Not only do people need to contend with ever-changing technology and systems, the staff reductions and ramifications of mergers and acquisitions, but they also need to negotiate generational and cultural differences, virtual relationships, and incessant restructuring that alters the organizational landscape. It is my contention that for people to successfully navigate this environment successfully that they need to be increasingly open and aware of how they can change along with it.

In my attempt to help leaders and learners engage in adaptive and sustainable change, become more effective in their role, and successfully navigate challenge and ambiguity I hope to apply the following as a guide:

1. Address a client's performance, learning, and development in relation to their organization and in support of their goals;
2. Engage the client in conversation and ask reflective questions to uncover the interpretations and assumptions that make up the client's point of view;

3. Explore the client's frame of reference, the influence from the multi-level forces of the organization, how the group relationships reflects what happens within the individual members, and the influence from the culture and various belief systems;
4. Help the client to practice new skills, behavior, and acquire additional knowledge to facilitate adaptive and sustainable change; and
5. For both coach and client to remain present and purposeful, and acknowledge the need to use self-exploration and reflection to inform.

The coaching relationship most often involves an individual and the learning and development in this relationship did not line up with the popular adult learning literature I was familiar with that mainly focused on the activities used in a traditional classroom setting, training and simulation, and where the experiential learning was often limited to hands-on experience. My interest in how the individual becomes open to the learning and development such that they have the internal tools to change their behavior led me to explore a deeper motivation and found it in the work of Carl Jung. Jung believed the goal of every person is to undergo the process of individuation, to recognize the true self by uncovering their story and bringing their unconscious to the surface - to become whole (Campbell, 1971). The process begins with bridging one's primordial archetypes, limitless variations of the collective unconscious, with their personal unconscious that together influences behavior and interaction with others. Accessing the unconscious into consciousness, the concept of individuation, opens the person up to self-awareness and the possibility of change. The concept of individuation has been described as "a process

of self-education in which both unconscious and conscious aspects of life-experiences are integrated completely” (Semetsky & Delpech-Ramey, 2012, p. 70). Gaining an appreciation for how learning unfolds when the collective unconscious fully integrates into the conscious reinforced my understanding of the adult learner’s movement from recognition, beginning with a disorienting dilemma, towards meaning and their ability to reinforce through experience. Jung’s contribution to adult development placed attention on experiences that jolt our perspective whether they occur coincidentally or as the result of an experience that does not coincide with our conscious understanding, a disorienting event raising our unconsciousness to the surface that leads to transformation. “Therefore our unconscious is a necessary precursor that indeed forces us to learn, to individuate, to become other” which in turn allows for development, or learning, to take place (Semetsky & Delpech-Ramey, 2012, p. 74). The coaching relationship helps them work through aspects associated with this process, negotiate dissonance and transform their perspective.

The concept of a disorienting dilemma was taken one step further in the underpinnings of transformative learning theory, specifically the first phase of Jack Mezirow’s ten phases of adult transformational learning (ATL) and the “habits of the mind” developed in early childhood that frame our point of view (Mezirow, 1997), provided a rigorous theory for my understanding of the learning process during the coaching engagement. My attraction to ATL stems from my direct experience with adult learners, watching them transform their lives, and from reflecting on my own growth and development in recent years. It also aligns with my perspective of how individuals develop in the context of others and how they operate to achieve organizational

objectives as part of today's rapidly changing economy and workforce. "...essential learning [is] required to prepare a productive and responsible worker ...it must empower the individual to think as an autonomous agent in a collaborative context..." (Mezirow, 1997, p. 8). Autonomy is achieved once the individual transforms their perspective and subsequent behaviors, an outcome of ATL's ten phases of learning, and originating with a disorienting or disruptive dilemma. If a disruptive experience creates access to the unconscious, as Jung asserts in his concept of individuation, then it makes sense that this experience is a sudden and abrupt opening to further uncover and develop into a whole self and is an initiating event according to Mezirow's phases of learning.

"Scholars working from this perspective suggest an inherently emotional and imaginal process, grounded in the premises and assumptions of a Jungian psychoanalytical framework. They see individuation as a form of transformative learning based in part on a dialogue between the conscious and the unconscious, a dialogue among the anima-animus, shadow, and archetypes, using images and symbols. Individuation is defined as an ongoing and lifelong process in which adults differentiate their sense of self from the collective of humanity and simultaneously integrate their sense of self with the collective in such a way that their position in the collective is more consciously articulated" (Kucukaydin & Cranston, 2012, p. 47).

However, to work effectively and realize sustained change the coach must address both the performance and developmental aspects of the client in the larger context of their organization and their life. The whole client should be taken into account where their unconscious, conscious, personality, environment, and their learning from experiences are explored in order to understand the totality of the person, the Self (Campbell, 1971). It is here that attention must be placed on the individual in their social context and where multilevel forces are also explored to uncover the organizational influences on the client. To support the continuous interaction between the individual and the organization I draw

on the work of Clayton Alderfer. Specific to my practice I draw on his theory of boundary permeability and the need for balance such that the organization can function while the individual can flourish, while with this case study I also drew on the second and third laws of embedded intergroup relations because my client was a member of multiple groups and each had a different degree of permeability (Alderfer, 2011). Further, organizations are made up of individuals and the coach must contend with the continuous interactions of both the conscious and unconscious forces that exist which “...play a major role in shaping behavior; therefore, discovering and acknowledging unconscious forces is an essential component to executive coaching” (Orenstein, 2007, p. 25). My coaching practice moves beyond the individual and takes into account their continuous interactions with their membership groups, cultural influences, and the simultaneous dynamics that lie within, concepts not addressed by Mezirow.

Adult Transformational Learning in Practice

The ATL process for change encompasses ten distinct phases of learning that, according to Mezirow, lead to a transformation of personal perspective which can further lead to a change in behavior and approach. The process begins with an original disorienting dilemma, when we experience something that does not conform to our frame of reference, and can lead to transformation when we become critically self-reflective and exercise reflective judgment resulting in gaining greater control over our lives through learning (Mezirow, 1997). The frame of reference adults use to view the world is established in childhood and deeply rooted in their history and their socialization process. Each individual is equipped with a unique lens with which they depend on to make sense

of their world. This lens is crafted from one's ascribed status, shaped by their family of origin, belief systems, and unconscious filters that together help make sense of what is seen and experienced. This lens becomes integral to how we approach the world and sets the frame of reference that defines our entire set of experiences. For Mezirow, "a frame of reference encompasses cognitive, conative, and emotional components, and is composed of two dimensions: habits of mind and a point of view" (Mezirow, 1997, p. 5). The habits of mind create a deep-seated belief system that we call upon to make sense of the world around us, aid in our self-concept, define our moral code, adhere to a set of values and beliefs, and establish our normative behaviors. Mezirow contextualized these as six habits of mind (epistemic, sociolinguistic, psychological, moral/ethical, philosophical, and aesthetic) for which we integrate to make up our resulting point of view although these are not unique events but instead, occur throughout adult development sparking the learning and change process (Cranton, 2006). Adults may experience that their point of view or engrained behaviors interfere with their ability to achieve goals, develop relationships, or simply get in the way of their desire for personal growth, and turn to a coaching relationship to help.

Adults are able to realize change, personal growth and learning when they reframe their point of view; achieved when challenging their own assumptions and broadening their perspectives.

Learning is the process of using a prior interpretation to construe a new or a revised interpretation of the meaning of one's experience in order to guide future action. Revising an interpretation can involve the mindless assimilation of a more rewarding point of view or change resulting from a deliberate assessment of reasons for supporting the interpretation or point of view. In transformative learning the learner intentionally transforms his or her established frame of reference to allow a perspective that is more inclusive, differentiating, critically

reflective, open to other points of view, and more integrative of experience. Kegan (1994) would describe perspective transformation as movement toward a higher level of consciousness (Mezirow, 1996, p. 115).

Additionally, pointing to the need for using critical reflection and discourse with a client helps them challenge assumptions leading to a shift in “perspective transformation [that] leads to a more fully developed (more functional) frame of reference...one that is more (a) inclusive, (b) differentiating, (c) permeable, (d) critically reflective, and (e) integrative of experience” (Mezirow, 1996, p. 163). Applying the theory in this way made it even more applicable to my goal of reaching sustainable change with my client within the context of their environment.

Coaching requests originate from a variety of situations including when a manager requests the services for their direct report, as part of a development program, or even a crisis that derails a career. It is unreasonable to focus only on performance or skills coaching if the ultimate goal is adaptive and sustainable change. For that to occur it is necessary to move into developmental areas that, as supported in ATL, deeply integrate new behaviors into one’s life rather than just in time for the next performance review. Within the context of Mezirow’s ten phases of learning the situation that prompts coaching may in and of itself result in a disruptive dilemma for the client or the coaching process can prompt new or additional disruptions that have the potential to open the client up to further confronting their point of view. The client moves through the phases of learning, although not always linearly, as they receive help to practice reflection and self-examination, strategies to enhance their skills, meta-cognition and moral thinking. The interventions used during the coaching process contribute to their developing new perspectives, behavior change, stronger performance, and exploring new

options and roles. Dialog with the coach, what Mezirow describes as discourse, is achieved as the client explores and assesses their beliefs, feelings and values, and is critical for the transformative learning process to be successful. Creating a plan of action and helping the client further practice new skills and behaviors aids in building comfort and confidence in the possibilities of their new point of view. Moving beyond their development and into the final phases of learning, their focus turns to relationships and clients become able to extend their new habits into a larger context – the organization and community.

The use of reflective questions to promote discourse was advocated by Patricia Cranton and asserts “transformative learning is defined as the process by which people examine problematic frames of reference to make them more inclusive, discriminating, open, reflective, and emotionally able to change. It can be provoked by a single event – a disorienting dilemma – or it can take place gradually and cumulatively over time” (Cranton, 2006, p. 36). It is the work of Cranton and Kucukaydin that connected the gradual nature of transformative learning with the “active involvement of emotions, feelings, and imagination” and the frames of reference connecting to Jung’s archetypes that are confronted during the learning process (Kucukaydin & Cranston, 2012, p. 49).

My coaching perspective was further influenced by the work of David Gray whose practice uses transformational learning informed by psychological approaches and sees the coach as one who “...helps to guide someone through a transient culture, including a transient corporate culture, helping people to become personally more confident, committed and able to sustain their drive and commitment” (Gray, 2006, p. 478). Integrating his philosophy of ATL resonated with my desire to help a client develop

their personal, interpersonal, and leadership skills within the context of their organization. Although to fully outline the influences on my practice additional theories and frameworks were considered.

Additional Theories, Frameworks, and Applications

My coaching philosophy encourages the development of a partnership with my client such that there is a mutual investment in the relationship that allows both of us to grow. Although, as Edgar Schein points out, while the relationship permits the Coach and Client to enter a reality where both inform the other, it is the client who must learn to recognize the problem and be actively involved in generating a solution (Schein, 1999). Similar to Mezirow's belief that the learner must be open to discourse and self-reflection for transformational learning to exist, Schein's helping roles assert that providing people with help and skills is meaningless if they are not ready to receive it or if there is imbalance in the relationship (Schein, 2009). My experience during the coaching engagement along with my work with adult learners supported this need to be ready. Students who were not ready were also not open to having discussions in class. In fact, I routinely intervened with disciplinary issues where students became hostile in class or shut down the conversation when a professor brought up a point of view that differed from their own.

Several other theories and frameworks influenced my perspective and assisted me in calling up interventions to help my coaching and guide my practice. The foundational principles underlying Ruth Orenstein's Multidimensional Executive Coaching (2007) anchored the conceptual framework I used throughout the engagement with my client,

especially my use of self as tool, observations and data gathering, and my ongoing awareness of the complexity of the interrelationships within my client's organization. The focus in MEC to simultaneously "consider the individual, the organization, and their continuous interaction [coupled with] ...discovering and acknowledging unconscious forces...[examining group embeddedness and]... identifying and understanding the behaviors, thoughts, and emotions that are evoked in himself/herself" (Orenstein, 2007, p.25) shed a bright light on how I approach my practice. This motivated me to maintain a detailed journal of my experience that provided a vehicle for self-reflection and a place to examine how I was feeling, behaving, and also allowed me to explore the thoughts and biases that influenced my work. On several occasions I found that reviewing my notes helped me detach from judgment and use self-reflection by "retrospectively examining [my] reactions to a particular event or situation" (Orenstein, 2007, p. 106). Similarly, I related my cognitive reflection to Mezirow's three forms of reflection: (1) content, (2) process, and (3) premise in the context of my own problem-solving and to further delineate what I saw to be happening with my client (Jack Mezirow and Associates, 1990). Using my own reflective process and accessing additional data through what I was feeling helped access the deeper origin of an issue and its importance to me so I could recognize a greater degree of empathy and promote the transformation of my own habits in the process of also helping my client during the coaching relationship.

I drew upon Doug Silsbee's Mindfulness and Presence-Based coaching methodologies including the tool of self-observation to aid in my own development and reflection; particularly my attending to the internal and external impediments to my being present (Silsbee, 2008). Using tools to assist in my self-work required me to recognize

areas in myself that influenced my work with the client. The feedback I received from faculty and classmates, especially the need to “get out of my head” and be present in the moment, reinforced my interest in Silsbee’s work which has become a beacon for guiding my approach and activity, and has been instrumental in my own transformational learning. Recognizing my habits and emotional triggers, including my habit of reaching out for context and the emotional trigger of insecurity, being unprepared or not ready for action, has informed me when working with my client. The benefits I have realized in the short time I have engaged in this work, along with my participation in his Presence-Based Coaching retreat, has paid back many-fold in how I am developing as a coach. I now incorporate the practice of using self-observation before and after my coaching sessions and am beginning to recognize how my habit nature loops overlap and create meaning for me. Seeing this in the context of ATL provided a basis to recognize how loops aid in developing one’s own self-generation capacity.

This work has also helped with strategies I use when working with clients. Some of the Presence-Based tools to help support the client’s learning included self-observation, reflection, effectively working with habits, reframing, and helping the client focus on their “capacity to be self-generative – to choose, in each living moment, who [they] are and how [they] respond to life” (Silsbee, 2008, p. 3). Silsbee’s Septet Model and the operational Voices he presents added additional layers to my understanding of Edward Shein’s (2009) expert and doctor-patient consultation model, and resonated deeper in me with respect to the tools used to recognize not only when I was using the Voices, but also when I needed to let them go in favor of being present with my client (Silsbee, 2004, p. 79). Attending to habit loops and confronting the feeling of doing the

same thing over and over with the same ineffective results cannot compare to making an intentional choice for taking a different path and achieving more effective results. And, as Chris Argyris supports, individuals can engage in double-loop learning to increase their effectiveness as they learn to self-correct their behaviors (Argyris, 2002). Helping a client during the coaching process move from single- to double-loop learning reinforces their capacity to sustain changes.

The applications and tools I incorporated into this coaching relationship included role playing, reflective discourse, critical reflection, visioning, inquiry, and creating a personal road map in the form of an individual development plan. In some cases these interventions were used in response to the disruptive moment or to bring about a disruptive moment, an 'aha' moment for the client. Mapping conversations stemmed from the work of Robert Kegan and Lisa Lahey and focused on where the immunity to change existed for the client and in support of his learning about his own unconscious blockers (Kegan & Lahey, 2009). I noted how the immunity concept extended from the client to his membership groups and to the system which gave added insight while learning about how the client's organizational restructure affected both him and his division from achieving their goals. Using Kegan and Lehey's concept of collective immunity helped me to identify where my Client had a parallel block to the rest of his division and gain a sense of where change was limited by the external environment.

I used group theory in the context of the client's relationship to his organization such as assessing norms, reference groups, and concepts like cohesion and deviance. Applying small group theory kept me aware of the potential barriers to objectivity such as the filters used by the client and his colleagues, and how the fundamental interpersonal

relations (FIRO) model of inclusion, control and affection could be used to explain interpersonal behavior in terms of how the client oriented himself towards others (Napier & Gershenfeld, 2004). This became especially useful as I learned more about his family background and how the loss of his father influenced the relationship with his supervisor which will be discussed in the case study. Additionally, while not central to my practice, I used my understanding of Positive Psychology, Emotional Intelligence, and Cognitive Behavioral Theory (CBT) to inform some interventions I chose to help my client move forward during the coaching process. As Clay Alderfer points out, my being able to draw on the interconnectedness between theory and method helps me remain adaptable and evaluate the data I receive to confirm or disconfirm a hypothesis (Alderfer, 1998). The more I am able to draw and rely on theory the more I develop the mindfulness needed to remain in the moment with my client and have confidence in my approach.

Methodology

In general, the methodology followed supported the three-phase MEC approach of (1) entry, (2) facilitating change, and (3) concluding the relationship, and took into account the reiterative nature of the process throughout the engagement (Orenstein, 2007). Due to the restrictive nature of the practicum assignment adjustments were made during the initial phase to ensure that the client understood and was in agreement with the expected supervisory nature of the coaching agreement. The general flow involved:

I. Entry

- a. An initial contact was developed to set the general steps of the engagement and ensure that we mutually agreed upon the parameters.

