

LEADERSHIP COACHING



Personal Insights to Inspire Others

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Dedicated with love and admiration to my son, Russell David Field, PhD

whose character, compassion and achievements continue

to inspire me.....his father.

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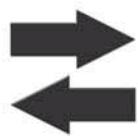
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Introduction

Why write another book on Leadership Coaching? Because leaders frequently lose sight of the big picture with the apparent ever present desire, and sometimes demand, for expedient solutions.

Given that today's leaders will be mentoring tomorrow's leaders, there is the obvious risk of repeating the past approaches to problem identification, clarification and resolution. In my opinion, *what society will always need are leaders willing to be challenged by new ways of thinking and being*. By challenging today's leaders to appreciate the *transitional role* they will inevitably play in shaping the next generation of leaders, coaches will have significant impact on what our organizations value and how they operationalize their Vision and Mission.

The model described in this book rests on six principles that I believe are necessary to promote effective development of, and by, leaders.

The principles are:

- 1 *We are in this together.* This requires that we promote the personal well-being of leaders. We need to view them as whole people not just business or institutional leaders. For example, if employees have access to an Employee Assistance Program, this and like services should also be made available to leaders. I believe leaders need to be generous with their leadership competencies, so that their mindset moves from self-interest to the advancement of other leaders and the organization.

- 2 *Use non-traditional approaches to learning.* Leaders need to develop coaching relationships beyond the knowledge one gains from a prescribed curriculum (eg: the corporate university). As such, leaders themselves become coaches who facilitate the study of leadership, both practical and theoretical. This is a human experience not just an academic one.
- 3 *Create new cultures.* Leaders need to put forward ideas, possibilities and alternatives that are 'deliberately at variance' with their organization's standard practices and modus operandi, thereby challenging themselves, and other leaders, to reflect and articulate alternative ways of learning and being.
- 4 *Accredit personal experience and knowledge.* Organizations need to celebrate the valuable knowledge that all leaders bring to the table. Some leaders may not clearly understand the principles underlying their leadership practices – this is where a coach can add value to the organization and the leader's relationships.
- 5 *Encourage Transformational Leadership.* This opens the organizational landscape so that each leader has an inherent responsibility and a sanctioned right to exercise their leadership competencies within their team, department and organization to enhance professionalism and outcomes.
- 6 *Provide a forum for dialogue.* Coaches and other seasoned and supportive leaders should provide constructive, non-threatening critique, open discussion, and active participation, as essential ingredients in growing each leader's practice.

These six developmental principles form the basis for the effective coaching practices discussed in this book.

The leader-coach partnership can explore literally unlimited opportunities that will assist the leader to critically reflect on his/her intentions, values and behaviors. Likewise, these principles will reinforce the view that a leader must

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know himself/herself thoroughly to be authentic — before they can wisely assist or transform other leaders.

When the leader-coach partnership builds a relationship on these six principles, there will be numerous consequences – mostly positive. I acknowledge that development can also take place in the light of unsound decisions. Some would argue that we learn best from our mistakes – though sometimes true, I posit that this is a very narrow perspective. Some of the positive consequences include:

- *Collaborative Development:* leaders can learn more – and achieve more – with a coach and with other *Transformative Leaders* than they can on their own initiative. A good process of leadership is a valuable source of learning whether or not the consequences are desired. For example, a good plan at the outset may fail, but at the time it had the makings of a good plan.
- *Public learning:* very little can substitute for the leadership and communication lessons learned in front of a television camera and with a knowledgeable interviewer, or in front of a group of hungry newspaper reporters. Likewise, communicating at an unscripted all-employee town hall meeting or at a shareholder's meeting can challenge the leader while on his/her feet.
- *Flexible learning:* learning and improving one's leadership practice can take place at any time and in virtually any situation. *Critical Reflection* only needs the quietude of one's mind and the concentration on one's assumptions and intentions.
- *Embrace technology:* the internet provides access to learning about leadership practices in other countries, and supports national and international video-conferencing. There are on-line workshops, webinars, and university-level courses that can support the initiatives undertaken by the leader and the coach. With some initiative and creativity, the leader will also establish his/her own website, blog and social network account(s).

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- *Reduce control:* Transformative Leaders are encouraged to delegate authority and reduce their level of control and their self-interest. Giving away leadership development opportunities offers others a chance to take up the challenge of leadership.

Coaching promotes ‘outside-the-box’ learning and, as such, is a very powerful tool. It encourages the development of an organizational culture where *critical reflection* and *transformative leadership* become available to all leaders – regardless of their position in the current hierarchy. *I believe that the most powerful means of developing leaders is to create an organizational culture that values many types of learning which enhances the capacity of individuals to lead.*

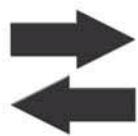
Such a culture calls for *critical reflection* or deep learning where understanding and experience is converted into wisdom. The following quote from a leader who has experienced the benefits of a productive leader-coach partnership, says it all:

“My leader-coach relationship firstly had me reflect on current beliefs and practices, then challenged me through research and discussion to develop further as a leader. The whole process has got me away from an emphasis on management and towards a far better appreciation of the potential growth influence I can generate as General Manager.”

The phrase “potential growth influence” aptly highlights the transformative aspect and innovative power that can be derived from a solid leader-coach partnership. This becomes the jumping off spot for the Transformative Leader.