Using a contract helps to formalize the relationship and is also the first step to holding both client and coach accountable for one another.

- b. The presentation of the coaching contract and stipulation of supervisory with faculty was an important step so that the client was fully aware of the learning component in the relationship. Full disclosure at the onset helped further establish trust, and the presentation of the document for signature was the first step of asking permission of the client to engage in a formal coaching relationship.
- c. A preliminary meeting was held to learn about the client and build a relationship grounded in trust and candor. This meeting is also an opportunity for the client to learn and trust the coach.
- d. Goal setting may or may not be a terminal stage in the process. Often emerging goals are adjusted or changed once feedback is received.

II. Facilitating Change

- a. Assessment data is collected in the form of a 360 instrument. The purpose for collecting data is to evaluate areas of strength and opportunities for development using a multi-rater system of either interviews or a structured tool. This data is used in conjunction with the coaching relationship.
- b. Providing 360 feedback is an essential component to help the employee conduct an analysis of their work-place behaviors as seen by others. Reviewing their feedback also helps the client calibrate how they perceive themselves with how others perceive them. The

feedback is also helpful for the coach to observe how the client reacts to the information and facilitate discussion about attitudes, effectiveness and performance, as well as development.

- c. Objective setting is established in relation to the initial or emerging goals and in concert with the feedback and dialog. The objective setting is central to the client and coach achieving progress in the relationship. Ideally, the objective setting is done with the support of the client's manager.
- d. Formal coaching is done to help the client address those areas they have decided they most want to work on and is done within the bounds of the contract.

III. Concluding the relationship

- a. Sustainability is achieved as the coach assists the client in normalizing their new behaviors/actions and creating an environment of support whereby the client operates independently of the coach.
- b. Next steps can include a change in or continuation of the coaching relationship. It can also include tactical steps for the client to follow as they transition out of the coaching relationship.
- c. An evaluation of the outcomes is important on many levels but should not always wait until the end of the coaching relationship. Ideally the coach and client should be evaluating progress and effectiveness throughout the relationship but a terminal outcome evaluation allows

both coach and client to recognize the effectiveness of the relationship and assess future opportunities for potential re-engagement.

- d. Concluding the coaching process takes place when the client and coach are in agreement that the relationship has fulfilled the expectations outlined in the contract.

As of this writing the coaching relationship continues with periodic follow-up calls and the possibility of re-engagement.

CHAPTER 3

CASE STUDY – THE OCEC PRACTICUM

Background

The Client is the Associate Director of Building Administration at a major university where he has been employed for ten years. The university enjoys a reputation as an eminent, world-class institution with a campus enrollment exceeding twenty-one thousand, of which approximately ten thousand are undergraduate students across four schools and where the majority live in on-campus housing. The university celebrates more than four thousand faculty, standing and associate, and a staff of over thirteen thousand across the university and its affiliate institutions. The Client is part of the university's larger Residential and Hospitality Services organization, led by an Executive Director, and is divided into three distinct divisions: Financial and Human Resources, Hospitality, and Residential Services of which the Client is a member. Each division is led by a Director and the Residential Services division is made up of two large units, each managed by a Senior Associate Director. The Senior Associate Director of Building Administration is the Client's immediate supervisor and the Client's direct reports are two Building Administrators and four Residential Services Managers.

I liked the familiarity of a college environment. I also recognized similarities between my own experience and that of my client which could help me learn more about myself in the process. I was also intrigued by the pace of change and restructuring in his department, and working with someone in a foreign field to my own would provide me new insights and experiences.

At the start of the coaching engagement the Executive Director played a dual role, also serving as Director over the Client's Building Administration division. As part of a

restructuring effort the role of Director for Building Administration was created to balance out the organizational structure and adding another layer between the Client's immediate supervisor and the Executive Director. The Client applied for the newly created position and was rejected. The newly hired Director assumed the role as the coaching engagement got under way. Under the leadership of the newly hired Director further restructuring was initiated whereby one of the Client's direct reports was given some elevated

The unclear lines of communication, multiple lines of authority, and overlapping roles pointed to this being an under-bounded system. The client and his colleagues referred to few standard operating procedures and relied heavily on their own groups for process and clarity.

responsibilities equal to those of the Client. Additionally, while the Client reported directly to the Senior Associate Director of Building Administration, the newly hired Director presented the Client with new projects and asked that, for those, one-on-one meetings be established to review progress without his immediate supervisor.

The Contract - An initial telephone conversation took place on August 1, 2012 to allow for a determination to be made as to the appropriateness of the relationship and discuss the terms of the supervised coaching engagement. The telephone call was helpful because it allowed both parties to gauge rapport, discuss specifics and answer questions. In response to the Client's interest a coaching contract was submitted via email with a request that it be returned prior to the first meeting

An initial call was done to ensure that the Client understood the pro-bono and supervisory nature of the engagement. I followed the preliminary meeting goals outlined in MEC and revisited them at the in-person meeting. It was important for both of us to initially determine our comfort level with one another. My experience of his behavior and the barriers to organizational entry were explored in person during the unstructured interview.

(Attachment I). Due to a number of unforeseen conflicts, including Hurricane Sandy, a revised contract was initiated at the mid-point to extend the engagement through the end of November and formalize the new timeline (Attachment II).

The initial contract was reviewed at the first meeting. Goals and objectives were discussed as well as the general parameters of the engagement, including the following elements:

- A comprehensive 360 ° assessment;
- Qualitative interviews;
- A team observation;
- A goal-setting session with his manager; and
- Periodic coaching sessions.

The reciprocal nature of the coaching relationship was also discussed as was the fact that confidentiality would be held in perpetuity. Both the Client and I agreed that the dates and times of the sessions would remain flexible to allow for adjustments as needed. A contact form was also presented to aide in record-keeping and to help formalize the process (see Attachment III).

Initial Interview - A date for the first in-person meeting was set for Thursday, August 9th and the contract and personal profile form were promptly returned. The initial interview took place as scheduled. I arrived to his building and entered through a double set of entry doors into an expansive lobby area. Two young workers greeted me smiling and I told them that I was there for an appointment with my Client. I was told he was running

I took note of the surroundings because the style of an office environment offers a lens into the priorities of its manager.

a few minutes behind schedule and was directed to the neighboring couch. Directional signage was not visible, the waiting area was strewn with outdated information, and materials were not well positioned on the literature rack.

The Client arrived, walking up the stairs from the lower floor and greeted me without acknowledging the workers behind the desk. He was polite and asked if I had trouble with stairs, pointing to the elevator, and when I responded to the negative we walked back down the stairs to the lower level that housed his office suite and cubicles assigned to the department staff. The area was open and bright and the voices of the staff were audible, laughing and talking over the sides of the cubes offered hints of a relaxed office environment.

My Client secured a conference room for our meeting and, after a brief opening question asked him to share some things about him to allow me to get to know him better he was quick to open up. He shared his excitement to get the process started and had been thinking about what he wanted to talk about. He spoke candidly about his personal and professional background, as well as his

My Client arrived to the waiting room for our first appointment looking slovenly. He wore crinkled khakis, a button-down shirt with a t-shirt underneath that had a ragged and off-color collar. He was unshaven and while not obese he was extremely out of shape. Well over 6 feet tall, his demeanor appeared small and unprofessional. Looking that way did not inspire confidence and I did not think I would promote him either. What did not make sense was that his supervisor, who supported his decision to apply for the role, did not provide him with coaching or guidance about his professional presentation. I also made note of the fact that he did not acknowledge the desk workers and condition of the waiting room. I was at the beginning stages of moving data into a growing hypothesis.

During our initial conversation he complained about his lack of organization. He was clearly capable of being organized enough to secure a room for our appointment and have a welcome plate on the door.

concern for the changes taking place in his work arena. He felt strong support from his immediate supervisor, who spoke frequently about his pending retirement and his desire that my Client step into his role when the time was ready. The Client discussed

being passed over for the Director role and shared his disappointment and also his

conflicted feelings about his long-term career

aspirations. He carefully articulated why he

was passed over for the position, having

already met the Executive Director to get

feedback, and while he understood, he also felt

that he was ready for the role and that his skills

I prepared to use a semi-structured format. Recognizing my own habits, and needing to be prepared, I knew that if I were to remain in my head with a slate of questions I would simultaneously not be present with my client. Once with the Client I decided to use an unstructured interview instead to stretch myself.

as a leader and coach were stronger than most. In fact, he declared that he felt he was in

the top five percent of leaders.

We sat across from one another at the table and he placed his cell phone down but had no pad of paper or pen. I found it interesting that he was structurally prepared for our meeting with a room but the details were missing. Unless he relied on his memory I would have to uncover his default style if I would help him discover his adaptive style. The dissonance I was feeling, due to his degree of preparedness, and the trepidation rising in me as to how I would approach his personal demeanor, further supported the move to an unstructured interview and allow myself to wander around a bit, learning his world from his thought process and not mine. Was my dissonance due to my own feeling that I wasn't prepared enough or structured enough? My divergent thinking resulted in my losing confidence, was this happening to him? I was beginning to recognize what was rising in me but still needed to work on not allowing it to distract me and instead, hold it for my field notes.

My Client was “on his own” at 18 and

began his career as a student worker in the

Safety Department at a nearby university

where he was a hard worker and seen by

others as very responsible. A big fish in a

little pond, he was promoted twice and

remained after he graduated college. By the

age of 26 he was promoted to the Assistant

Chief of Crime Prevention Services managing

a staff of dispatchers and a crime prevention

officer, and overseeing all operations with the

exception of the patrol officers. He received a

great deal of exposure and had a strong

working relationship with his Director who

ultimately left the university because he held differing opinions from the administration. My Client was upset at how his Director was treated and rather than posting for the position himself, he quit his job out of protest and disgust. He enrolled in graduate school at his present institution and was hired into the Residential Services department where he has been working under the same supervisor for over eight years.

My Client currently feels very close with his Supervisor and believes him to be extremely concerned for his well-being, trustworthy, and at times feels he fulfills a fatherly role. He was supported in his decision to apply for the elevated position and when asked if his Supervisor assisted in his preparing for the interview he shared that he was strongly encouraged about his chances. Now that he was turned down for the role he hoped the coaching process would help him better understand the outcome and to address the following goals, in no particular order of importance:

- To eliminate distraction;
- To improve his presence and image;
- To “fear nothing” and create energy through exercise;
- To identify how he can move up in his organization and be seen by others as “ready” when his boss retires; and
- Craft a plan for exploring an outlet to coach and/or get back into athletics

He spent time discussing his background in athletics, as a coach for a national street hockey team, and the feeling of pride he had during that time. His dream was to open up a business that connected retired athletes and coaches to young players for mentoring, guidance, and to help support their aspirations. He was clearly connected to this dream and I asked questions, allowing him to move around the topic for a while, encouraging him to envision and describe those aspects that he found most compelling. Our time

together was approaching the 1.5 hours and we began to wrap things up. Asking him if there was anything else he felt I needed to know for me to be of help, I noticed his eyes filling up and as I quieted myself he began to cry. He disclosed that his father died when he was 12 and they fell into severe financial difficulty, moving around quite a bit; his mother suffered a great deal. He currently supports his mother financially and his sister does not help which has had a negative impact on their relationship. He receives on-campus housing as part of his employment package and is himself in a great deal of debt resulting in his being extremely cautious regarding his career. He was conflicted about the security and comfort of his job and the feeling that the longer he remains doing what he is doing the farther he gets from fulfilling his dream of returning to

My goal during this portion of the interview was to use reflective inquiry to help recognize how this goal related to his feeling of discontent and by using visioning to help him explore options. I also chose this because it was important for me to practice following the feelings in support of feedback I had received from class. Rather than ignoring the tears he shed at the end of the interview I leaned into them by asking additional questions. His inflated self-concept did not match his appearance and I recognized there was something I was not seeing. I needed to probe further to figure out how someone so articulate, someone who pursued an advanced degree in a field that didn't require it, and someone who thought so highly of himself could present himself so poorly. I decided to follow the path that was dark, a path I didn't want to go down because I am all about keeping the professional distinct from the personal. Knowing that this is an area for me to work on I opened the door and probed into areas outside of work. He cried some more and said, "I feel like my life fell apart when I stopped playing [hockey]...look at me" and pointed to his body.

athletics. This was a place he wanted to explore but he warned me that he had fear and stress about it. He knew that his being overweight was tied up with these issues, especially of moving into a new career direction because it sapped him of confidence. He wanted help to devise a plan to follow so he could "get everything in order" before

deciding what to do next but felt that his immediate goal was to secure his job under the new leadership so he could concentrate on creating a long-term plan.

I provided him with a set of homework questions designed to help him frame his thoughts and motivate him to begin looking at his career motivators and formulating goals (see sample Attachment IV). We also discussed the mechanics of launching the 360° assessment process, the time frame required, and the selection

The initial homework was presented to help him begin the second phase of learning, self-examination. It also supported my desire to continue with information gathering and provide him with a tool for reflection that we could use with goal-setting. The homework was to further test his stated need for detail, organization, and tolerance for stretching out of his comfort zone. I wanted him to lead the conversation instead of me. Reminding myself of my overwhelming desire to use my teacher voice, or that of "the boss" I had the goal of exploring my new role as Coach. I was still impressed with his bias for action which contradicted his expressed reticence and lack of confidence. Perhaps he, too, was stuck in his head, leaving me to explore the possibility of his using some of Silsbee's tools and drawing on CBT.

of participants including an electronic form for him to identify his respondents which he

Engaging in discussion about his feelings, especially in regards to his family and also asking for direct feedback about our first session provided me with valuable information about myself and also provided an opportunity to observe how he practiced and self-observed his own behaviors. His reflective discourse prompted him to assess his beliefs, feelings, and values which is central to Mezirow's theory and contributes to the self-observation necessary to support his increased awareness of his aversion, attractions, and inner state, central to Silsbee's process.

returned within the week. The Client's enthusiasm for the process was noticeable and he discussed his competing work demands so we could schedule to accommodate both of our goals. I appreciated his directness and his willingness to schedule sessions several weeks in advance which led me to realize

that his concerns about his organization went deeper than scheduling.

The Coaching Process

The meetings, beginning with the unstructured interview at the initial meeting, took place in tandem with the launch of the 360° assessment and qualitative interviews.

Each session began with a check-in to uncover what had transpired since the last meeting

as well as what was urgent to discuss during

the session. We revisited the homework from

the previous visit and also talked about how

he was feeling about the feedback process and

progress being made. He maintained his

enthusiasm and was pleased to learn that all of

his respondents completed the assessment

without additional reminders.

As we narrowed down his goals and

clarified his fears we determined that the

scope of this engagement would focus on his immediate situation and save his long term

career goals for a possible future engagement. Even though I recognized many of his

professional issues stemmed from his personal experiences as a child I also noted his

overt need to navigate the current ambiguity to realize job security so he could reduce his

immediate stress and anxiety. Fortunately, as

he learned more about the Director and the

direction of organizational changes taking

place he began to feel more comfortable and

positive, and I noticed his initial fight or flight response was moderating. In the absence

The coaching sessions allowed me to ask critical coaching questions and use visioning to help the Client recognize the connection between his feelings and the process of transformation. We explored options for his new roles and reviewed his role in relationships and how he noticed his behavior in the context of others. The discussion and process of reflecting on his actions helped him to feel stronger and, as Doug Silsbee asserts, this process helps him move to a stronger inner state and stabilize himself in a path of making choices rather than succumbing to his habit nature.

The unconscious conflict between the group mentality and the individual's desires informed this as well as the five characteristics of embedded intergroup relations theory.

of a leader he saw himself as being the one who held the team together but now he experienced conflicting feelings about his role in the eyes of the new leader, as well as the loss of affinity he felt from the team as they began to attach to the new Director. The beginning of his developing a positive relationship with the new leader corresponded with his renewed interest in succeeding in his current role and growing into a more expansive one. Identifying what he needed to do in order to move into his Supervisor's role took priority as he witnessed his Supervisor change and react to the new leadership.

Six coaching sessions took place with the major components of the sessions involving:

1. A check in and review of homework
2. Exploring opportunities, reviewing goals, and presenting the 360° Assessment data in preparation for the Reversal design
3. The Great Reversal
4. Presenting the qualitative feedback
5. Goal setting and creating an Individual development plan
6. Supervisory meeting, sharing goals and soliciting support and feedback
7. Follow-up and next steps

The 360° Assessment was summarized (Attachment V) and shared with the Client along with a set of questions designed to allow him to internalize the data and become directly involved with the feedback, otherwise known as the Reversal Design (see Attachment VI). Nine in-depth

The use of a 360 to access data contributes to the client moving through the phases of learning including engaging in the self-reflection needed to critically assess assumptions and further participate in discourse. According to Mezirow a complete set of information is needed for the learner to be able to weigh evidence and be open to alternatives. The 360 provides a great amount of information. In addition, reflecting on the data provides additional disorienting experiences that serve to further open the client to a shifting perspective.

interviews were conducted out of his 21 participants and the response data was consolidated and presented in the form of truths, trends, and unique ideas (see

Attachment VII). Throughout the sessions

a series of homework assignments were reviewed and articles were offered to help him to further clarify his goals in light of

The use of a check-in and homework review is supported with CBT, practice and creating new habits, and acquiring additional data to help inform both the Client and Coach..

the changes in his organization and the feedback, the outcome of which contributed to him adjusting his goals and creating a plan of action that he could follow and where he could return to regain focus when needed.

The plan of action ultimately became an Individual Development Plan (IDP), an organic and iterative document, designed to help him keep on track with his progress (see Attachment VIII). The content of the IDP was reviewed with his supervisor for support and feedback at which point revisions were made to take into account areas that his supervisor hoped he would consider.

Included in the above-mentioned process we discussed his personal appearance, healthy eating/lifestyle changes, personal organization, and motivation. Tools were identified to help him reinforce his goals such as iPad apps for organization and weight-loss and exercise strategies.

The use of reflection, dialog, and inquiry contributed to the transformative learning process. And, the 360 data and use of the Reversal design provided the opportunity to use concrete examples from a work situation. Giving the Client the chance to voice specific instances where he played a role and identifying his triggers and feelings provided the depth needed to extend himself into new behaviors. I drew on the Kolb cycle of experiential learning when using the IDP as a venue to help him experiment, apply, and evaluate the progress of his new behaviors and goals.

Coaching Sessions

Session I – The Client arrived to the lobby from outside of the building after his first meeting, over coffee, with the new Director. He was stopped by a staff member as he walked into the lobby and then responded to someone calling his name from the stairwell. He greeted the team behind the desk and welcomed me back to our conference room. Our check-in was comfortable. He shared that he liked the new Director he met, who appeared thoughtful and laid-back, and felt that he held his own during the meeting. He was also feeling concerned because he did not know whether the Director knew he applied for his position. He did not share the information but felt that he probably knew about it but said nothing, to which he felt “was unfortunate.” We discussed his broaching the subject and how it would make him feel. He felt it would be good to get the topic out so that he could clear the air and gauge the Director’s trust and support.

I asked him to envision how he wanted the conversation to go and we role played how he would share the information if presented with the opportunity. He disclosed that he did have a meeting with the Executive

Director for his division and was told that he did not get the position because he lacked polish and did not perform well during the interview.

After some probing to better understand his self-concept he stated that he thought he did well in the interview and could not understand why he

Based on his demeanor and the tone he used when discussing his interview and being passed over for the promotion, it was rather clear that this was a disruptive experience. The feedback he received was diametrically opposed to how he saw himself and caused him to feel conflicted with the perceptions others had of him.

was perceived differently than he perceived himself. He did tell me that, “he was glad he didn’t bother getting dressed up” since it was a telephone interview. He felt dismissed by

being given a phone interview since the search committee was made up of people across campus and decided it was a sign that he should start looking to leave this position for another organization. When I asked him what changed since our last conversation and if he had gotten all of the things in order that he hoped he looked at me and said that he was just kidding and knew he was not really ready for a change.

The coaching session further identified areas he was working on including his desire to create boundaries. He recognized that he is quick to help people deal with unfinished business and he joked about always being stopped by others to help them, and the fact that with a “new sheriff in town” he needed to balance his priorities. He remarked that he had the tendency to get

“caught in the flypaper,” where he dropped what he was doing to help people who needed him, often finishing their task because he could do it better and quicker, keeping him distracted from achieving his own goals. He also shared that he needed to create boundaries to isolate him from people who were becoming “toxic” and pointing fingers as

I called on my knowledge of small group theory and in particular the triangular relationship my Client was involved with in regards to his supervisor and the new Director who had begun to ask my Client to report to him directly for certain projects. The potential instability and observable conflict between my Client’s supervisor and the new Director led me to believe that the new Director’s dominance in the group of three would enable it to function. However, I was also aware of my own experience in this kind of environment and was mindful to journal on this topic to assess how my feelings were influencing my perspective.

the new Director was becoming more involved in the daily operations. My Client was feeling pressure from all sides, especially from his supervisor who was expressing frustration at the Director’s hands-on style and “quitting” multiple times a day. I recognized that his body was shrinking down in his chair as he spoke. I probed into these

feelings and we returned naturally to his

goals, exploring how he could move up with his career and be seen as “ready” when his supervisor really did quit or retire. We also discussed his initial goal to “fear nothing” in light of his concerns about being judged and

Doug Silsbee points to one’s habit nature being reflected in our bodies and how we present ourselves. I took a moment to help him center and asked him to describe how he was feeling to help him connect his feelings before and after we explored his goal of moving up and what it would take to get him there.

needs for security. He connected his need to come across as strong to the role he played after the loss of his father. After several questions the following came out of the conversation:

- He fears that he can’t live up to the expectations of others so he retreats;
- He doesn’t like being judged so he retreats and puts himself in a place where no one can judge him;
- He thinks highly of himself as a defense mechanism and recognizes that he is an under-achiever; and
- He has deep regrets about taking the wrong turn away from athletics and he fears that if he gets a promotion that it will be one more step away from his long-term goal.

Coming to terms with the fact that his job was very important to him and he was not prepared to make any changes due to his finances we began to talk about identifying the options he could choose from. He did not want to carry around the worry that the Director would not support him if he knew or found out that he applied for the position; he wanted to take action. He came up with three possibilities.

Envisioning and role-playing are interventions that support Mezirow’s phases of learning. These are also interventions that Doug Silsbee asserts can facilitate reorganization and the stabilization necessary for self-generative change to be realized.

The first was to speak to his supervisor who seemed to know everything. Another was to talk to others to find out what the Director might know, and the third possibility was to

speak to him directly. Recognizing his own preference to “ask around” and his own realization that going to the source was the best; he asked if we could role-play the conversation some more which we did until he felt comfortable.

Once he was comfortable and ready to move on I presented his 360 feedback and walked him through some examples of what the data revealed to help him understand how to interpret the information for himself. I also reviewed the Reversal activity in detail and we scheduled the appointment for a few days later. I explained that he should not hesitate to call if he had questions or if he just wanted to talk over some items.

The homework established at the close of the session was:

- To review the 360 data and complete the Reversal activity in preparation for the next meeting;
- Set an appointment to meet with the Director;
- Identify one thing he can do to help

ATL theory shows that we have an incomplete perception of ourselves and adhere to our own frame of reference, or point of view, established from the meaning we create from our habits of mind. For transformational change to take place the individual must have the capacity to be self-reflective and able to exercise reflective judgment. The 360 feedback gives the client information to better understand himself by understanding how others see him. The feedback can be in itself disruptive although it can also allow movement through the transformative process by using the data in self-reflection, assessing personal assumptions, and recognizing how our feelings connect to our frame of reference. The 360 assessment data, along with the Reversal design, is most helpful in providing the ideal conditions that Mezirow asserts make discourse effective. The client is in receipt of accurate and complete information, can weigh evidence and use objectivity to free themselves from distortion, and the data prompts reflection and openness to alternative perceptions. The Reversal design also provides the opportunity to participate in the process and experience how alternate views are considered possible. Finally, a 360 assessment is a vital contribution for influencing performance, growth, and development. Coupling it with a coaching relationship can facilitate double-loop learning that further aids in the transformative process.

him feel more organized; and

- Write down the top three things he needs to address with regards to his weight and appearance

Session II – The Reversal. The next meeting was scheduled for a few days later on the 2nd floor of a Starbucks. He came prepared with the Reversal document completed on his iPad. Setting the stage for the meeting we began by scheduling our next appointment and, to determine his bias for action, reviewed the progress he made on the assignments from the last meeting.

He shared that he had an appointment with the Director and the meeting went very well. He shared that he applied for the position because he wanted people to recognize his desire to grow and take on additional responsibility. He said the Director responded very well to their conversation but did not indicate if he had already known, and that he offered to be a mentor and help my Client achieve his goals. My Client also discussed that the Director sent him an email after the meeting telling him that he felt their meeting was the best one he had since his arrival.

Each time we met I called on the ABC concept of cognitive behavior when reviewing his homework. The questioning and dialog uncovered the cause (antecedent), the reaction (behavior), and the results (consequences). The use of CBT reinforced the self-reflection, self-monitoring, and self-maintenance needed to allow further movement through the transformative process as he acquired new knowledge and skills to help him with planning and embracing new competencies. His experiencing positive feedback from the Director after having practiced his conversation further reinforced the positives associated with implementing his plan. For myself, I remained cognizant that the Client owned this process and used my own self-observation and practice to be mindful of not using my teacher voice and aware of when I was forcing my own agenda.

For his organizational goals the Client found a colleague to help him with setting up his new iPad, something he liked a great

deal, and he had a friend come into the office with him over the weekend to reorganize his desk area, and he felt good about both things.

For his personal goals, especially with regards to his focus on his weight and appearance, he took steps since our first meeting that included speaking to a Whole Foods employee/friend

At every opportunity during the engagement I helped him identify others who he could lean on for support with. The feed forward concept informed this approach and was designed to help him sustain his changes after our engagement completed. It also encouraged him to develop new or different relationships that allowed his new point of view to be integrated into these relationships and provide the self-generative qualities needed to sustain them.

who started the process to help him with meal planning and food shopping. We discussed how he envisioned he would look at the end of our work together and discussed options of tracking his meals and even his activity through applications he could download on his iPad. After our discussion I asked him to identify some close friends that he felt comfortable soliciting help from to keep him on track with his goals.

We turned to the 360 Reversal and I asked him to run through the feedback as if he were playing his own coach. He pulled out his

iPad and seemed clumsy with his ease of access yet spoke with pride that he found what he was

looking for. The stilted tone the Client used during his update pointed to his holding something back.

Ordinarily he smiled and laughed, always cracking a sarcastic joke when he felt uncomfortable. Now he spoke clinically as if he was going through the

Providing the Client the chance to provide the feedback as if he were his own coach gave him distance from himself that promoted objectivity, the ability to entertain alternate perspectives, and reflect critically on assumptions and their consequences. As Coach I was mindful that with a total perspective we could begin to uncover his truth.

motions of updating me in response to my question. I sensed the exercise was much harder for him than he expected, and calling on this intuition I asked the question to open up the conversation and allow him to gain his sea legs and also allow me to gain insight into how he felt about the data.

A complete summary of findings may be found in Chapter 4 and the areas the Client found most jarring included:

- What he found most surprising was just how much his participants saw him seeking to improve himself/ his role;
- What he found most compelling was how his participants saw him challenged in regards to his confidence; and
- What gave him the strongest reaction was the overwhelming attention drawn to his appearance.

Qualitative feedback was important to help interpret the quantitative data and provide valuable insight into how others saw the client. At this stage I had not yet completed all of the interviews but the information I had to date helped me probe deeper into his reaction to the 360 data. The quantitative feedback told me only the “what” and the qualitative interviews added the flavor of the “why” they perceived the client in a particular way. Qualitative feedback helped me to test my reactions and hypothesis differently. And, it was both what the client heard the loudest and where I gleaned a window into his resistance.

We spent the remainder of this session discussing his reaction to the data and where he wanted to redefine his goals based on his feelings about the feedback. He was well aware of how he personally perceived his weight but the overwhelming acknowledgment that his presentation was also his biggest hurdle to overcome left him feeling “sad and ashamed.” I inquired further into his use of the words, especially ‘ashamed’ and he spoke about the role that eating has played in his life. We dug deeper into his memories of his father and the times they spent together and I watched his body language as he heard himself associate many of the memories with their meals together. We talked a long time

about his desire to put more effort on the immediate issues at work and I was pleased to hear him acknowledge the importance of this issue. The Client agreed to keep weight-loss as a longer-range goal but pushed his overall appearance and dress higher up on the ladder.

His growing relationship with his Director coupled with his acceptance of his need to plan out his next steps had him now firm in his desire to remain with his current employer and move up when the opportunity presented itself. He revised his goals into three distinct categories that became:

1. Physical

- a. Improve his appearance
- b. Appear more decisive
- c. Practice humility

2. Tactical

- a. Be conscientious about time management and follow-up
- b. Set aside planning time
- c. Communicate commitment, message, and strategy
- d. Expand technical capacity and incorporate the use of data to drive decisions
- e. Enhance business acumen and financial scope for the next level roll

3. Strategic

- a. Set strategy as a priority
- b. Build political savvy and stakeholder management
- c. Improve delegation and adhere to standards of performance management

The meeting ended with a few assignments including:

- Following up with meal planning and tracking
- Obtaining dates to meet with his supervisor for a goal-setting session

Session III – Qualitative Feedback. At the start of the session we did a check-in. He was very positive about how things were going and remarked on the noticeable influence the new Director was having on the team, and how well the two of them were getting along. The Director was instituting

changes in the department such as how meetings were structured, becoming more involved in every day operations and oversight, and requesting my Client's Supervisor become more directly involved with supporting his growth and development. The Client was asked to attend a certification course which made him feel very good and enthusiastic about expanding his repertoire, not to mention being noticed enough. We reviewed his action items from the prior meeting and he spoke about the steps he was taking and acknowledged that he was not sticking to his meal plan and workout schedule;

I became aware that the Client spoke less and less about his Supervisor and more and more about his growing relationship with the Director. At first the Client expressed feelings that indicated he felt somewhat marginalized although as he felt more comfortable with the new leadership he build an affinity for his job and his future. The Director was building a cohesive team and the Client recognized there was a great deal to learn from this man. Group theory informed my awareness of his desire to join this new team and his relational strengths helped him get noticed. The Client's goals changed as this new group/team formalized. Now, he began to aspire to be included in the Director's inner circle and remain with his organization rather than move on.

we explored areas holding him back from progress. Agreeing that achieving small milestones felt good he decided to focus on being more active and eating better instead of attaching unrealistic numbers to his goal such as losing 100 pounds in six months.

The feedback from the qualitative interviews was consolidated into the categories of Truths, Trends, and Unique Ideas in order to maintain confidentiality, and help to present the data in a clear and supportive fashion. The Client felt positive because I

shared each participant was enthusiastic about participating and all felt he had outstanding potential. The interview results showed:

Truths

- Avid supporter of his people, promoter, quick to identify and nurture their strengths
- Enjoys being a part of the team
- Excellent interpersonal skills
- Bright and filled with creative/innovative ideas
- Manners, collaboration, collegial
- First impression is a lost opportunity
- Manage up even if it means bringing along some dead weight, be the champion
- Need to be proactive and take initiative
 - Self-promotion
 - Communicator (responsiveness and initiator of new ideas)
 - Step up to volunteer to take on an assignment
- No risk, no reward...displays cautious behavior as if he is worried about fallout of a decision
 - Some are not sure where you want to go/grow and they are looking for you to put a stake in the ground
- Make the decision to make the decision.
 - Set the vision, back it up with data to justify its importance, send committees off to report back and make the final decision

Trends

- Excellent objectivity
- Leadership skills – he makes a team through his capabilities and spirit
- People are looking to him to try to get his ideas implemented. Recognize the obstacles and move beyond it.
- Presentation polish to those who don't know him well – stops and pauses imply lack of confidence

- A little too hands on, needs to move away from tactical and move towards implementing strategically
- Focus on meetings and progress so that the meetings are seen as important - - share the ultimate vision and lead to it instead of creating committees
- Create strong boundaries with people (direct reports and peers), process (codify so that your involvement is not necessary), operations (ex: after action reviews, data to support change, organization)

Unique Ideas

- Evenhandedness...seen as a strength and weakness although always seen as fair
- Being a peer and a supervisor makes it difficult for people to know how best to relate to you and it makes it hard for you to be the bad guy
- Move off campus as a way to distance yourself from the minutia and be perceived as an administrator and not the fix-it guy
- The new Director's arrival is a huge opportunity – learn what motivates him and engage him on a personal level.

Session IV – Goal Setting. Our work together was disrupted by the large Hurricane Sandy. Although the length of time between sessions placed some limits on the smooth progress desired it was a convenient time

for the Client to work on executing the areas he was practicing in a time of crisis; he was enormously successful. This check-in went on for a long time as he shared how he rose to the occasion as the Incident Commander for emergencies and how good

At each meeting we discussed those he was engaging as trusted advisors to help him keep to his goals and rely on for candid feedback. The hurricane gave him the opportunity to leverage these advisors to learn about how he presented himself, how he addressed people under stress, and his degree of definitive decision-making. It was helpful for him to hear his progress and reinforced his new behaviors.

he felt that the Director observed him take control and mobilize the department efforts so

that the staff and students were secure. He received several accolades for leveraging his relationships and collaborative style while standing firmly in control during the crisis.