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Transforming Leaders

A new way to look at old problems

Our workplaces grow more diverse daily, while attitudes about work are constantly changing. At the same time, customers are demanding intensive services and near-perfect quality. Everything has to be better, cheaper and faster.

The current *crisis of confidence* in the business world demonstrates a significant problem with the financial underpinning of our economic system: the reality that illusionary money has been propping up illusionary growth. At a deeper level the *crisis of confidence* has also revealed *our limited ideas about how business enterprises should have been managed and led*. From this perspective one could now say that '*ethics and business*' is truly an oxymoron.

The recent toppling of major business corporations and financial institutions (from Enron to Citibank to General Motors) clearly demonstrates that the innovation and improvement needed to make changes cannot come from technology alone. It must come from human creativity and commitment, from leaders and employees working together to give their best. *In short, any dimension of success depends on people; and in order to achieve success, people depend on leaders.*

Conceptually, the practice of leading is *not* a mature field or practice – though we frequently act as though it were. We sometimes delude ourselves into thinking that the current dominance of the North American management and leadership models means we have found the ‘best way’ to run our organizations. Experience, and more broadly speaking ‘human history’, has taught us that the ‘best way’ is never permanent – change is ever-present.

Change occurs in the time it takes to blink an eye. The ‘best way’ one moment is superseded by the ‘best way’ in the next moment. It should be noted that finding the illusionary ‘best way’ is dramatically different from pursuing a path of ‘continual improvement’. This path does exist in real time, and it does not stop at a juncture labeled ‘we have found the best way’. The Japanese manufacturing process of the 1980s, called Kaizen (meaning: step-by-step) clearly speaks to this point. Though modified from its original design, Kaizen and lean manufacturing – to name just two processes – continue to be used and to evolve.

As a robust, action-oriented society, we usually look outside for answers — to customers, to competitors, other countries and new technologies. *All too often we mistrust introspection, dismiss our intuition, and generally neglect the so-called soft or human side of business.* This cultural bias has given us leaders who are comfortable with engineering, operations, finance or marketing but not with emotions and human relationships; leaders who are good at manipulating numbers but not at developing people.

 *It is exactly at this nexus that we find a clear and justifiable role for the coach.* 

My position is that leaders need to allow themselves time to assess, holistically, *what* their organization is about and *how* it could be led, both with compassion and financial effectiveness. The results might be somewhat unnerving and present leaders with a new paradigm that, all too often, leads to either inertia or repeating negative behaviors. What is a leader to do?

The incorporation of thinking outside-the-box has led many coach - leader partnerships to provide the challenge necessary to move the leader from inaction to action, from reactive to proactive, and from accepting the status quo to challenging it.

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Thus coaching is a transformative process because it encourages leaders to act with a deeper understanding of self - so they can contribute to, and develop the organization rather than be a cog within it. Surely this is the type of leadership that is required to meet the business challenges, from economics to ethics, of the 21st century.

 If one does not 'know oneself' before acting as a leader one can confuse the organization with oneself: an unconscious projection of one's ego. And this often leads  to disaster.

We have new realities to think about

We live in a time of constant change and frequent chaos. It is a time marked by never imagined technological changes from quantum physics, for example, to genetic engineering. It is a time of enormous cultural and political shifts, as well. Witness in 2008, for example, the election of an African-American as President of the United States, and a move to the left. It was also a time of financial greed taken to extremes: the most notorious and recent example being the Bernie Madoff story and his Ponzi scheme. Then there is the U.S. President who, one week before accepting the 2009 Nobel Peace Prize sent 30,000 more troops into harms way.

My prediction is that, in the future, we will see alternative management and leadership initiatives coming from other cultures that will, in many ways, challenge and change how we conceptualize business today. These changes will have major consequences for present and future leaders. Are leaders ready and open-minded enough to develop, motivate and harmonize people from different social, cultural, and political backgrounds? Are they leaders of transformation or those who hold on to the illusion that they have found the 'best way'?

For example, most North American and European business activities are conducted via *contract-based* arrangements. In the Middle East and parts of Asia it is more common to have commercial relationships based on *trust* alone rather than an agreement on paper. China is fast becoming a leader with different management and leadership ideas: its culture

emphasizes the importance of *collective behavior* over individual behavior where *trust* still appears to be a major component.

Meanwhile, a new South African business school has begun to focus on those expatriate managers coming from privileged backgrounds who often have fixed cultural and stereotypical ideas. Part of their self development involves learning about the realities of less developed countries — poverty and life in the townships around Johannesburg — rather than treating communities purely as though they were American or European markets.

One could say that in the rush towards greater efficiency and maximization of profit, *the idea of what business stands for and its place in society has lost its way.*

Did Adam Smith get it wrong?

While Adam Smith is seen as the father of capitalism and a champion of the benefits of the free market, it is usually forgotten that his real interest was in moral philosophy. Here he insisted on *the crucial role of social relationships and ethics as a precondition to there being any advantages from capitalism.*

Adam Smith had, in fact, a simple idea but one with sweeping consequences. It opened up tremendous opportunities, but also revealed gaping pitfalls. The failure of today's interpretation of his model has been its inability to engage with the broader issues of corporate governance: issues such as pay-for-work-of-equal-value regardless of gender; human rights; quality standards in off-shore facilities that are not as high as those of the home country because there is no legislation to support this action.