In response, at a recent meeting with both his Supervisor and Director, the Director asked that the Client be assigned a unique project to manage which made the Client feel that confidence in him was growing. Several other things had transpired since our last meeting. He enjoyed the certification course he attended and the R&R that came along with it although he admitted to having dropped several balls by not attending to his email while gone. We discussed the steps he could have taken in advance of leaving that might have helped and also some strategies he could use going forward to ensure that no crisis went unanswered. He thought that the recent Sandy crisis helped distract others from his missteps and wanted to create a system to help him with this going forward.

This meeting was difficult for me as I was holding onto my own frustration at his inconsistent and neglectful follow-through with me. I recognized my own feelings as similar to those of others that were shared in the qualitative interviews during the 360. My own experience was informing my hypothesis that he goes through periods of withdrawal and did not acknowledge how this impacted others, and perhaps influenced the decision of his search committee. For me, this was clearly a trigger. I wanted him to experience this feeling and chose to delay my own response to him; using his reaction, my experience, and the feedback to highlight how he could alter his behavior to mitigate these reactions in others. Even though the outcome of my intervention was positive, upon reflection I recognize this could have gone awry and was not a good approach. Instead, it was me applying my own agenda and something I now recognize should be avoided.

We discussed the mechanics of the goal setting process and meeting with his Supervisor, including that the meeting was his to lead and what role I would play.

Initially he requested to hold the goal-setting session together with both the Director and his Supervisor since the department was changing and he was reporting back to each depending on the project. He clearly wanted to build a strong relationship with the Director and we reviewed the reporting structure of the department and what he hoped to accomplish by meeting with both of them together. He acknowledged that the feedback helped him to see that his Supervisor may be more interested in his remaining in his role out of convenience. If both were at the meeting then his Supervisor would have to own up to the commitment he made to

The Individual Development Plan is a tool to use to help a client identify their goals, and provides structure to help plan, execute, and assess their own progress. However in this case I realize that my use of a template was an expression of my own need for control. It supported my own desire for structure and also my desire to speed up the process, the pace of which was interfering with my own goals of being finished. Even though I recognized this in me I was also keenly aware of his resistance to structure. His 360 spoke to his need to write things down, call upon data to inform, etc. I chose to pursue my structured tool instead of helping him arrive at the same place had I allowed him to develop his own tool. We discussed this at the end of the engagement and I learned that his reaction to the tool was not as critical as my own reaction to having presented it to him.

the Client regarding his desire that he take over the role upon his retirement. We stayed in this area for a long time, exploring his feelings of insecurity and his questioning whether or not his Supervisor had his best interests at heart. After much discussion and posing a series of questions it was decided that this meeting would take place only with his Supervisor and then, if supported, he would share his goals and plan with the Director.

An Individual Development Plan (IDP) template was used as a way to support the Client's need for structure and organization, and also for planning his course of action. He created goals based on his review of the feedback and used a SMART template to help him clearly define the timeframe, the detail, and those he would ask for assistance. He decided that he would use this form to help guide his conversation but would not share the document directly with anyone. Finally, we spoke about the iterative nature of the IDP and he liked the idea of updating it and allowing it to grow as he grows.

Session V – Supervisory Meeting.

The meeting with his Supervisor lasted about an hour and I observed the Client confirm his commitment to and regard for his Supervisor, express his desire to grow, share the 360 feedback he received, and identify the areas he wanted to focus on. At each juncture his Supervisor provided feedback and expressed his unwavering support. He made a few

comments and suggestions to consider and offered that as he was working on his own retirement/exit and that he intended to formalize a plan to facilitate my Client's move into the role. He also confirmed that he would share this desire with the Director.

When asked directly, his Supervisor agreed to support the Client meeting with the Director to share his goals. He thought the Client he would gain from the Director's

This was an interesting meeting for me to observe. My interview with the Supervisor provided insight into their relationship and I was surprised to find out that the Supervisor did not support the Client to the same degree as the Client felt. However, it was clear to me as I watched this meeting that the Supervisor indeed played an overly supportive role and provided an intimate level of guidance. I noted on several occasions his glancing my way as he shared information with the Client that was diametrically opposed to what he had shared with me. The group pressures and norms were apparent, as was the theater behavior and Facework theory of Goffman's impression management.

perspective. I was asked for my opinion and took the opportunity to ask the Supervisor a few questions to confirm that he was clear about my Client's request and intent. My Client appeared nervous but strong and I learned a great deal about their relationship. I observed the Supervisor glancing awkwardly at me after having already opened up to me about his thoughts of my Client's potential during our interview.

Following the meeting my Client and I returned to the conference room to debrief his experience. He felt a renewed sense of support from his Supervisor and was convinced that he was genuine in his desire

Discourse is important to allow the client to reflect. It gave me the opportunity to use my Reflective voice as well as the voices of Guide and Teacher (Silsbee) during the debrief process. Debriefing is a tool that is especially helpful with experiential learning, as described in ATL, whereby the client can reflect and envision future possibilities. For me as coach, I listened for teachable moments where I can ask probing questions or glean evidence of his practicing new behaviors.

to include an expanded role for him as part of the exit plan he was working out. He also shared that he was surprised how emotional he felt and just how personal their

relationship really was. We reviewed the steps he would take to help him maintain his progress as our engagement ended and he requested one additional session so he could be sure he had time to digest the feedback from his Supervisor, drill down to the distinct tactics in his IDP, and space to

It seemed that the client had more work to do. He was attending to many areas of feedback but I recognized that he was replacing the relationship with his supervisor with this growing relationship with the Director. The overuse of his relational strengths was getting in the way of his leaning into his other quadrants and tempering progress in the areas of presence and appearance, and an area to explore further.

process how he was feeling about his growth and progress. I agreed.

Session VI – Follow-up. Upon request an extra meeting was arranged to review the changes made to his IDP and to answer questions in preparation for the goal setting meeting with the Director. His relationship with the Director continued to grow and he expressed confidence that the coaching and IDP process was helping. We identified next steps including:

- That I would participate in his meeting with the Director;
- We would review his long-term career goals; and
- Further explore his barriers to weight loss, exercise plan, and the purging his old clothes

CHAPTER 4

SUMMARY OF FINDINGS

The 360 assessment tool used is The Leadership Wheel Styles Assessment® designed to help “individuals identify natural or innate leadership styles” (Napier, Roberts, & Sanagham, 1990). A complete set of response data may be found beginning with Attachment VI. This Chapter is intended to highlight some of the trends and findings from each section of the assessment.

Leadership Effectiveness

The Leadership Effectiveness survey asks the respondents to use a 10 point scale, rating the Client’s leadership skills anywhere from a ‘1’, ‘unsatisfactory’, to a ‘10’, ‘outstanding’. Twenty-four people were identified and 21 responded including direct reports (5), indirect reports (4), peers/colleagues (4), family/friends (6), and his supervisor. All respondents completed the entire assessment and the results appear to indicate that the Client generally sees himself as others see him.

The two items that rated the highest, averaging 9.1 each, included:

#23 - consistently honest, trustworthy, and ethical in his behaviors to others

#24 - is approachable and emotionally accessible to others.

These two areas were also rated highly by his direct reports and his Supervisor although his indirect reports and peers seemed more evenly distributed indicating that there may be a few who do not experience him in a way that exposes them to this set of behaviors.

The areas that were lower on the spectrum included:

#1 – is well organized (6.2)

#2 – utilizes own time and that of other effectively (7.2)

#3 – leads from a clear set of goals (7.3)

#26 – is recognized as a planner (7.4)

The Client self-assessed these as being areas of weakness and also rated himself lower than the majority, and lower than his supervisor.

In general his indirect reports and peers rate him across a wider range and in most cases lower than others implying an opportunity for him to increase his collaboration and communication in areas outside of his immediate department to expose them to his strengths and build relational capital.

Of particular note is that the Client was only aligned with his Supervisor on the areas of relationship building, teamwork, fairness, handling conflict, and trustworthiness. Their ratings fell close in most categories and his Supervisor did not assess his skills as a visionary, collaborator, listener, or focus on customer and team needs as strong as the Client did. Additionally, his Supervisor felt him to be much more defensive than most people saw him.

Direct reports felt that he supports them as a team, builds a sense of fun in the workplace and is a strong collaborator, capable of taking charge of a situation when action is needed. The team's responses seem to reflect the current reality that half are new direct reports while the other half are more familiar with his style. Their responses are split where some feel him to be an effective problem solver and decisive, strong at leading meetings and communicating ideas while others are less complimentary.

In all, the responses show that the Client has room to grow in how his behaviors are perceived by others. The favorable responses per category were lower than the Client

expected with only two categories, or 7%, rated above 9.0. Fourteen categories, or 52%, fell in the 8.0-8.9 range and ten, or 37%, fell in the 7.0-7.9 range. The categories that require attention, those that center on organization, communicating, and providing follow-up to help people become aware of the outcomes match closely to the Client's understanding of the areas of opportunity, as well as the open-ended feedback and interview data. His greatest area of opportunity lies in his ability to influence his indirect reports and peers, and also calibrating the perceptions of his boss against his self-perceptions. One recommendation would be to repeat this survey in six-eight months as a way of observing his changes through time.

Areas of Strength and Development

This section of the assessment includes open-ended questions as performance measures and the themes are closely aligned to the information from the Leadership Effectiveness Survey in Part I. All respondents answered these questions and in some cases noted that they did not include responses they had not already shared with the Client, another testament to his openness with people he works with.

The data clearly points to his being a strong team player, extremely personable and approachable, and collaborative. He is seen as quick to recognize others' strengths and has a high degree of professionalism. Other areas of strength include his being a good listener and problem solver, and someone with whom people can rely upon in times of a crisis or to just get things done. His close family and friends agree with his work colleagues, that he is level headed with a high degree of integrity, which was also noted

throughout the qualitative interviews and observations. People do not just see him as a knowledgeable and supportive leader but also as a caring and positive person.

The Client's overarching areas of development surround his professional appearance and dress, confidence and decisiveness, and ability to lead structured meetings and use data to drive decision-making. His Supervisor placed greater emphasis on his weight, dress, and confidence than did others although this issue was brought up by everyone during the qualitative interviews as being an area that holds him back. Additional responses include his need to over-communicate, use technology to help with his organization, and use his teambuilding skills to foster cross functional relationships, the latter supported by the tepid responses of his peers for that item.

Leadership Wheel

The Leadership Wheel allows for a window into how the participants assess the Client's strengths under normal and stressful conditions using the categorical styles of North, the Warrior, South, the Nurturer, East, the Visionary, and West, the Critical Thinker (Napier, Roberts, & Sanagham, 1990). The Client sees himself as nurturing, a team player, and clearly at his best when supporting others. This perception was supported by the open-ended and qualitative interviews; he is seen as warm, friendly, and values fairness in both people and process. While he enjoys getting things done and is perceived as capable and competent, his rating diverge from the reviewers in the areas of implementation skills, delegation, and turning his ideas into action where he rates his own skills higher. Under stress he moves into his East and begins to call on new ideas, enjoying the practice of brainstorming and creative problem-solving. As his East rises he

loses the capacity to hold onto the data and justification needed to move his ideas forward and he tends to lose his patience and sensitivity in favor of trying to take command, shown with a rise in his North. He holds firmly to his creative side while losing focus on the necessary next steps to take which lead to a hypothesis that he may use his ideas to distract himself and others from taking focused action, as if he stands at the helm but unsure of where he is going.

The Client's Supervisor does not exactly see him in the same light where the assessment shows a very slight drop in his East and rise in his West. This may be the result of his presenting only outcomes to his

Supervisor as opposed to his Supervisor observing him in action, something supported by his Supervisor's hands-off style and lack of presence during the activities he takes part in on a daily basis. The sharper rise in the West may point to the Supervisor's belief in his having all of the information needed to complete the job.

The responses from his direct reports seemed to reflect the state of the team. Three of the five members of the team were new and they split with their perception of the Client's dominance. This may be due to the fact that he works closer with the new

I became aware of his supervisor's perspective during my qualitative interview. He disclosed that he gave the client complete autonomy and provided examples of when the client would present him with final reports showing everything under control. Noticing the Client's tendency when under stress to go off on creative tangents, I used his strength in this area to help him reframe his perspective. For example, when he shared his anxiety over his direct report being given elevated responsibilities I asked him to brainstorm with me for three minutes, and come up with opportunities that this elevated role could have for his own growth. He shared that he had more time to devote to getting more involved with strategic planning, working on creating operating procedures to make it easier for others, and learning the next level of budget requirements. The use of the IDP further reinforced his ability to remain focused on following up with the goal at hand rather than creating new ones.

members of his team and shows up with a more even and commanding style while allowing the senior team members more autonomy. All echo his overwhelming style of support and receptivity to their ideas under both normal and stressful conditions. Under stress the Client seems to remain in his area of comfort with his team, his South, and does not seem to pull significantly from his other compass points supporting the feedback that some find him to avoiding conflict and being easily distracted by new initiatives without holding people accountable for the current ones.

His peers and colleagues seem to support the hypothesis that his overuse of his strengths make him appear as a pushover, lack decisiveness, and serve as a dependent voice of his Supervisor. They do not see him taking charge with them, remaining passive and indecisive, and although they recognize that he has good ideas they also see that he does not build a plan to support their execution. The Client self-assesses taking charge more with his team than he does cross-functionally and the data from his peers and colleagues support that they may not have direct experience with him in this capacity. Feedback from members of this group point to their desire for the Client to over-communicate and not assume they know what is going on and lead with a plan since his area of responsibility has as a great impact on all members of the division.

When there is less resistance, or when the Client finds himself in a non-threatening environment, he seems able to maintain his analytical side, although his dominance remains less accessible. Even to his friends, family, and indirect reports he is seen as an all-around nice guy who has creative ideas. Their response patterns are similar to others but it appears that with friends, family and indirect reports the Client can support his ideas and decision-making to a greater degree. It is interesting to note his

Supervisor's responses appear more similar to his family and friends, reflecting their close relationship and both referring to it, at times, as a father-son relationship.

The Client enjoys being in a place of comfort, his South, and this comes across in his management style, his dress and general appearance, and his approach to his career and living situation. Others do not expect him to move into a place of authority and control so they routinely assume that role. Based on the data, and in light of the fact that some respondents also served on the search committee that turned him down for the promotion, he may have been seen as not ready to call on the behaviors needed to be successful in that role. Without accessing a greater degree of dominance coupled with his commitment to relationships and seeing himself as a coach, and with his high degree of openness and trust, these factors may have worked against him in the position search and interview process.

Supervisor Review

The Supervisory Review Summary allows for direct reports to drill down into their experience with their supervisor. This assessment was taken by the Client's five direct reports, three of whom have been hired within the past year. The results reflect their desire that he help bring the team together by integrating the new members into the team, and help them all feel appreciated as members of the larger division. He rates lowest in the area of holding regular meetings, something we discussed and something he wanted to change; he has since launched weekly standing meetings with his direct reports. It was also interesting to note where his direct reports feel the Client's Supervisor is not providing assistance to help him improve his performance. This data resembles the

feedback from the qualitative interviews where two direct reports disclosed that the Client shared intimate details of his dissatisfaction about being passed over and the subsequent changes, his long-term career goals, and details of the tension between his Supervisor and the new Director. This data further supports the Client's relational bias and points to his behavioral tendency to overshare with his team in as a way of making them feel connected and "in the know" rather than using his leadership skills as a binding agent.

The spread of responses in this category show that the Client has much work to do in this area. He benefits from strong support with half of his team and others rate him extremely low across the board because they do not generally experience him exhibiting the behaviors identified. A review of the direct report data in other categories supports their need for him to be organized, access

data, use technology, follow-up with requests, and create a plan to support his strategy so he garners the support needed for implementation. These factors were similarly revealed during the interviews.

My own observations were consistent with the feedback. He had the tendency to not write anything down, use his iPad instead of his ears, resist tracking his own progress and that of his direct reports; and being a casual

I discussed with him a number of times about his attire, general appearance, and my perception of how it influenced how I saw him. I also discussed his degree of preparedness and how the abruptness used in his emails was inconsistent with how he communicated in person and in contrast to his relational preference. At one point, when he presented with his sleeves unbuttoned and also asked me for a pen, I moved into his passion for athletics and coaching and asked how he responded to his players if they came to practice out of uniform. He became quiet, looked at me and said, "you got me" - - they would have to sit out of the game, and he buttoned his sleeves. From that point on he always had his sleeves buttoned and his shirt tucked in.

communicator more concerned with being liked, and an understanding leader having experience “in the trenches.” The feedback points to giving some employees an opportunity to underperform and others to feel resentful. Questioning the Client to gather a better understanding of what he understood his contribution to be in this situation I learned that he complies when staff asks for extensions and meets their excuses with understanding. He recognizes the frustration of his high performers who disclosed their annoyance at always doing the heavy lifting and watching the underperformers get away with poor performance. The data points to their loss of respect for him as a leader and for not holding everyone accountable. I hypothesized that this factor contributed to some on his team to post for positions outside of his department so they could move on to more expansive roles, confirmed by the responses of one interviewee.

The data in the Supervisory Review was shocking to the Client and we further explored how he structured his one-on-one meetings and the gap between how he thought he was perceived by his team and what they shared in the assessment.

Additional Questions

The Additional Questions section provides an assessment of distinct behaviors ranging from ‘Intimidating’ to ‘Warm and Welcoming’ where the respondent identifies the frequency that they experience these distinct behaviors coming from the client. The respondent rates the client on a ten-point scale where ‘1’ indicates that they ‘never’ experience the client this way and ‘10’ indicating they ‘always’ do. The Client reacted strongly to the feedback from the Additional Questions section. The only two items that aligned across the categories of respondents show that he is neither humiliating nor

abusive, and most agree that he is friendly. In all other areas there is an unusual spread pointing to an opportunity for the Client to reflect. There is a high degree of disparity between how the Client sees himself and how others, especially his Supervisor, see him. Most concerning to the Client was the range with his being seen as aggressive and kind/caring. Again the greatest spread fell among his indirect reports and peers but it is also interesting to observe the span of responses from his family/friends in the areas of being warm/welcoming, fun/playful, and even intimidating and defensive. Almost all areas present opportunities for development and further exploration considering how the responses in this component contradict the overwhelming nurturing factors of other components. The spread seen in favorable responses on the “responsiveness to feedback” item could contribute to this difference if people perceive him as one way with others but personally experience him differently. Also interesting is the aligned but much lower ratings of the Client and his Supervisor.

Implications

The Client’s preference for giving support to others and being a team player who is loyal and fair both in normal and stressful times support his being identified as a stronger number two than a number one leader. When decisions are required he becomes overwhelmingly concerned with how people feel and has the tendency to approach his co-workers, direct reports, and Supervisors with honesty and warmth at the expense of moving an agenda forward and creating a culture of accountability. This extreme nurturing behavior is further magnified by his resistance to making data-driven decisions and engaging in conflict with those he feels are friends first. His leadership capacity

suffers as he moves too quickly into brainstorming and divergent thinking before giving himself and his team the opportunity to resolve and celebrate present successes. The Client's strong presence and cross-functional knowledge-base is clearly recognized by others and yet people are looking for him to

call on those characteristics and a wider array of behaviors to carry the team forward. Instead, he shares too much with his peers and direct reports which tend to confuse his desire for trust and authenticity with insecurity and weaknesses. This fact is aggravated by his casual communication style and presence, contributing to the perception that he lacks the polish to command the authority he seeks.

The Client's personal desire for warmth and friendship in the workplace stems from his strong need for personal security, originating from the loss of his father and deep desire to maintain close and longstanding relationships. In several instances he admitted to going above and

I recognized something rising in me, my self-as-tool moment. I noticed the ease with which he shared highly intimate details with me – within the first 15 minutes of meeting – and his overwhelming concern for my comfort – offering me a drink or taking the elevator over stairs, etc. What was initially seen as proper social graces, in the context of the data can be seen as an over-use of his nurturing behavior, his South. I also experienced his boss doing the same thing in our interview. He shared highly personal information about the client that I found odd for (a) a boss to know and (b) for a boss to share with a stranger. The data pointed to the fact that some respondents who might feel less comfortable with this highly personal style may use it to undermine his authority and management. An example was a respondent who was also a former member of his team and who felt his personal style was unprofessional. He drew on how the Client shared his frustrations with a member of the leadership team to ingratiate himself with that individual and leverage recognition for a project that the Client had championed, leading to his promotion out of the department.

beyond to make sure everyone was in agreement as someone else stepped in to usurp his decision-making authority. His desire to feel supported and close to his Supervisor has a

negative influence on how others see him. This showed up during the qualitative interviews where some mentioned that he does whatever his boss wants of him at the drop of a hat thus distracting him from other tasks that his team relies on him for. He was observed during the goal setting session sharing highly intimate details with his Supervisor including his insecurities and struggles, and his Supervisor returning the favor by freely telling me, during our interview, about some of my Client's personal and financial challenges stemming from his family issues. This father-son relationship resembled the loss of boundaries mentioned by direct reports and peers alike, and resulted in my feeling like a welcomed friend to their dinner table. The depth of information the Client chooses to share with others, especially his Supervisor, colors their perspective of him and his fragility. In turn they protect him from taking on challenging assignments which in turn inhibits his growth and development.

It was widely felt that the Client's close relationship with his Supervisor hinders his chances for growth. Comments highlighted that his Supervisor derives greater benefit from having kept him in his role than helping him to grow into another role. Several discussed that his close relationship with his Supervisor, coupled with his laid-back style, were misread by others and fostered a more negative perception about his leadership capabilities.

Next Steps

The content of the first IDP iteration (Attachment X) was reviewed during the meeting with his Supervisor. At the meeting he asked to share his goals with the Director and the Supervisor agreed. After this session we debriefed how he felt during the

meeting, the feedback he received, and how he thought others would evaluate his presence at the meeting his goals broadened and a sub-set of goals emerged, reflecting on how deeply he internalized the information, and his willingness to change. We reviewed how he could balance his short- and long-term goals and incorporate the use of a SMART template prior to his meeting with the Director.

The Individual Development Plan was designed to help the Client with a number of things:

1. To give him a tool allowing him to practice using the skills he was refining such as organization, adhering to deadlines, and using data to monitor his progress
2. To provide structure and talking points to use during rapid restructure and when the lines of authority and supervision were in flux
3. An iterative document to support his desire to have a “game plan” and coordinate his efforts with his team.

When presented with his IDP I reacted to his lack of specifics and data in the first iteration. He lacked confidence and conviction in his descriptions, he struggled with linear action steps, and his divergent thought process also pointed to his falling into his core behaviors under the stress of having to “perform” by holding onto language like, “he’ll understand what I mean” or “I will revisit this when I am on vacation to get it tighter.” Although I was clear about his resistance to using a tool, I felt good about the progress he was making by getting this far.

Throughout the coaching engagement it was important to the Client that others perceived him as a leader and coach to his department. It was also important that he foster the participation of his Supervisor, but more importantly his new Director, who had become an advocate and was openly giving him more responsibilities that his Supervisor had a history of withholding.

The Client requested my presence at his meeting with the Director and committed to ask the following individuals to provide him with feedback and guidance in relation to his goals:

1. Supervisor
2. Director
3. A trusted advisor and mentor from another department within his division

He also committed to a three and six month follow-up call, serving as a check-in and barometer of progress, as well as the possibility to re-engage in the coaching relationship to work on gaining perspective on his personal and long-term goals.

CHAPTER 5

AFTER THE PRACTICUM ENDED

Post Contract

Telephone Check-in Call: A touch-base telephone call took place to review his updated IDP and set a firm date to meet with his Director. The Client felt he was making progress clarifying decisions regarding his long-term career and had set a schedule to incorporate exercise into his daily routine. Even though he previously wanted to spend his vacation time to make it more robust at the time of this call he was not ready to add details, data or deadlines to the IDP. He felt ready to move forward without a structured document because he was already incorporating the changes into his everyday routine. He was feeling more positive about his personal appearance and felt closer to fully integrating into the newly restructured division.

A number of things had changed since he returned from vacation. First, his Supervisor formally announced his retirement. Keeping with university policy he would work three days a week for two years as he transitioned out of his role and offer guidance as others took over. The Director informed my Client that he would take over his Supervisor's office at the start of the next academic year and would immediately begin transitioning into that part of the position that provided more policy and strategy than on-the-ground support. This move was designed to help him prepare for more responsibility and oversight but was also accompanied, for the time being, by my Client moving into the role of sole contributor. Although he was very positive about these changes and felt good that his Supervisor's retirement was out in the open rather than used with him as a

threat, he acknowledged his concern about losing his direct reports and leading a team.

Tempering his concerns was the degree with which he was building a strong relationship with his Director. His comfort with the relationship caused him to feel more settled and secure, and allowed him to pay more attention to his personal goals relating to his appearance and presence. In regards to his desire to hit pause on the IDP I asked him what method he was going to choose to reinforce building his new competencies, keep to his own deadlines and measure himself against his progress. We revisited the 360 feedback speaking to his need to follow

The client articulated that he was seeing things in a new light. He felt extremely positive about how much more he was engaged and no longer worried about the restructuring taking place. His move into an individual contributor role, while first unsettling, was providing him with greater exposure to the Director who was giving him stretch goals to work towards. This perspective change was in line with the phases of ATL by his reinforcing his new skills and behaviors. I was still aware of areas of resistance to his personal appearance but also recognized the depth with which issue resided. We spoke openly about his desire that we work on this highly personal area, along with his long-term career goals, once he acclimated to this new role.

through with a plan and access the data needed to help inform his decisions. I asked him what kind of data he would call on to support his requesting the support of the Director and he wanted time to consider what was most important. He asked to arrange a roll-play meeting in preparation for his meeting with the Director so he could practice walking through the conversation. We agreed but he cancelled the appointment because of an unexpected meeting so I offered a phone call instead.

In-person Meeting: On January 13, 2013 I attended a pre-arranged goal setting meeting between my Client and his Director. I arrived about ten minutes early and upon

seeing my Client was impressed with his attention to his physical appearance. He was dressed in a new shirt and buttoned collar and sleeves. He was not wearing a tie but he did wear a blazer – the first I had seen since our engagement began. His slacks were pressed and his skin was clear although still unshaven; I noted a recent haircut. All smiles and standing taller than usual he escorted me into his Director's office when the Director popped his head up from his computer and said he just sent off an email thanking him for his role in mitigating a departmental conflict. He apologized for the small office and the three of us sat down at his round table.

I sat quietly as the Client shared that he decided to enter a coaching relationship after he was turned down for the Director

role. He also spoke about the coaching process, the 360 experience and how he felt, and some details from the feedback. The Director offered that he also had a 360 experience and understood what it was like. My Client then spoke about his standout strengths, the areas he wanted to focus on, and

I recognized growth with my client and also with myself. Not only did I observe his presenting his goals with a greater degree of focus and detail, but I also recognized my own change in behavior. When asked a question I was mindful not to use my Teacher Voice and simply share my response. Instead, I asked questions in return, learning more about the experience of others instead of moving forward with my own agenda and expertise.

then asked for the Director's help to create a plan to further develop so that when another position became available there would be no question that he was ready. I felt extremely proud watching him take steps to improve his presence and listened as he made a request for support while simultaneously sharing clear and specific examples, and placing a stake in the ground by sharing his goal of remaining and growing with the organization. I was asked for my input and instead of offering it I asked a few questions first including asking

the Director what role he would feel most comfortable playing. At the end of the conversation the Director offered an opportunity to provide my Client with a formal review using the results from his 360 feedback and clarify developmental goals that he could help support. My Client expressed satisfaction with regards to this opportunity and appeared pleased to be included in a formal review process along the interval when only the other Senior Associate Directors were reviewed.

I observed that their relationship was formal but relaxed. I noticed some nervousness from my Client but he was clearly comfortable with his relational skills. They spoke candidly about the steps he needed to take regarding business acumen and financial management but the Director's support

was evident. After the meeting my Client asked if I had more time to talk. We went back to a conference room and took turns sharing reactions and thoughts. He acknowledged that he was much happier and felt more secure and comfortable with his work life leaving him a greater degree of room to address his weight and personal life. We spoke about how he could distinguish between his

It was noticeable how under new leadership the Client moved, along with the larger team, across the change process. The arrival of the new Director caused tension with the Senior Associate Director, also known as the Supervisor, and all found themselves in a state of disequilibrium. For the time I was engaged they became immobile and I observed fight or flight behavior in my Client and others. Finally, as the Director settled in the team stabilized and new norms and practices emerged.

pleasures in being offered more strategic responsibilities and transitioning opportunities with his Supervisor with some newly budding insecurities of no longer being important to a team. I also reflected areas I noticed including the fact that the Director appeared genuinely supportive and also about the need to be mindful of becoming dependent. We spoke at length about the changes in the norms and accepted expectations of the division

under the new leadership as well as strategies the Client could use to call on other compass points when he felt a new sense of comfort in the relationship he was developing. He also made some firm decisions about his future. He decided that he would move out of the campus apartment in eighteen months, giving him time to attend to his financial situation and plan. And, he wanted to explore how to incorporate athletics into his plan. He began writing his blog again and gave more thought about finding a weekend coaching role. He was leaving for a two-week vacation and asked if he could contact me in the spring to talk further and perhaps engage again, and I agreed.

CHAPTER 6

RECOGNIZING MY OWN GROWTH

Personal Learning

The coaching engagement reinforced the power I perceive in adult transformational learning theory. I developed more clarity about this theory while observing my client move through Mezirow's phases of learning. I witnessed the Client's disruptive dilemma in regards to his being passed over for a promotion and the dissonance between how he perceived himself and how others perceived him during the Reversal intervention. He further contended with the realization that his Supervisor, a father figure, presented with self-serving behaviors that may have limited his own growth and potential. This experience, coupled with his agreement to engage in coaching, opened him up to reflect and examine data which he then used to connect his feelings to the potential that existed if he were to entertain alternatives and change. I experienced how my building trust nurtured the coaching relationship and how providing a secure space to engage in the discourse helped him to explore new options. Finally, my asking critical and reflective questions allowed him to explore those options, plan a course of action and practice the skills needed to implement his plan. Having the opportunity to observe him during our face-to-face meetings and be present with his Supervisor and Director I witnessed him practice his new behaviors and gain confidence along the way. In time, with the possibility of reengagement, I will be privy to learning how he reintegrates and sustains this into his life, and also learn how his team of support people and trusted advisors helped him when I no longer served as coach.

I also learned a great deal about myself in the process of coaching my client. I learned how my own experiences influenced my desire to hold onto an agenda – as if I could protect myself from something if I could just exert control over the client. I learned how easy it is to rely on a tool, form, or structure as a way to help me feel more secure in what I was doing rather than allowing these things to develop organically and help me feel more engaged with how I was being with my client. I was most satisfied with my ability to calibrate my intuition against my observations, the data, and explore how it fit with theory. Doing this gave me the freedom to focus on my client while remaining grounded in the process.

I also recognized that Emotional Intelligence played a larger role than I expected. In particular I observed my client learn to discriminate between his own feelings and those of others or as Salovey and Mayer described, “[use] the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990, p. 187). It seems that this self-monitoring is a productive tool when practicing new roles, behaviors and strategies. Monitoring what we feel and reflecting on what reactions others present back to us can further contribute to changing ours and others’ perceptions. I saw this in myself too. I recognized a similarity to monitoring our own behavior and that of those we encounter, as studied in Erving Goffman’s dramaturgical approach including impression management and every day conduct described in his *Presentation of Self in Everyday Life* (1959). Not only did I witness my client exhibit certain behaviors and “face work” to maintain a proper image

but I noticed it with myself as well when I tried to manage his impressions of me and my attempt to create distinctive appearances to satisfy this new audience (Goffman, 1959).

In hindsight I might have spent more time helping him to see the interrelationship between his personal challenges and those he was experiencing at work. His issues of security and overwhelming need to please others affected his interpersonal relationships and interfered with how his team functioned, especially with those of whom he shared intimate things with. In regards to his initial desire to hold a goal-setting session with both his Supervisor and the Director I was happy to have brought the issue to my classmates and professors for feedback. Talking through the possible outcomes helped me to recognize the importance of working with others so that I maintain clarity and perspective.

The coaching experience highlighted just how much I need to work on in order to get out of my own way. Starting from my initial desire to be prepared and look the part of a professional through to my own internal dialog regarding my desire to successfully complete the assignment. At each juncture I observed how much better I felt when I centered myself and gave myself permission to just experience my time with the Client and yet, I also recognized that no framework, theory, practice or message could prepare me to enter into someone else's world. Once I gave myself permission to take off my coat of armor, my title, my expertise, and my badge of always being ready, I felt at ease and present with my client. The rest came easily and it moved me further into a place where I could assess what it means to truly be of service to another. The process of deeply exploring my own limitations and judgments has helped me distinguish between service

and dependency, practice and mastery, and my ultimate goal of using inquiry to facilitate transformative change.

I was pleased with my growing ability to call upon the feelings I experienced and bring them forward to allow them to help me instead of my getting caught up in trying to explain them away. The dissonance between the Client's language and behavior was given meaning when I acknowledged that the unsettled feelings I had were symptomatic of the feelings that others also had working with him. For example, I used my feelings as I witnessed his strong physical presence and high degree of self-awareness, and its contrast with his disheveled physical appearance. I also felt it as I heard him talk with such high self-regard in relation to his leadership and coaching skills yet his behavior with me, also reinforced in his 360 feedback from others, at times bordered on his being aloof and lacking accountability.