Adherence to real Corporate Social Responsibility (CSR), and 'living' corporate Values are not disregarded because of an unhealthy bottom line this quarter. With real CSR (as opposed to the public relations version) General Motors would not have sold its Hummer SUV division to China where environmental pollution is already too high. If Hummers are not fit for the North American market because of excessive petrol consumption and environmental degradation, why not close the division down? How does moving the problem to China support General Motor's CSR intentions?

Another example is the sale of North American brand cigarettes to China and 'third world' countries - just moving the health problems and

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their long term consequences off shore. Is this to be considered a good example of CSR? These are just a few examples of the gap between Smith's moral philosophy and today's greed and capitalism.

This is a significant problem! The only way to succeed in the globalized Internet Age (and its technological iterations) is to nurture independent, values-based, empowered people and to build healthy, high-performing organizations. *If leaders have difficulty doing this for themselves, how are they going to assist others?*

In order to succeed today, leaders will have to reinvent their organizations so their employees will be fully engaged. This means, for example, that leaders and employees must have, to a greater or lesser degree, some influence and/or control over the means of production or the services they deliver. But to do this, leaders must take a deep and contemplative look inward and discover the ways they unwittingly influence their organizations and their human resources. *In other words, leaders will have to reinvent themselves first!*

A new model of leadership

A new model of leadership requires *more* from both employees and employers. Employees much pitch in with more than their hands; they must also contribute with their minds and hearts. They must *own* their work and participate as internal entrepreneurs.

The old paternalistic leadership style rewarded effort and loyalty, long hours and doing what the boss asked. *The new relationship will reward results. It will also reward self-reliance, smart solutions, and taking responsibility and accountability without having to be asked.* This way of conducting business is the new reality.



Manual or muscle jobs have been outsourced by the tens of thousands but the good jobs that remain require employees to buy into two things: a new working relationship and second-career learning.



To work as whole people, employees need to be treated holistically. Employees, just like leaders, have personal lives; they can and do get sick and have to deal with illness within their family; and they have spiritual and/or religious aspects of their lives. But, in survey after survey, employees are stating that this is not how they are being treated. Employees want to be contributors to the decisions that affect them and to take more responsibility for the quality of what they deliver to the customer. Employees need the opportunity to think, and to participate actively in cross-functional teams. All too often they are frustrated by the old paternalistic hierarchy. We must also acknowledge that, conversely, some employees like what they see as the benefits of a routine job – ‘do what I’m told to do and then go home’.

Employees want their efforts, or stated in a more heartfelt way, *their life’s work*, to have meaning and value. Hence, they are willing to learn new competencies on-the-job. All too often they run into the lean wall that provides little opportunity for vertical growth and a lessening of opportunity for horizontal variety. Leaders must live up to their part in this new relationship and offer their employees respect, dignity and fairness. We can no longer sweep under the carpet conflicting goals, such as lean manufacturing versus people-make-profits and not the other way around.

 Surveys and published materials from firms such as Gallop Inc., Hewitt Associates, and Towers Perrin support that current leadership assumptions and behaviors are costing most companies more than half their human potential. Stated a different way - and this is nothing short of shocking - **improved leadership alone could double employee productivity!** 

To treat employees more holistically, leaders must build organizations that help employees strengthen their competencies, creativity and commitment. Leaders must create environments where people are excited about their work, take pride in their accomplishments, and contribute to

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their colleagues doing the same. *The leader's task, in short, is to cultivate ideas, skills, and energy. This is what transformative leadership is all about!*

Because most leaders were taught by their predecessors, this new relationship will likely require some serious introspection and self-development by the leader. *One of these development options is coaching.*

Taking the long view, does lean make sense?

Since the introduction of Maslow, McGregor and the other pioneer social scientists in human behavior at work, business leaders have ironically *not focused* on people but have focused on cutting costs and increasing output. In order to increase productivity they have pared their organizations down to the bone. They have stripped out management and employee layers; re-engineered; down-sized; right-sized; and electronically created the '24/7 Blackberry Manager'. The adage about being careful about what you wish for comes to mind.

Most commonly, leaders have laid off employees, frequently in massive one-time reductions, often gutting the company's know-how base. And if the work could be contracted out, that has been the option of choice. The result? Some lean organizations have emerged healthier and more robust than ever. *But where enlightened leadership has been absent, cost cutting has left a demoralized workforce, prone to cynicism, mistrust and resentment.* By all accounts this could be described as negative transformation.

In many non-enlightened organizations, stressed-out employees end up putting out more work in less time and with fewer resources. But only for short periods of time and only under excessive or authoritarian leadership pressure. While top executives reap excessive bonuses from such short-term financial performance, employees actually learn to *withhold* their full potential. Such organizations, and we have seen too many with the current Wall Street (and Main Street) economic problems, are 'lean and mean', but also so thin that they are unable to withstand aggressive marketing from competitors. They may be financially solvent in the short term, but are intellectually and emotionally bankrupt.

→ Being a leader in an *emotionally bankrupt organization frequently overtakes the leader's perceptions and hence his/her behaviors with employees and customers are on a slippery slope leading to the dissolution of the enterprise.*



Working the Problem

Given current world-wide economic conditions, it might seem odd to be talking about leadership and one's edge in the marketplace. But the economy is not at a dead stop; it will rebound over the next few years. We will be back full-tilt into global competition and, in all likelihood, the old paternalistic style of leadership. Position power is, all too often, seen as the most expedient way to get results.

Developing human resources is a different ball game from cutting costs. New management practices, such as employee involvement and continuous learning, come closer to what is needed, but still falls short of the mark.

→ *Organizations with a culturally built-in intention to increase product/service quality, encourage on-going skills and development, and have the most engaged employee population will succeed.*



After all the re-engineering and re-structuring, many companies wonder why they still lag behind. Frustrated, they look around for some new technique or management practice. Instead, they should be looking inward. *They should look at the way they are leading people.*

Leaders are like theatre directors. They control everything: the players, the stage setting, the lighting, the audio, and so on. This is a profound power that they have. Because people look to leaders for guidance and purpose, their every action and word carries extra impact. *In fact, leaders project their attitudes, behaviors and personality onto the people around them.*

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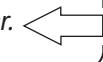
The danger is their tendency to cling to old concepts of control: Which actors get which roles? Who gets the spotlight? Who really makes important decisions? If leaders lack a deep understanding of themselves they will continue to be cogs in the corporate wheel. The group they lead will know this lack of understanding because objectives and targets will not be realized. The stage and props may be properly set, but more importantly, the group will not understand the script.

The most common reasons leaders derail their own careers include:

- interpersonal problems,
- an inability to meet business demands,
- failure to inspire a team, and
- the inability to adapt to change.

In retrospect all these reasons have to do with *leading people* and that starts with the leader.

To inspire their people, leaders need to cast brightness, to demonstrate confidence and humility. Doing so will liberate the best in other people — their talent, creativity and enthusiasm. It is only when leaders learn more about themselves that they will be able to avoid casting their own dark side onto the organization.

 *The single biggest influence on employee commitment and performance is the leadership skills of their leader.* 

Consider two methods - both of which have been used in the real world to lead a company through the same difficult change. In the first scenario, top leadership huddles together and decides that the financial picture calls for drastic action. They deliver termination notices to 10% of the employees on Friday afternoon, without warning.

In the second scenario, the top leadership shares the dire economic news with the entire company, from the lowest to the highest pay grade.

The leadership asks for a contribution of creative ways to cut costs and increase productivity. As many suggestions as possible are implemented, reaping real improvements. But the situation still looks bad. Senior leaders again communicate this to the employees and let them know that some people will need to be let go - although thanks to employee suggestions, not as many as management had originally feared. Employee input and creative outside-the-box thinking by leaders eventually offered a combination of options to reduce the workforce by 6%, including early retirement, employee buyouts, and, for those involuntarily laid off, job re-training. The manner in which leaders reached the 6% will become part of the company's lore; as will the authoritarian 10% cut.

Same economic problem, just different leadership. In the first instance, the senior leaders hoarded information and power; in the second case they shared it. In the first scenario, the leaders acted *on* their people; in the second scenario they acted *with* their people. In the first case, the leaders cast a pall of secrecy and fear over their enterprise; in the second they created an environment of openness, candor and common mission.

This idea that leaders, like theatre directors, can set the stage so others are fully engaged is simple to understand but hard to master. *It requires constant introspection, peeling back one's layers, learning about one's strengths and weaknesses. It also requires real-life experience: interacting with colleagues and customers and vendors, coping with hard economic realities, and, balancing the tensions and trade-offs that leadership decisions inevitably demand.*

In short, transformative leadership requires contemplation and challenge, hard thinking and hard knocks. In the opposite chair is the coach asking questions and giving advice so that contemplation is not idle 'head talk' and so that the challenges become easier to cope with because the underlying factors are skillfully understood.

What exactly is this new leadership? First, it is not about status. Forget about all the trappings of Chairman and CEO, from position power with limousines and a multi-windowed corner office. Just as clothes do not make the person, trappings never made a leader. They just stroked someone's ego. *Leaders inspire rather than intimidate; empower rather than monitor;*

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mobilize rather than manage. These activities don't require the status normally attributed to rank and position.

To emphasize this I prefer to use 'leading' instead of 'leadership', a verb instead of a noun, a process rather than a position. Leading is like marketing or manufacturing or accounting: it does something. What it does is *enable a group of people to pursue a shared vision and create extraordinary results.*

Leading is a necessary function, as vital to the life and prosperity of the organization as speaking is to communications. This function can be learned.

Leading is not some mystical charisma that you either have or you don't. It is more like a language which we all have a capacity for — some more and some less. But with experience virtually everyone can learn to lead people effectively. The key is to inspire others; the path is through transformation of self and others. Leaders are made, not born. *It is when we understand this message that we find the legitimate role for the coach.*

**DISCUSSION POINTS
FOR
LEADERS AND COACHES**

- The current crisis of confidence in the business world demonstrates a significant problem with the financial underpinning of our economic system; the reality is that illusionary money has been propping up illusionary growth.
- Any dimension of success depends on people; and in order to achieve success, people depend on leaders.
- All-too-often we mistrust introspection, dismiss our intuition, and generally neglect the so called soft or human side of business.
- Coaching is a transformative process because it encourages leaders to act with a deeper understanding of self - so they can contribute to, and develop, the organization rather than be a cog within it.
- Leaders need to be ready and open-minded enough to develop, motivate and harmonize people from different social, cultural, political and organizational backgrounds.
- Adam Smith insisted on the crucial role of social relationships and ethics as a precondition to there being any advantages from capitalism.
- The leader's task is to cultivate ideas, skills, and energy in self and others. This is what Transformative Leadership is all about!
- Where enlightened leadership has been absent, cost cutting has left a demoralized workforce prone to cynicism, mistrust and resentment.
- Being a leader in an emotionally bankrupt organization frequently overtakes the leader's perceptions and hence his/her behaviors with

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employees and customers are on a slippery slope leading to the dissolution of the enterprise.