I was also pleased with my efforts to follow his feelings instead of sticking to a coaching recipe and adhering to tasks. Paying attention to his story through the feelings he expressed allowed me to follow paths I ordinarily avoided, for fear of being too invasive, in favor of taking the step of walking into it. I did this when I probed deeper into the loss of his father and uncovering his feelings of insecurity. Even though my probing was welcomed with tearful emotions I was happy that I did not try to console the tears or run away too quickly. Although I listened well, in hind sight I believe I could have asked deeper questions to uncover how he interpreted his story, and used the opportunity to allow him to uncover what he was not addressing rather than simply allowing him space to just get the story out.

During the initial interview he shared his precarious financial situation which prevented him from exercising his long term goal of bridging athletics with his work. I saw that moving too fast in this direction, regardless of how much he lit up when talking about it, had the potential of doing harm to his job security at a time that the system was undergoing change and welcoming a new leader.

I offered a number of unconventional coaching moments that ranged from an offer to take him shopping for new clothes to being there to reinforce his decision to discard clothes that did not meet his own expectations. I was mindful of his reaction to my extending boundaries and used his reaction to move my focus towards identifying people in his life who would offer similar help and also hold him accountable for his appearance. I struggled with the fact that he made such progress in the work issues we addressed and felt that I did not devote enough to this area. And, although I did respond to his request to address the work-related issues first, I could have placed more of his physical appearance issues on the table since I had direct experience with him and because it was mentioned across the board in his 360 feedback. In hind sight I allowed myself to be swayed when he told me that he understood the issues and was making efforts rather than probing into what was holding him back.

It was unfortunate that the restructure took place when it did because it prevented my being able to conduct a GMQ. I probed into alternate options but none would have been helpful in gaining a clearer understanding about the Client as a leader of the group. I did, however, take additional time to sit and observe the office in action to get a better sense of the environment and also conducted several of the qualitative interviews onsite to add flavor to the dynamics.

Additional Reflections

There were many opportunities for reflection during the engagement. At first I was concerned about how much I would learn considering his level in his organization. I quickly realized that this was the exact experience I needed to both help the client and learn more about myself, and also experience an organization that was experiencing incessant change from the outside rather than living in it as I did with my previous employer. As the engagement progressed I found myself finally able to distinguish between intuition and using myself as tool, experiencing how they danced together when I took the time to pay attention. My growing awareness using Doug Silsbee's Presence-based coaching work helped me notice things rising up inside of me which provided added flavor to my approach. I practiced self-observations before and after each session contributing to further refining my own perceptions. I noted what I wanted to observe in myself and knowing I would have the chance to reflect later kept me focused on the client when we were together instead of getting stuck in my head. Knowing that my observation was awaiting my attention also provided clarity and helped me distinguish my observations from judgments, something I was previously quick to do. For example, rather than making judgmental statement regarding my client's appearance I was able to objectify it in the context of where he was with his own growth and development rather than what it said to me about my effectiveness or what I thought about his readiness. I continue with this practice and have found it to be helpful in my Organizational Consulting Internship as well, allowing me to welcome the data as it is rather than coloring it with my own biases.

Keeping the concepts of 'self-as-tool' and 'everything-is-data' handy gives me permission to listen to myself and recognize when I am experiencing something instead of observing it. If I become triggered I moved it away from a place of emotion to a place of objectivity where it has to be measured against the rest of the feedback for validity and reliability rather than stand on its own. Happily, I feel growing confidence with my own assessments as they begin to increasingly align with what I observe to be the case and what I learned during class.

I experienced two disruptive dilemmas. The more I embraced theory the more I realize that I also transformed in the process of working through my own learning phases. I believe deeply in one's ability to transform their life and, although difficult at times, it looks much clearer as I approach the other side. My first disorienting dilemma moved me away from my company and role and back to school to extend myself into a profession I am passionate about, while the second came after the last OCEC class. My first dilemma originated when my manager arrived at my organization and benefited from my willingness and eagerness to learn from him, support him, and help to advance his agenda. He brought me along as he was promoted; lauding my accomplishments and helping me gain recognition along the way. His final promotion, to corporate vice president, placed us in competing camps and he no longer required my services. I found myself being treated with disrespect and aggression yet not understanding why. For over six years our relationship was seen by others as supportive and many remarked at how much of a big brother he was to me, protecting and removing obstacles from my path. While working with my client I was repeatedly struck by the relational similarities he had with his supervisor as I had with my own. Initially I failed to notice many things.

However, recording my field notes and reading back my feelings I was struck with how easy it was to project on my client without noticing. In response I now practice the self-observation of recognizing how my current situation resembles prior relationships. As a result I am finding it easier to catch myself projecting by turning up this acuity and attentiveness, and by listening closely when I get trapped in one of the Voices of my own Septet (Silsbee, 2004).

My second disruptive moment came just after the last OCEC class and during the Presence-Based Coaching retreat I attended while in the middle of the Practicum engagement. I was internalizing the feedback I received from my professors and classmates where they shared that I had become more authentic and vulnerable, and in the process letting others in. I appreciated their candor and assessment but I was also a little bit unsettled for being congratulated for improving upon something I never really thought was an issue. It brought up my experience at the Group Learning Intensive when I received a ‘gift from the heart’ that asked me to perform in front of a group and let my guard down, something I never actually struggled with. The symptoms shared – my reticence, my interrupting, my appearing the expert, my exhibiting enthusiasm and intensity that sometimes put others off, while real, did not resonate with me as inauthentic. I have never had a problem with being authentic. At times callous, candid and blunt...that was a problem I was familiar with. At the retreat, led by Doug Silsbee and Bebe Hanson, I believe I uncovered what was really at issue.

The twenty-three participants gathered at seven o'clock in the morning to engage in a walking meditation practice. We began by centering, feeling our breath, standing tall, and looking straight ahead. We walked slowly, feeling the pressure in our feet, moving straight ahead at the pace we were instructed to follow. I felt peaceful and open, present with myself and in the company of new

companions. Then, on command, we walked in a circle around the large room. Our pace still measured, we followed one another around the room. Faster and faster we walked. Faster... faster...asked to break our circle...weaving in and out...faster...feeling the pressure and movement we claimed for ourselves in the room...faster...

Suddenly I found myself fearful...anxious and uncomfortable. I was no longer meditating nor was I part of the group. I was breaking free, weaving in and out of people... trying to keep from being bumped while everyone around me was moving and looking straight ahead... over my line of vision. Even Doug bumped into me as I darted back and forth, through the crowd to escape...to breathe...to feel safe.

My experience was visceral. As the exercise ended a woman, Barbara, walked over to me and said, "It is O.K., I see you." During the debrief I referred to it as my airport moment. I recalled my feeling of suddenly being alone in a crowded room, of taking three steps to my brother's one, of having beer spilled on me at college fraternity parties, of even being told by a judge while working as a law clerk that I should consider another profession since no one would see me over the bench. I felt diminished and vulnerable in that room.

I gained clarity from the experience and recognized that I must commit to carving out my space in a room instead of allowing the room to define me. No longer do I feel the need to take my space by interrupting or sharing expertise as a way to be noticed. Instead, I now center and use my body and presence in such a way that I make room for myself to show up.

Recognizing the importance of this experience has helped me understand that I was not being inauthentic at all. I was simply doing what I knew to do to set the stage and be seen as a player. Now I realize I am a player regardless of the stage. I practice this new behavior daily and it is making an enormous difference with how others respond to me and helping my relationships flourish.

Like my client I know there is much work to do. For my client, his new role as sole contributor will conflict with his deep-seated need and desire to be a coach and team player. He has a steep learning curve to acquire the acumen needed to meet his workplace goals. On the personal side he struggles with eating, neglects activity, and lacks the discipline needed to get his finances in order without taking some uncomfortable steps.

For me, I am pushing myself to enter uncomfortable places and feel my way around the messiness. I am working with a buddy coach to help me remain accountable with my own learning curve and enjoying the discourse. Just as I recognized with my client, the use of the right coaching questions at just the right moment is helping me explore the issues, acknowledge my own contribution to their existence, and moving me along the journey of interpreting their origin. I recognize the depth of my habit nature and have begun to unpack it. In some instances I have become more comfortable asking questions of my family while in others I believe I have gained the ability to allow things to roll off in favor of new experiences. Either way the experience with my client has left me with the confidence that I made a difference by helping him open one small door on his journey, as he helped me gain a glimmer for what lies on the other side of mine.

APPENDIX

Appendix I – Original Contract



Contract for a Full Coaching Project

DATE:
TO:

Please accept this Letter of Agreement for executive coaching to be conducted in conjunction with the preliminary coaching plan, discussed on August 1, 2012. The preliminary coaching plan, set up in two phases, includes the following:

Phase I – Assessment & Feedback: The purpose is to learn about you in the context of your organization, and identify your objectives. During this phase you will participate in:

- An in-depth client interview and workplace assessment;
- A 360-degree assessment for up to twenty participants along with corresponding qualitative interviews of individuals we determine are appropriate; and a
- Feedback session to review the data and feedback.

Phase II – Coaching Sessions (4@approximately 1.5 hours each): The purpose is to identify developmental objectives and participate in a coaching relationship to provide continuous feedback and help, including:

- A joint goal setting session with your manager to ensure support;
- A minimum of four coaching sessions, time and dates to be determined; and
- A final outcome evaluation to assess progress against your identified objectives.

This Letter of Agreement for executive coaching is in response to this preliminary coaching plan which will commence on August 9, 2012 and run through or around mid-October 2012.

The standard coaching fees of \$300 per hour, based on an estimate of 50 hours, have been waived. Should it become necessary to exceed the estimated number of hours for any reason, no work will be done without prior approval.

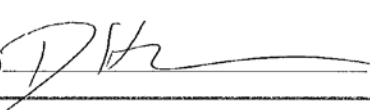
As we have discussed, all information shared by yourself and others during this process will be treated with the strictest of confidence and will only be used to develop your behavioral profile. We will discuss the latter in a private feedback meeting and, due to the fact that I am under supervision, some information about the situation (all anonymous) may be shared as part of a course where all individuals involved are also held to the same strict standards of confidentiality. Confidentiality will be held in perpetuity.

Please indicate your authorization to proceed by signing a copy of this document where indicated below and returning it to me at your earliest convenience. Should you have any questions, please feel free to contact me via email at adena@totalschoolsolutions.com or by telephone at 215-896-0034.

I am looking forward to working with you and I thank you for the opportunity to do so.

Sincerely,
Adena Johnston

(Approval Signature of Client)

 (Date) 8/7/2012

August
2012

Appendix II



Contract for a Full Coaching Project

DATE:
TO:

Please accept this **Letter of Agreement** for executive coaching to be conducted in conjunction with the preliminary coaching plan, discussed on August 1, 2012. The preliminary coaching plan, set up in two phases, includes the following:

Phase I – Assessment & Feedback: The purpose is to learn about you in the context of your organization, and identify your objectives. During this phase you will participate in:

- An in-depth client interview and workplace assessment that includes a group observation of your team and a GMQ assessment;
- A 360-degree assessment for a minimum of twenty participants along with corresponding qualitative interviews of individuals we determine are appropriate. The participants should include yourself, your direct supervisor, colleagues/peers inside of the organization (approx.. 8), colleagues/peers outside of your organization (approx.. 8), family and friends to provide a well-rounded picture of you (approx.. 6-8), and others you feel you would benefit from receiving their feedback (min of 4); and a
- Feedback session to review the data and feedback.

Phase II – Coaching Sessions (4@approximately 1.5 hours each): The purpose is to identify developmental objectives and participate in a coaching relationship to provide continuous feedback and help, including:

- A joint goal setting session with your manager to ensure support;
- A minimum of four coaching sessions, time and dates to be determined; and
- A final outcome evaluation to assess progress against your identified objectives.

This **Letter of Agreement** for executive coaching is in response to this preliminary coaching plan which will commence on August 9, 2012 and run through or around mid-~~October 2012~~ ^{November} 2012.

The standard coaching fees of \$300 per hour, based on an estimate of 50 hours, have been waived. Should it become necessary to exceed the estimated number of hours for any reason, no work will be done without prior approval.

Please indicate your authorization to proceed by signing a copy of this document where indicated below and *returning it to me at your earliest convenience*. Should you have any questions, please feel free to contact me via email at adena@completeschoolsolutions.net or by telephone at 215-896-0034.

I am looking forward to working with you and I thank you for the opportunity to do so.

Sincerely,
Adena Johnston

(Approval Signature of Client)

(Date)

10/25/12

Appendix III – Personal Profile Form

Personal Profile Form

Full Name	[Redacted]
Preferred Name	[Redacted]
Address	[Redacted]
Home Telephone	[Redacted]
Mobile Telephone	[Redacted]
Pager/Other Contact	[Redacted]
Email Address	[Redacted]
Employer Name	[Redacted]
Occupation/Title	[Redacted]
Work Address	[Redacted]
Work Telephone	[Redacted]
Work Email Address	XXXX
Marital Status	<input type="checkbox"/> Married <input type="checkbox"/> Partnered <input type="checkbox"/> Divorced <input checked="" type="checkbox"/> Single <input type="checkbox"/> Widowed
Special Dates	<div>Other [Redacted]</div> <div>Anniversary [Redacted]</div> <div>Other [Redacted]</div>

Appendix IV –Career Exploration and Reflection Form, a Sample

This form was presented as a way for him to begin thinking about the career goals he expressed. He was not asked to return it but only use it as a guide.

Career Exploration and Reflection

Client Name:

Date:

Please complete this worksheet to the best of your ability and with the goal of realizing your professional goals.
Attach an updated resume or CV along with your personal profile form.

PART I

Please respond to the following.

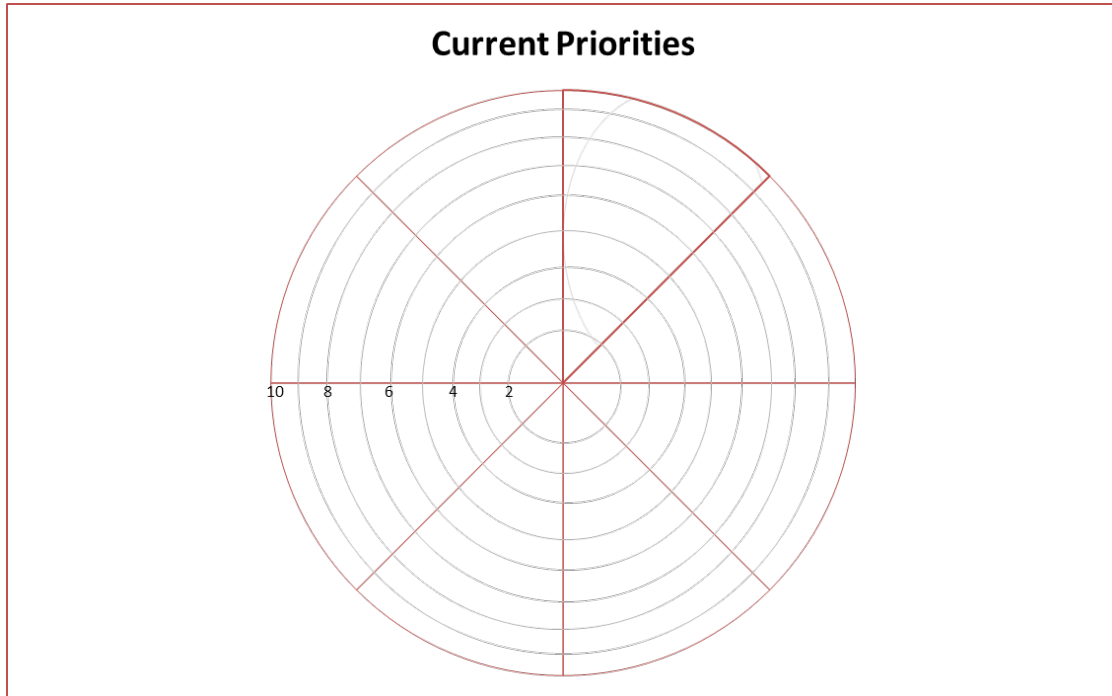
Question	Response
What are the three most important things I hoping to get out of this coaching relationship?	
What are my immediate short-term goals?	
What are my long-term goals?	

Question	Response
1. The aspects of my current position that I find most fulfilling are...	
2. The things that differentiate me from others in a similar role are...	
3. The 1-3 areas of expertise I want to be known for are...	
4. The 1-3 things I want to improve or correct relative to my current work situations is...	
5. The type of work I most prefer is...	
6. The type of work I least prefer is...	
7. Within my current organization, rank the top three employee groups I am best suited to work with where 1 is the best... (ex: sales, operations, customers, executives, etc.)	
8. Within my current organization, rank the top three employee groups I prefer not to engage with unless absolutely necessary, where 1 is the least preferred... (ex: sales, operations, customers, executives, etc.)	