- People look to leaders for guidance and purpose; their every action and word carries extra impact. In fact, leaders project their attitudes, behaviors and personality onto the people around them.
- Transformative leaders inspire rather than intimidate; empower rather than monitor; mobilize rather than manage. These activities don't require the status normally attributed to rank and position.
- Leaders are made not born.





Coaching... A Different Perspective

Why Coaching?

There is an overarching view that as corporations and institutions continue to expand – either locally or globally – leadership development must be continuous to keep up with the pace of change. Not so surprising, leaders who have begun on the path of life-long learning push their organizations towards expansion.

The corporate world's need for better educated staff loops into the political realm. We see different approaches to the purpose and goal of education being assessed and eventually mandated by the Education Officials so that colleges and universities will graduate individuals whose education meets corporate needs. Though change is the only constant, it appears as though the corporate world, and its job creation capacity, is currently perceived to be at the helm.

In the past few years we have had re-engineering and out-sourcing, then globalization and now economic turmoil. There will always be a need for leaders to change direction - with existing products in new markets or to move the organization to new products in new markets. Today's leaders need to be able to embrace change for the possibilities and opportunities it can bring. Arguably, *all leaders have the responsibility to keep on learning throughout their careers.*

Coaching is a special relationship between two people who are working together to achieve specific development plans while enhancing the leader's capabilities. Coaching prescribes a learning relationship, where the leader (or coachee) is open to new ideas about self-development, new strategies and tactics about leading and management, and overall individual well-being for self and others. Leaders elect to be coached because they want to enhance their tool kit on an *on-going* basis.

The coaching model in this book assumes that the leader believes he/she will benefit from working with a coach as they collaborate to develop and implement actions that achieve professional and personal goals. ***Communication and trust are the essence of coaching and the concurrent improvement in leadership behavior is the validation.***

Internationally there has been increased interest in leadership development via coaching; this method of learning is now hailed as worthy of renewed respect. This interest has had particular resonance since the onset of globalization. Todays leaders need to learn how to develop others into new roles while respecting diverse cultures and experiences. Although leaders may be at different stages of their careers, *all need on-going opportunities to renew, refresh, and redirect their development.*

Also, business leaders are often uni-disciplined (eg: a background only in finance, or marketing or engineering, etc). Effective leadership development needs to include the principles that underpin *the holistic and transformative role of a leader.*

For example, it is one thing for a Marketing Director to lead a marketing and sales team; it is quite a different picture when the Marketing Director becomes the General Manager and must lead a management team of yesterday's peers who have a variety of experiences and competencies that he/she does not possess. The General Manager must *transform* him/herself before changing the group of former peers into an effective management team.

Coaching... A Different Perspective



Specifically, society needs leaders who can:

- *See the importance of finding new approaches to 'being' and 'doing'.*
- *Understand the change or transformative process and operate within it whenever chaos occurs.*
- *Build strong relationships and partnerships within a wide variety of stakeholder groups.*
- *Build human and especially intellectual capacity and commitment within their organization.*
- *Focus on learning and self-development for self and one's direct reports.*



It is important that leaders can see the direct relevance and application of their own professional development. Leaders need to be working with the people, the issues, and the concerns they face daily if they are to see the inherent opportunities and relevance of leadership development. This type of development will not come by merely attending workshops or training sessions – it must be experienced in “real time.”

Often missing from the theory on effective leadership development is the question of how leaders can put such an *array of learning options* into practice in their organizations. How do we get those in key positions to see that *change and development*, in their leadership behavior, are necessary and important? The answer is '*challenge*'. Leaders must be challenged to understand and reflect on how *changing their intentions and behavior* will make a significant difference. ***Coaching provides that 'challenge'.***

Coaching Model

Coaching models abound, so it is important that the principles underlying the model that I discuss in this book are clear. The following are the key components:

- 1 Coaching is a *dynamic process*, meeting changing needs and resulting in up-graded or new competencies (skills, knowledge and attitudes) and/or strategies.

- 2 The coaching relationship takes *time to develop and sustain*; there is no ‘quick fix’ when it comes to learning new competencies or changing behavior.
- 3 The coach is the *facilitator* of the development process, not the ‘teacher’ of how something should or could be done (unless invited to step outside that role to comment).
- 4 Both parties must have a *clear understanding* of their role and responsibilities for the coaching process to work.
- 5 The leader must *take responsibility* for his/her own development and can independently set the agenda and goals for the coaching session. If the leader has reasons for substantive disagreement they will, no doubt, discuss and resolve their differences.
- 6 The coach requires interpersonal and communication skills to *build trust* (relatively quickly) and to work together in sustainable and potentially innovative ways.

Transformative Leadership

Coaches do not tell leaders how they should lead or manage. Rather, they assist them to **reflect critically on their own intentions and behavioral choices** so they can make *informed decisions* about their own leadership practice. The responsibility for self-development, i.e. the transformation, must be left to the leader. Please refer to Appendix A, page 83 for a discussion of Critical Reflection.

It is the *reflection* we want to talk about. Leadership coaching is about developing Transformative Leaders throughout the organization. *On an individual level, Transformative Leadership encompasses the understood and determined actions that influence the continuous improvement of one’s behavior and performance. There is always an emphasis on ‘actions’ and improving both management and leadership competencies.*

Leadership is not found in a job description, but in the professionalism of working with others in the organization. *Transformative Leadership is not about the position one holds, but rather the actions taken to improve*

Coaching... A Different Perspective

opportunities for the development of self and others. The word 'leader' signals the energy, impetus and guided collective action needed for change and improvement to occur – it denotes transformative systems and practices.

 *Transformative Leadership is not about the position one holds, but rather the actions taken to improve opportunities for development of self and others.* 

All leaders of an organization can, and hopefully will, contribute to the energy needed to achieve the organization's Vision, Mission and Objectives. This concept of leadership – one that contributes to the organization's pool of knowledge and talent - is *synergistic*: the sum of the parts is indeed greater than the total of individual contributions.

It is important to emphasize that synergy does not happen by chance. Synergy is the result of deliberate and guiding leadership. It is developed by those who choose to take up this *transformative* role. Many front-line supervisors and managers do not view themselves as leaders, even though they may guide and facilitate a large group of employees. *By not appreciating the potential inherent in their roles, responsibilities, and relationships, they miss opportunities to push open the boundaries of their own position and that of the employees they lead.*

Holding the position of a leader frequently does not place sufficient emphasis on the *Transformative Leadership* aspect of this job. To develop leadership competencies in others, encouraging them to take on responsibility for growth, creativity, decision-making – that is, to champion their own self-development. By using coaching as part of one's modus operandi, a leader can promote continuous leadership development in self and others.

Self-learning and Contemplation

Transformative Leaders are people who, no matter at what level of the organization they operate, *focus on improving performance as their main function*. They work to develop their own professional leadership capacity

and that of others in the organization. This type of leader is wanted more than ever – aware of the political, economic, social and technological influences of their role - one who can draw on this knowledge when working with others to create positive and proactive change.



Transformative Leaders

- are *continually searching* for more effective ways to increase performance through engagement and self-development;
- are *not content with the status quo*, and will take individual initiative to redesign for excellence;
- see the importance of being transformative (i.e.: being agents of change) and innovative, and of *encouraging thoughtful risk*;
- have a strong set of values, beliefs and views regarding '*ethical capitalism*' as a moral imperative. It is from this that they can constructively critique the organization's systems, policies and practices;
- support other leaders and employees who want to make a *positive difference* in the organization's relationship with any and all stakeholders;
- are enthusiastic, energetic and believe that enhancing the development opportunities of others is *central to their own leadership role*;
- lead by '*walking the talk*', providing a role model of the type of values and behaviors they believe are important; and
- have developed the ability to *critically reflect* and to seek opportunities to develop this skill in others.

Note: For a thorough discussion of '*ethical capitalism*' refer to the author's 2007 book, *Business and the Buddha*, Wisdom Publications, Boston.



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Transformative Leadership, requires more than any individual can attempt to do alone. So it has the potential to be greater than the sum of the individual leader instinctively doing his/her own 'thing'. *Coaching can drive the development of a leadership culture that produces leaders able to contribute collectively to the sustained and on-going improvement of self and other leaders, and so to the organization.*

It is through the leader's personal self-development, a prime objective for the coach, that these characteristics are discussed and made operational. This is the *professionalism of being a leader*. This is not a leader's systems and procedures toolkit although skills are helpful – it is about living with problems and making wise choices.

My personal life and professional experiences have led me to an unusual place when it comes to professional development. I believe that trying to develop a list of competencies, standards and/or attributes of leading would likely be counter-productive. There is no universal 'how-to' recipe to create a *Transformative Leader*. *Each leader starts from a different place and interprets their role based on their unique circumstances. The concept in this book suggests developing leaders who critically contemplate their own intentions and behaviors, and consciously choose appropriate actions to accomplish their goals.*

Understanding the business of your organization, and the human concepts underpinning the enterprise (from Vision to goals achieved; from foresight to insight into human behavior) involves developing a deep personal capacity to *reflect critically and transformatively*. I am referring to a systematic, continuous and purposeful approach that starts with knowing:

- what you and others *know*,
- what you and others *do not know* (and may be blinded by), and
- what you and others *ought to know* (and that which needs to be forgotten or abandoned).

Transformative Leaders have at least three clearly defined roles:

- 1 As *relationship-builders*, knowing their work is with, and through, other people.

- 2 As *professional leaders*, focusing on transformation – their own as a leader and that of others in their organization.
- 3 As *entrepreneurs*, being introspective risk-takers who gain outside perspectives and feedback to confront their own thinking. They seek out new ideas, challenges and opportunities to improve what they do.

The approach of the traditional coaching model, the production of leaders by formula or, for example, via the corporate university, is the antithesis of many current leadership development trends. Traditionally, we developed a set of competencies or standards - ensure they were culture-specific and gender-neutral - then determined the quality or readiness of the individual for a leadership position.

This preoccupation with fixed standards and competencies is generally thought of as a legitimate and integral part of today's managerial ideology. But this approach misses the context of Transformative Leadership.

The proverbial question is how do you get the horse to drink the water? The answer revolves around not only getting leaders to the water – often job conditions prevent this – but *how to* get them to drink once they are there. This ‘how-to’ will be discussed in depth in the next chapter.