9. The key to understanding my personality, work style and approach is...	
10. My personal beliefs that carry over to the workplace are...	
11. My most important considerations regarding work/life balance are...	
12. The legacy I most want to leave after each assignment is...(What I want others to say about my professional impact)	
13. The specific professional accomplishments that have meant the most to me include...	
14. The 3-5 professional values that are most important to me are...	
15. The 3-5 personal values that are most important to me are...	
16. My dream job/role is...	
17. If there was a way, I would love to connect my work with the following outside work interests...	
18. I am most interested in improving the following skills....	
19. What is a non-negotiable in my next career assignment?	
20. Additional considerations that should be figured into my career planning at this point in my life/career include...	

PART II

Directions: In the chart below identify your top 8 priorities in your work/life right now and label each section of the chart with what those priorities are. Then, using the scale provided, rate your level of satisfaction with where you think you are against those priorities with '1' least satisfied and '10' as most satisfied.



PART III: What satisfies and dissatisfies you?

Instructions:

For your last three major jobs/job assignment/experience in your career thus far, please list up to 5 key elements that provided you with satisfaction (satisfiers) and up to 5 key elements that caused you dissatisfaction (dissatisfiers). Note: Repetition is fine. They key is to capture the most important ones in each category.

Job Title:	Dates:
Satisfiers	Dissatisfiers

Job Title:	Dates:
Satisfiers	Dissatisfiers

Job Title:	Dates:
Satisfiers	Dissatisfiers

Reflection

1. Are there patterns that you notice that are surprising? What are they?
2. Based on your responses what kinds of opportunities are you drawn to?
3. Are there themes that help you identify what you would like to avoid?

Appendix V – 360 Feedback Report


XXXXXXXXXXXX: 360 Feedback
September 14, 2012


Contents

- I. Leadership Effectiveness Survey
- II. Open Ended Questions
- III. Leadership Wheel
- IV. Supervisory Review
- V. Additional Questions

Respondent Demographics

Total Respondents (21):
Direct Reports (5)
Indirect Reports (4)
Peer/ Colleague (4)
Supervisor/Boss (1)
Other/Family/Friend (6)

 = ALIGNED WITH MAJORITY

 = ALIGNED WITH SUPERVISOR

Part I - Leadership Effectiveness Survey

	Unsatisfactory			Average		Outstanding					
1. Is well organized.	1	2	3	4	5	6	7	8	9	10	AVG
Self			I								3.00
Direct Reports					I	I	II	I			6.60
Indirect Reports/Staff						II		II			7.00
Peer/Colleague					II	I	I				5.75
Supervisor/Boss							I				7.00
Other/ Family/friends						II	I	I	I	I	7.66
			1		3	6	5	4	1	1	

2. Utilizes own time and that of others effectively.	1	2	3	4	5	6	7	8	9	10	AVG
Self					I						5.00
Direct Reports						I	II	I		I	7.60
Indirect Reports/Staff							III		I		7.50
Peer/Colleague							II	II			7.50
Supervisor/Boss								I			8.00
Other/ Family/friends						II	I	II		I	7.50
					1	3	8	6	1	2	

3. Leads from a set of clear goals.	1	2	3	4	5	6	7	8	9	10	AVG
Self						I					6.00
Direct Reports						I	I			III	8.60
Indirect Reports/Staff						II	I			I	7.25
Peer/Colleague						II	I	I			6.75
Supervisor/Boss								I			8.00
Other/ Family/friends					I	I		I	I	II	8.00
					1	7	3	3	1	6	

4. Is perceived as a visionary—takes a long view.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports						I	I		I	II	8.40
Indirect Reports/Staff						I	II		I		7.25
Peer/Colleague						I	I	I	I		7.50
Supervisor/Boss									I		9.00
Other/ Family/friends				I			I	I	I	II	8.00
				1		3	5	2	5	5	

5. Works to involve others—a true collaborator.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports									I	III	9.80
Indirect Reports/Staff						I	II	I			7.00
Peer/Colleague							I	I	II		8.25
Supervisor/Boss									I		9.00
Other/ Family/friends						I			III	II	8.83
						2	3	2	7	7	

6. Assesses problems effectively—a good diagnostician.	1	2	3	4	5	6	7	8	9	10	AVG
Self								I			8.00
Direct Reports							II	I		II	8.40
Indirect Reports/Staff						I	I		I	I	8.00
Peer/Colleague							I	II	I		8.00
Supervisor/Boss									I		9.00
Other/ Family/friends						I	I		II	II	8.50
						2	5	4	5	5	

7. Is decisive—willing to make decisions in a timely fashion.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports							II		I	II	8.60
Indirect Reports/Staff						II			II		7.50
Peer/Colleague						II	I	I			6.75
Supervisor/Boss								I			8.00
Other/ Family/friends					I		II	II	I		7.80
					1	4	6	4	4	2	

8. Designs meetings effectively—creative, value added, engaging, productive.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports						I		II		II	8.40
Indirect Reports/Staff							III	I			7.25
Peer/Colleague				I		I		I	I		6.75
Supervisor/Boss									I		9.00
Other/ Family/friends					I		II	II	I		7.33
				1	1	2	6	6	3	2	

9. Communicates ideas and information in a clear and understandable fashion.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports							II	I		II	8.40
Indirect Reports/Staff						I	II			I	7.50
Peer/Colleague						III		I			6.50
Supervisor/Boss										I	10.00
Other/ Family/friends					I		II	II		I	7.50
					1	4	7	4		5	

10. Is recognized as a problem solver—will take charge of a situation and act.	1	2	3	4	5	6	7	8	9	10	AVG
Self								I			8.00
Direct Reports							I	I		III	9.00
Indirect Reports/Staff								III		I	8.50
Peer/Colleague								II	II		8.50
Supervisor/Boss									I		9.00
Other/ Family/friends					I			III	I	I	8.00
					1		1	10	4	5	

11. Continually seeks to improve self (seeks out best practices, new training opportunities).	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports							II	I	I	I	8.20
Indirect Reports/Staff					I			II		I	7.75
Peer/Colleague					I		I	I		I	7.50
Supervisor/Boss								I			8.00
Other/ Family/friends				I	I	I		III			6.50
				1	3	1	3	8	1	4	

12. Supports fun and humor as an essential part of the workplace.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports							I	I		III	9.00
Indirect Reports/Staff							II	I	I		7.75
Peer/Colleague							I	I	I	I	8.50
Supervisor/Boss									I		9.0
Other/ Family/friends						I	II	II		I	7.67
						1	6	5	3	6	

13. Shows a strong understanding of the intellectual and technical aspects of the job.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports							III		I		7.50
Indirect Reports/Staff								I	II	I	9.00
Peer/Colleague					I			I	II		7.75
Supervisor/Boss									I		9.00
Other/ Family/friends							II	II		II	8.33
					1		6	4	6	3	

14. Builds strong relationships among employees.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports								I	I	III	9.40
Indirect Reports/Staff							II	II			7.50
Peer/Colleague						I	I	I		I	7.75
Supervisor/Boss										I	10.00
Other/ Family/friends							II	II		II	8.33
						1	5	6	1	8	

15. Attempts to build a real sense of team.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports									I	IIII	9.80
Indirect Reports/Staff						I	I	II			7.25
Peer/Colleague							I	I	I	I	8.50
Supervisor/Boss										I	10.00
Other/ Family/friends					I			III	I	I	8.00
					1	1	2	6	3	8	

16. Handles conflict effectively and in a timely fashion.	1	2	3	4	5	6	7	8	9	10	AVG
Self								I			8.00
Direct Reports							II			III	8.80
Indirect Reports/Staff						II	I			I	7.25
Peer/Colleague								III	I		8.25
Supervisor/Boss								I			8.00
Other/ Family/friends							I	III	I		8.00
						2	4	9	2	4	

17. Is an effective listener—people feel heard.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports								II		III	9.20
Indirect Reports/Staff							I	II		I	8.25
Peer/Colleague							I	II	I		8.00
Supervisor/Boss								I			8.00
Other/ Family/friends							I		III	II	9.00
							3	7	4	7	

18. Produces work at a consistently high level of quality.	1	2	3	4	5	6	7	8	9	10	AVG
Self						I					6.00
Direct Reports							I	II		II	8.60
Indirect Reports/Staff						I	I	I		I	7.75
Peer/Colleague						I	II	I			7.00
Supervisor/Boss									I		9.00
Other/ Family/friends						I		II	II	I	8.33
						4	4	6	3	4	

19. Solicits and acts on feedback from others.	1	2	3	4	5	6	7	8	9	10	AVG
Self						I					6.00
Direct Reports								I	I	III	9.40
Indirect Reports/Staff							I	II	I		8.00
Peer/Colleague				I			I	II			6.75
Supervisor/Boss								I			
Other/ Family/friends							II	II		II	8.33
				1		1	4	8	2	5	

20. Is willing to provide others with meaningful and timely feedback.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports							I	I	I	II	8.80
Indirect Reports/Staff						I		III			7.50
Peer/Colleague						II		I	I		6.75
Supervisor/Boss								I			8.00
Other/ Family/friends							I	III		II	7.50
						3	3	9	2	4	

21. Acts in a fair and impartial manner.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports								II		III	9.20
Indirect Reports/Staff							II	II			7.50
Peer/Colleague						I		III			7.50
Supervisor/Boss										I	10.00
Other/ Family/friends								II	II	II	9.00
						1	2	9	2	7	

22. Acknowledges own mistakes - is non- defensive.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports							I	I		III	9.00
Indirect Reports/Staff							I	I	I	I	8.50
Peer/Colleague							I	II	I		8.00
Supervisor/Boss							I				7.00
Other/ Family/friends							I	III		II	8.50
							5	7	2	7	

23. Is consistently honest, trustworthy and ethical in behaviors to others.	1	2	3	4	5	6	7	8	9	10	AVG
Self									I		9.00
Direct Reports									II	III	9.60
Indirect Reports/Staff							I	I	I	I	8.50
Peer/Colleague							I	I	I	I	8.50
Supervisor/Boss									I		9.00
Other/ Family/friends								I	I	III	9.50
							2	3	7	9	

24. Is approachable and emotionally accessible to others.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports								I	I	III	9.40
Indirect Reports/Staff							I	I	I	I	8.50
Peer/Colleague							I	I	I	I	8.50
Supervisor/Boss									I		9.00
Other/ Family/friends								II	II	II	9.00
							2	5	6	8	

25. Shows appreciation for the work of others—makes it easy to recognize other's good works.	1	2	3	4	5	6	7	8	9	10	AVG
Self									I		9.00
Direct Reports								I	I	III	9.40
Indirect Reports/Staff							I	I	I	I	8.50
Peer/Colleague								I	III		8.75
Supervisor/Boss								I			8.00
Other/ Family/friends								II	II	II	9.00
							1	6	8	6	

26. Is recognized as a "planner" who, based on data, helps establish priorities, plans an implementation, then monitors the appropriate implementation.	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports						I	II			II	8.00
Indirect Reports/Staff						III	I				6.25
Peer/Colleague						I	II	I			7.00
Supervisor/Boss								I			8.00
Other/ Family/friends						I		II	I	II	8.50
						6	6	4	1	4	

27. Has a customer focus (either internal or external) and assesses their needs and levels of satisfaction as a regular part of this process.	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports							I	II		II	8.60
Indirect Reports/Staff							I	II	I		8.00
Peer/Colleague								III	I		8.25
Supervisor/Boss									I		9.00
Other/ Family/friends						I		II	I	II	8.50
						1	2	9	4	5	

Part II: Open-Ended Questions

1. What three specific behaviors would you have this individual change in order to improve his or her effectiveness?

Direct Reports

- Take a little more of a hands-on approach
- Plan special events with the team
- Organization/time management (2)
- Use technology to your advantage

Indirect Reports/Staff

- Sensitivity/self-confidence (3)
- Over-communicate
- Decisiveness (2)
- Professional appearance
- Establish clear goals
- Use data more
- Own your supervisory role-help your team become as strong as you
- Be less democratic

Peer/Colleague

- Confidence
- Formalize meetings with an agenda and distribute ahead of time/casual style (2)
- Keep up with required technology
- Follow-up sooner
- Give things time to work – don't give up
- Over-commits
- Personal appearance (2)
- Planning and organization
- Over-communicate
- Build x-functional relationships

Supervisor/Boss

- Need to conform
- Dress code
- Sensitivity/self-confidence
- Tendency to mistrust at times

Others/Family/Friends

- Managing up
- Organization
- Over-communicate/don't hold back with concerns or information (2)
- Take time for self (2)
- Holding others accountable (2)
- Establish clear goals and vision (3)
- Use data and assessment against progress
- Follow-up
- Personal appearance

2. If you were in this person's position of leadership, what recommendations would you make in order to improve the morale and/or productivity of his or her unit?

Direct Reports

- N/A – this is his strongest skill
- Continue what you are doing, promoting professional development
- Plan social events for staff to celebrate their hard work
- More frequent follow-up with his team would improve their productivity

Indirect Reports/Staff

- Consistency is how he holds his team accountable
- Take the lead and use vision skills to help all the departments work as one/together
- Share concerns with boss on the effects of constant change and job title changes

Peer/Colleague

- N/A – they are the highest productive in our department
- Hold all members of his team equally accountable to his standards to keep all members positive and to reflect well on him.
- His entire team is not on the same page, team cohesion
- Ensure that the workload is in balance with the number on the team

Supervisor/Boss

- Continue to display his ability and passion to be a team player and a strong leader at the same time. He lets people know he cares for them and is very supportive of his team.

Others/Family/Friends

- This is his strength – keep it up (3)
- Engage others in the department
- XXXXX is a great leader and needs to help improve the leadership skills of his team
- Lead by example
- Create goals for staff and assess their progress

3. What several pieces of advice do you believe this person needs to hear, which others—for whatever reason—might be reluctant to tell him or her?

Direct Reports

- Needs to be more focused on taking the steps necessary to take his career to the next level.... Too much potential to be in his current position.
- Trust your staff to get the job done. You don't need to take everything on yourself.

Indirect Reports/Staff

- You are too sensitive - toughen up your facial expression when unsure - a dead give-away to thoughts.
- He needs to find that self confidence that will have him be a "presence" If he truly wants to "move up" he needs to work on his personal appearance
- Keep doing a great job, great at keeping control under the constant changes
- I sometimes think he lacks confidence, would love to see him work on building that up. He's a gifted person and could be stronger leader if he manages closer and thinks more broadly about the department.

Peer/Colleague

- 'Perception is reality.' XXXXX seems to eschew recognition for his hard work and progress made. It sometimes leads to misconceptions about his competency.
- He likes to be seen as a laid back individual, which works to his advantage when building relationships with new colleagues, but works against him when trying to move up the ladder.

Supervisor/Boss

- To be more professional in his appearance and actions especially when dealing with folks at a higher level.

Others/Family/Friends

- Don't be afraid of your authority. Don't be too nice.
- Take more personal time off for reflection, enjoyment, vacation. Break away!
- Keep striving to move up the ladder and develop your personal skills in new areas or new positions (if you want to).
- Needs to work on how he appears to others and take an 'effective communications' class.
- Trust your instincts and act/ do - say you are sorry later.
- Create a professional development plan to stay current in business practices/norms

4. **When you see him approaching what are the first three things that come to mind?**

Direct Reports

- Strong leader
- Problem solver
- Trustworthy
- He has something important to share with me
- I don't need to worry, he is in control
- I can share anything on my mind (2)
- Happy to see him (2)
- Refreshed and energized
- That he will encourage me
- Do I have any questions for him?
- That he is going to share news concerning him and/or the job
- Supportive

Indirect Reports/Staff

- Good guy
- Caring
- Lose weight to be healthier/personal appearance (2)
- I feel great!
- Approachable and friendly
- He will be honest, sensitive and help
- What a great person
- I can count on him to help me
- I don't want to take advantage of his kindness

Peer/Colleague

- He is warm and approachable
- Feeling of comfort
- Confidence he will get things done
- Happy to see him – he is GREAT!
- He needs a shave/appearance (2)
- Curious about what he is working on
- Does he have that odd grin implying he has inside information?