**→ DISCUSSION POINTS
FOR
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- Today's leaders need to be able to embrace change for the possibilities and opportunities it can bring. Arguably, all leaders have the responsibility to keep on learning throughout their career.
- Leaders need to be working with the people, issues and concerns they face daily if they are to see the inherent opportunities and relevance of leadership development.
- How do we get those in key positions to see that change and development, in their leadership behavior, are necessary and important?
- The coach is the facilitator of the development process, not the 'teacher' of how something should or could be done.
- Coaches do not tell leaders how they should lead or manage. Rather, they assist leaders to reflect critically on their own intentions and behavioral choices so they can make informed decisions about their own leadership practice.
- On an individual level, Transformative Leadership encompasses the understood and determined actions that influence the continuous improvement of one's behavior and performance.
- The concept of leadership – one that contributes to the organization's pool of knowledge and talent - is synergistic: the sum of the parts is indeed greater than the total of individual contributions.
- Coaching can drive the development of a leadership culture that produces leaders able to contribute collectively to the sustained and

on-going improvement of self and other leaders, and so to the organization.

- A strong set of values and beliefs that focuses firmly on the side of 'ethical capitalism' will support constructive critique of the organization's systems, policies and practices.
- The preoccupation with fixed standards and competencies is generally thought of as a legitimate and integral part of today's managerial ideology, but this approach misses the context of Transformative Leadership.

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Leaders As Learners

Understanding one's Intentions

Stakeholders are asking, if not requiring, leaders to make their values, beliefs and interests transparent; and to identify and to articulate their management and leadership intentions. The leader's professional ability to create understanding from the many actions carried out strategically and/or tactically depends on his/her *conscious awareness* of these intentions and values. Equally important is the size of the gap between the leader's rhetoric and his/her actual 'leadership in action'.

Coaching is intertwined with the leader's real-time experiences and actions in his/her daily work. *One's job is likely the best learning tool available. Coaching is also based on the leader's critical reflection of his/her own experiences. The coach must provide opportunities to question, to analyze and to develop new ways of thinking and leading, and then to thoughtfully experiment with the application of these new ideas.* Coaching then becomes an essential component in transforming the behavior of the leader and of those the leader touches.

One of the most important aspects of coaching is that the leader and coach, working together, *clarify the values and beliefs of the leader and subsequently of the organization.* In other words, we collaboratively explore and understand the leader's intentions and decision-making practices.

When people are asked what they would do in certain business (or transactional) situations, the answers they give are very likely their *personal theories*. However, their ‘personal theories’ do not always match what they actually do.

The leader, who is *not aware of the discrepancies or gaps between personal theory and actual behavior*, may not see the necessity to, or be open to, explore new ways of behaving. Coaching helps *close the gap* between a person’s leadership theories and his/her leadership behavior.

When viewing the leader in action, for example, chairing a meeting, or conducting an interview (employment or performance), the coach has a unique opportunity to highlight the views and values that are seen to be influencing the leader’s behavior. The coach can then assist the leader to be aware of, and to understand how to connect his/her actions with those values and beliefs.

Learning from Experience

Leaders’ everyday work experiences - the tasks and activities leaders undertake and how they prioritize them - are pivotal for self-development. The leader can be said to be in high gear when he/she makes the most of an experience by *carefully considering it, conducting a self-assessment, and then combining this information with the coach’s feedback*. This is where a leader develops new principles, concepts and theories to use on the job.

 *This is the essence of critical reflection or contemplation*
- the act of being mindful and considering one's intentions.


The coach uses the leader’s own experiences as the developmental template. This way, the coach not only assists the leader with the learning process but also enhances intellectual independence and reinforces self-directed development. *Self-directed learning requires the leader to plan, carry out and evaluate his/her own learning experiences – and this is the way most adult learners (including leaders at all levels of the organization) go about understanding new ideas, skills and attitudes about themselves and others.*



Through careful questioning and prompting – sometimes directly challenging the leader's thought processes – a coach can help a leader re-live an experience, or to look at it from a different perspective. The coach can help the leader observe what intentions and values might have been making him/her act in a certain way and to consider whether that behavior would be appropriate in the future.



Once a leader has brought his/her intentions to a level of consciousness, these values and actions which were previously implicit or never understood, can be modified and then applied to other situations. *By repeating this process, the leader can develop and grow in significant ways.*

Knowing in Action

Critical reflection, or contemplating one's intentions and subsequent actions, helps a leader become more receptive to trying out new strategies. On occasion a coach can see a leader changing a value or belief and, in turn, his/her actions. Sometimes, however, leaders do not find *critical reflection* an easy process when considering a particular decision or action. This is where the coach can be very useful.

A coach can assist a leader in freeing him/her/self from a closed world view (ie: the way they, without reflection, see and understand their social, professional, intellectual and spiritual world). Once a leader can break out of their own perception of things ("I've always known things to be like this, so this must be right."), they can start to think seriously about alternative ways of seeing the world. This means that the leader's mentally 'fixed' view of the organization's physical and human actualities takes on a new and deeper reality.

This process results in a type of conceptualization wherein the leader is able to psychologically distance him/herself from the issues under consideration. With the guidance of a coach, *a leader can deconstruct the dominant, and sometimes persistent, ways of viewing issues or problems and*

the effect this way of thinking is having on their role and the way they perform.

This ability to conceptualize gives the leader the mental confidence to actively listen and question and even experiment with different concepts and ideas. As such, experimenting becomes the explicit experience of self-inquiry and begins a new learning pattern for the leader. *It is this whole process of 'new inquiry' in action which is central to the art by which leaders can deal with uncertainty, chaos and even value conflicts.* This new inquiry consists of analysis, questioning by the coach, re-formatting one's perceptions or world-views, and the testing of one's intuition in real situations.