Supervisor/Boss

- He is tall, overweight, and could be better groomed

Others/Family/Friends

- Smile (2)
- He has a problem and needs help
- Integrity
- Loyal
- Easy to talk to
- Happy to see him
- Curious how he is doing
- Can I help him

III - Leadership Wheel

KEY

N	S	E	W
N	S	E	W
+/-	+/-	+/-	+/-

Under Normal Conditions

Under Stress Conditions

Difference in Response Based on Conditions

Self

17	35	27	21
26	20	38	16
+9	-15	+11	-5

Supervisor/Boss

22	37	26	15
26	21	24	29
+4	-16	-2	+14

Direct Reports

18	39	26	17
7	38	36	19
-11	-1	+10	+2

22	30	22	26
26	36	16	22
+4	+6	-6	-4

20	26	27	27
20	35	15	30
0	+9	-12	+3

23	31	25	21
27	29	30	14
+4	-2	+5	-7

20	47	13	20
26	33	23	18
+6	-14	+10	-2

Peer/Colleague

10	46	24	20
0	50	45	5
-10	+4	+21	-15

30	25	19	26
28	21	30	21
-2	-4	+11	-5

31	19	35	15
18	30	35	17
-13	+11	0	+2

10	46	24	20
0	50	45	5
-10	+4	+21	-15

Friends/Family/Other

24	36	19	21
13	37	24	26
-11	+1	+5	+5

22	20	23	35
25	31	15	29
+5	+9	-8	-6

25	30	20	25
20	32	24	24
-5	+2	+4	-1

12	35	37	26
20	28	17	35
+8	-7	-10	+9

26	35	15	24
20	31	22	27
-6	-4	+7	+3

25	40	17	18
18	25	25	32
-7	-15	+8	+14

Non-Direct Report/Staff

16	10	20	24
16	30	37	17
0	-10	+17	-7

25	41	9	25
3	64	2	31
-22	+23	-7	+6

19	40	20	21
23	31	25	21
+4	-9	+5	0

17	30	27	26
21	29	29	21
+4	-1	+2	-5

IV - Supervisory Review Summary

Scale

1-4 Generally not your experience

5-7 Occasionally your experience

8-10 Often your experience

Questions	1	2	3	4	5	6	7	8	9	10	AVG
1 Your supervisor helps you define your areas of responsibility and actual authority.					I			I		III	8.60
2 Through effective delegation, you have had the opportunity to learn, grow, and increase your own capacity.						I		I		III	8.80
3 A relationship has been developed between you and your supervisor in which timely help and support are easily accessible to you.							I	I	II	I	8.60
4 You and others experience a supervisory process in which your professional development is important and encouraged.								I	I	III	9.40
5 You perceive recognition and rewards to be distributed fairly - based on your and others performance and contribution to the organization.							II			III	8.80
6 The goals and objectives that are used to determine your success is fairly negotiated along with agreed upon criteria of success.					I			I	I	II	8.40
7 You meet regularly to discuss your work progress with you supervisor and to discuss issues critical to your success.		I		I			II	I			5.60
8 You have been observed sufficiently on the job so that your supervisor has a sound grasp of your role, your skills, and needed areas of development.					I				I	III	8.60
9 In light of the areas of development you have identified, you have received valuable help from your supervisor in creating strategies for improving your performance.			I			I		I	I	I	7.00
10 Your supervisor provides you clear and timely information relating to your own job role.				I				II		II	8.00

- Please identify your supervisor's **three greatest strengths** as a supervisor. Be as specific as possible.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Motivator • Mentor • Promotes the employee's strengths • Relationship builder • Innovative thinker • Trusting | <ul style="list-style-type: none"> • Encouraging (2) • Helpful/Supportive (3) • Sees the big picture as well as the little details • Good listener • Provides valuable advice |
|--|--|

- Similarly, what **three pieces of advice** would you provide which would improve the quality of supervision for you and others?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Be more hands on • The staff needs to feel appreciated/hold events for the staff | <ul style="list-style-type: none"> • Be more decisive • Teambuilding is needed for the dept. • Not sure (2) |
|---|--|

Part V: Additional Questions

	Never			Sometimes			Always				
Intimidating	1	2	3	4	5	6	7	8	9	10	AVG
Self		I									2.00
Direct Reports	II	II					I				1.50
Indirect Report/Staff	II	II									1.50
Peer/Colleague	II	I		I							2.00
Supervisor/Boss			I								3.00
Family/Friend/Other	III	I		I			I				2.67

Friendly	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	10.00
Direct Reports									III	II	9.40
Indirect Report/Staff								I	II	I	9.00
Peer/Colleague						I			II	I	8.50
Supervisor/Boss								I			8.00
Family/Friend/Other								I	III	II	9.17

Humiliating	1	2	3	4	5	6	7	8	9	10	AVG
Self			I								3.00
Direct Reports	IIII	I									1.20
Indirect Report/Staff	II	II									1.50
Peer/Colleague	II	I	I								1.75
Supervisor/Boss			I								3.00
Family/Friend/Other	IIII	I	I								1.50

Warm, welcoming	1	2	3	4	5	6	7	8	9	10	AVG
Self										I	
Direct Reports								II	I	II	
Indirect Report/Staff									II	II	
Peer/Colleague						I	I			II	
Supervisor/Boss									I		
Family/Friend/Other						II			II	II	

Aggressive	1	2	3	4	5	6	7	8	9	10	AVG
Self		I									2.00
Direct Reports	I	I	I	I	I						3.00
Indirect Report/Staff	II	I				I					2.50
Peer/Colleague	I	I		I	I						3.00
Supervisor/Boss						I					6.00
Family/Friend/Other	I	I	I		II	I					3.67

Fun, playful	1	2	3	4	5	6	7	8	9	10	AVG
Self									I		9.00
Direct Reports			I		I			I	II		6.80
Indirect Report/Staff					I	I	I	I			6.50
Peer/Colleague							III	I			7.25
Supervisor/Boss								I			8.00
Family/Friend/Other			I		I		II	I		I	6.66

Arrogant	1	2	3	4	5	6	7	8	9	10	AVG
Self					I						5.00
Direct Reports	III	I									1.20
Indirect Report/Staff	III				I						2.00
Peer/Colleague	I	I	I	I							2.50
Supervisor/Boss		I									2.00
Family/Friend/Other	III		I			I					2.17
Kind, caring	1	2	3	4	5	6	7	8	9	10	AVG
Self							I				7.00
Direct Reports						I			II	II	8.80
Indirect Report/Staff							II		I	I	8.25
Peer/Colleague				I		I			I	I	7.25
Supervisor/Boss									I		9.00
Family/Friend/Other							II	I	I	II	8.50
Abusive	1	2	3	4	5	6	7	8	9	10	AVG
Self	I										1.00
Direct Reports	IIII										1.00
Indirect Report/Staff	IIII										1.00
Peer/Colleague	IIII										1.00
Supervisor/Boss	I										1.00
Family/Friend/Other	IIII	I									1.12
Professional	1	2	3	4	5	6	7	8	9	10	AVG
Self					I						5.00
Direct Reports							I	I	I	II	8.50
Indirect Report/Staff			I					I	I	I	7.50
Peer/Colleague							III	I			7.25
Supervisor/Boss				I							4.00
Family/Friend/Other							II	I		III	8.67
Defensive	1	2	3	4	5	6	7	8	9	10	AVG
Self					I						5.00
Direct Reports	II	I		I	I						2.60
Indirect Report/Staff	I			I	II						3.75
Peer/Colleague		I			I	I			I		5.50
Supervisor/Boss				I							4.00
Family/Friend/Other	I		II	I	I			I			4.00
Responsive to feedback	1	2	3	4	5	6	7	8	9	10	AVG
Self					I						5.00
Direct Reports								II	I	II	9.00
Indirect Report/Staff							II			II	8.50
Peer/Colleague						I	I		I	I	8.00
Supervisor/Boss					I						5.00
Family/Friend/Other						I	II	I	I	I	7.83

Appendix VI – Great Reversal Worksheet – A Sample

360 Degree Assessment – The Great Reversal

Client Name:

Date:

DIRECTIONS:

Take about an hour and a half to review the data. Functioning as a consultant, search for:

- Patterns
- Threads
- Discrepancies

In doing so, be:

- Curious
- A data detective
- Objective
- Present with the data

Focus on the questions that follow. The Objective is to come back with:

- Answers to every question
- 3 or 4 areas to focus on to change

QUESTIONS:

1. From across the data, what are the Client's greatest strengths?
2. What scaled items fall into the excellent range (8-10)?
3. What scaled items fall into the unacceptable range (1-6)?
What are the patterns? Look at "sister" items
4. From open ended questions, what areas of strengths can be found?
5. From open ended questions, what areas of opportunities can be found?
6. Where does the Client consistently rank himself in relation to others?
 - a. Higher?
 - b. Lower?
7. Where does the Client's boss rank differently? Offer areas for improvement?
8. Are there discrepant patterns between respondent groups?
 - a. Peers
 - b. Family/friends/others
 - c. Boss
9. How do the additional questions responses relate to other data?
10. What information is:
 - a. Most surprising?
 - b. Most compelling?
 - c. Unsettling?
 - d. Causing the strongest reaction? Why? Where?
11. How does the Client utilize time?
12. Does the Client collaborate effectively?
13. Does the Client delegate effectively?
14. What 3 things must "X" address to be a more effective leader/partner/peer?
 - a. Why?
 - b. What is the source for this?

Appendix VII – Qualitative Feedback Results – Summary

Truths

- Avid supporter of his people, promoter, quick to identify and nurture their strengths
- Enjoys being a part of the team
- Excellent interpersonal skills
- Bright and filled with creative/innovative ideas
- Manners, collaboration, collegial
- First impression is a lost opportunity
- Manage up , bring along some dead weight, be the champion
- Need to be proactive and take initiative
 - Self-promotion
 - Communicator (responsiveness and initiator of new ideas)
 - Step up to volunteer to take on an assignment
- No risk, no reward...displays cautious behavior as if he is worried about fallout of a decision
 - Some are not sure where you want to go/grow and they are looking for you to put a stake in the ground
- Make the decision to make the decision.
 - Set the vision, back it up with data to justify its importance, send committees off to report back and make the final decision

Trends

- Excellent objectivity
- Leadership skills – makes a team in capabilities and spirit
- People look to him to get his ideas implemented. Recognize the obstacle and move beyond it.
- Presentation polish to those who don't know him well – stops and pauses imply lack of confidence
- A little too hands on, needs to move away from tactical and move towards implementing strategically
- Focus on meetings and progress so that the meetings are seen as important - -share the ultimate vision and lead to it instead of creating committees
- Create strong boundaries with people (direct reports and peers), process (codify so that your involvement is not necessary), operations (ex: after action reviews, data to support change, organization)

Unique Ideas

- Evenhandedness...seen as a strength and weakness although always seen as fair
- Being a peer and a supervisor makes it difficult for people to know how best to relate to you and it makes it hard for you to be the bad guy
- Move off campus as a way to distance yourself from the minutia and be perceived as an administrator and not the fix-it guy
- The Director's arrival is a huge opportunity – learn what motivates him and engage him on a personal level

Appendix VIII – Individual Development Plan - A Sample

Individual Development Plan

Name	Time in Current Position:
Current Job Title:	Plan to be Executed from _____ – _____
Reports Into:	

Part I: Career Development Goals

Please identify your current career development goals for the next 3-5 years. Address your background, immediate short term goals, and your three to five year goals.

Part II: Standout Strengths

Please identify your top three strengths based upon self-assessment, 360 Feedback, GMQ, and any feedback you have received. Specify the actions you will take to further leverage the strength. Ex. Train others, strategy and communicating vision, provide informal coaching to peers, etc.

	Strength	Action
1		List 3-5 SPECIFIC actions you will take to keep these strengths elevated while pursuing your goals
2		
3		

Part III: Developmental Opportunities

Please write 1-3 Development Objectives that would improve your skills and personal effectiveness. Consider your current performance objectives, career development goals, feedback from the 360 and self-assessment, and conversations with your Coach. Ask yourself “What do I need to do more, better or differently in my current role or to prepare for a future role?” Identify the knowledge, skill or practice to be learned (the development objective), the steps you will take, the results you will achieve, the people involved and the timeframe for completion.

	Development Objective	Steps to Achieve Your Objective (Key Milestones/Measures of Success)	People Involved	Timeframe
1	List 1 developmental objective	<ul style="list-style-type: none"> 3-6 tactical steps to achieve your objective 	<ul style="list-style-type: none"> The people who you need for support or can help you 	For each item list the timeframe you will commit to completing the tactic.
2		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
3		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Part IV: What is the key message you want to convey to your supervisor to ensure that you feel the support you need to move forward with your goals?

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Attachment IX – Individual Development Plan, 1st Iteration

Individual Development Plan

Name The Client	Time in Current Position:
Current Job Title:	Plan to be Executed from ____ – ____
Reports Into: The Supervisor	

Part I: Career Development Goals

Please identify your current career development goals for the next 3-5 years.

Background: After going through this process, the one thing that is the most clear to me is that I must “put a stake in the ground” and let people know that I am prepared to lead. While I am interested in leading in my current organization, I am even more convinced that I could become a “General Manager” or “Executive Director” level leader in any organization. I have many of the leadership skills needed to run a big organization successfully. To get there, I have to work on three areas Presence, Organization and Mechanics.

Immediate short term: Turn Individual Development Plan into a more detailed checklist of tasks. Take advantage of ability to learn in this position during next one to two years while preparing to search.

Three to five year goal: I would like a position of General Manager or Executive Director. Ideally at XXXXX, but it does not really matter what employer or what field. I have a lot of confidence in my ability to lead a team, and I feel as though with the improvements I make through this process, I will be ready and extremely confident.

Part II: Standout Strengths


Please identify your top three strengths based upon self-assessment, 360 Feedback, GMQ, and any feedback you have received. Specify the actions you will take to further leverage the strength. Ex. Train others, strategy and communicating vision, provide informal coaching to peers, etc.

	Strength	Action
1	Team/Leader	<ul style="list-style-type: none"> • More one on one time with team members. • Provide clearer direction/expectations/vision by creating “campaigns” or “missions”. • Celebrate and promote our victories better/more. Find creative and unique ways to genuinely do this. • Caring and empathy for the human side of team. Write a minimum of one personal note per month to my team. Seek a list of appropriate etiquette for supporting team. • Be sure to be firm, when firm is required.
2	Interpersonal Skills/Collegial	<ul style="list-style-type: none"> • Need to create a personal network inside Penn. • Need to create a personal network outside of Penn. • Develop better habits for meeting new people, proper introductions. Remembering names. • Seek etiquette mentors for the workplace. What is appropriate?

3	Listener/Communicator	<ul style="list-style-type: none"> • Turn good ideas into well-packaged presentations. • Set boundaries for cubicle interruptions. Do not just give time to the “interrupters”. Make appropriate time for everyone. • Set aside time to listen, if I cannot give proper attention at the moment.
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Part III: Developmental Opportunities

Please write 1-3 Development Objectives that would improve your skills and personal effectiveness. Consider your current performance objectives, career development goals, feedback from the 360 and self-assessment, and conversations with your Coach. Ask yourself “What do I need to do more, better or differently in my current role or to prepare for a future role?” Identify the knowledge, skill or practice to be learned (the development objective), the steps you will take, the results you will achieve, the people involved and the timeframe for completion.

	Development Objective	Steps to Achieve Your Objective (Key Milestones/Measures of Success)	People Involved	Timeframe
1	Personal	1. Establish a fitness regimen that is attainable and manageable within the daily schedule. 2. Look better and improve energy level. 3. Improve how I dress for work. Gradually improve with goal of next Fall to have a new wardrobe and new approach to dressing for work. 4. Properly maintain my workspace to provide for easy access to reports, information, and to set a good example for team. 6. Identify a team of “polish/presence/professionalism mentors.”	Support network.	6 – 8 months.
2	Tactical	1. Organize E-Mail Folders 2. Organize Documents 3. Organize Notes and Develop Evernote System. 4. Create a strong “To Do” system. 5. Properly rehearse and prepare for all meetings and presentations.	Ask for tips from anyone who seems like they are very organized.	#’s 1 – 4 must be complete by January 1, 2012.
3	Strategic	1. Need experience handling a budget the way a GM or a Director would. Would like to be assigned to something in 2013 that gives me something that would translate to my next job. 2. Go through APPA certification program. 3. As much outside exposure as possible to stay current with today’s expectations. Find an outside mentor in a for profit and a nonprofit business. 4. Work with mentors to know what’s expected at the VP level. Would like to continue to have exposure as well as be mentored regarding expectations and communications at that level.		2013.

Part IV: What is the key message you want to convey to your supervisor to ensure that you feel the support your need to move forward with your goals?

XXX is a master at presence and professionalism. He can help me immensely with all three items in Part III. He also understands my value, and how strong a staff person and leader I can be. I think he knows that I am successful despite myself and I think he knows I am somewhat under-valued and under-appreciated due to my own self sabotage. Because of all this, I know that he can help me.

Also, XXX has been a safety net for me. I could always hide behind him or get lost in his shadow.

So, I guess, the biggest thing I would like to convey is that I am in an awkward position. In many ways I share leadership of this group with him by leading the XX and XXX groups. But the part I do lead, I actually share leadership with XXX. And now, we all have almost direct lines to XXX because of his daily involvement. This makes the way XXX treats me and supports me so important. My position is tenuous and because of that my authority, and ability to be viewed as someone with authority, relies so much more on how I am treated by him (and XXX). I will be trying to make a name for myself here in the coming years, and I need him to position me properly. He has done some things extremely well here, and others not as much, but the way we are structured now makes the way he positions me that much more important.

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