 *If done properly, critical reflection leads to 'knowing-in-action', because it allows leaders to act with confidence on the basis of informed decisions which arise out of their understanding of their intentions, behaviors and actions.* 

Common Roots: Learning and Coaching

Effective coaching and a sound understanding of how adults learn go hand-in-hand. Likewise, coaching and self-development have similar common roots:

- 1 *Complete involvement* - personal commitment and serious perseverance in the developmental process.
- 2 *Support* from those above and those along side – senior leaders and peers.
- 3 The ability to *change one's intentions and behaviors* which lead to successful and permanent change of self and the organization.
- 4 At one's core, *owning the change process*.

Substantive change of this kind rarely occurs in organizations without a wise peer, or a mentor or a coach at the leader's side. Without such support there are many causes of failure:

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- 1 *Leadership can be a lonely position* - there are only a few caring colleagues who don't have their own personal agenda to promote.
- 2 Leaders become involved in the routines and habits of their everyday tasks (as they likely did in their previous positions) and rarely think critically about their intentions and actions.
- 3 *Critical reflection does not occur in a vacuum*; there must be others with whom to discuss thoughts, feelings and beliefs – thus the need for a coach.

The constructive effort of a professional coach enables leaders to focus more directly on the quality of their leadership and management practices and then, by definition, onto their own self-development.

 *Leaders become increasingly open to new ideas and professional growth, which leads to further critical reflection and, from there, to more informed decisions or wise actions.* 

By taking ownership for their self-development, leaders gain greater intellectual independence. *They move from being reactive and isolated to being proactive and empowered, which gives them the confidence to take the necessary risks in the chaos of everyday business.*

Unless a leader receives sound feedback and reinforcement, his/her self-development is likely to be accomplished with some degree of hesitation or reluctance. Ineffectual leadership is the consequence. When you hear shared comments such as, "You are only as good as your last decision;" or "You're damned if you do, and damned if you don't!" it is likely from leaders who do not see self-development and professionalism in their leadership practice as important factors. Usually, the consequences are feelings, ranging from 'everything must be alright' to 'it really is lonely at the top'. It should not be surprising how familiar such comments are at all organizational levels. This loss of personal confidence lessens the leader's ability to carry out his/her role effectively.

The coach-leader partnership means more than changing the leader's behavior. It involves changing the leader him/herself – this is a process of re-thinking intentions and values which I think of as *critical reflection*. Refer to Appendix A *Critical Reflection, page 83*. Coaching places a leader in a position where he/she no longer feels isolated and ineffectual.

Taking Ownership

Increased self-confidence by the leader, and his/her receptivity to new ideas, brings about a natural ownership of responsibility for self-development and recognition of the need to effect behavioral change. Leaders can and do consciously make changes to their leadership practices. They recognize the importance of utilizing the advice and counsel gained from their interactive relationship with a coach.

Leaders draw on their coach's strengths. As areas for development are highlighted, leaders naturally seek ways to make improvements. They become more proactive within the coaching relationship, seeking out opportunities to discuss and dissect their management and leadership practices. Also, to engage in professional development sessions that are intended to help them - sometimes in unpredictable ways. During coaching, leaders will set personal and/or professional goals and ask their coach for *Evaluative Feedback* on these areas of focus.

Some leaders choose to have their coach observe them facilitating a meeting, or to watch as they conduct appraisal interviews with their staff. Others may ask their coach to observe them during strategic planning sessions or at other events where their leadership capabilities are on display.

 *Leaders come to recognize that critical reflection is a powerful tool for enhancing the quality of their leadership in action.* 

In this way, leaders become aware that their espoused theories are not the same as their theories-in-action. It is when they become more critically aware and informed of their actions (through feedback from the coach or their peers as in a 360 review) that leaders think more carefully

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about the consequences of their actions. Then they begin to ask truly critical questions, such as:

- “What am I doing?”
- “What are my reasons for doing this?”
- “What are the effects of my actions on my staff or the organization?”

 *It is at this point that leadership practice takes on a new perspective and provides opportunities for learning and, in turn, enhancing professionalism.* 

It will take time for some leaders to feel secure. The outcome is that they discard various vulnerabilities and the ‘I know it all’ attitude. Once this point is reached they are more receptive to understanding why certain behaviors or actions need to change to be more receptive to *constructive feedback*.

Once a leader is willing to share his/her personal experiences and views about leadership, we see the peer-to-peer phenomenon of not feeling alone. Knowing that others feel the same way, begins to have relevance. With time, such peer-to-peer and leader-coach exchanges can lead to sharing new ideas and new resources. Questions like: “How have others done this?” and “How have others handled this situation?” take on new meaning and importance.

There is a blueprint for coaching with three segments. Each has its own purpose. The three phases occur progressively but do not necessarily have clear demarcation lines. The coaching relationship and the leader’s achievements will determine movement from Introduction to Implementation and to Organization.

The Introduction Phase

The initial ingredient in any coaching relationship is *trust* and trust takes time to develop. Time must be allowed for the rapport to develop during the *Introduction Phase*. At first, the leader may be tentative, testing the

extent to which he/she can trust the coach, but, with time, the leader will become more open (but only in direct relationship to the degree of trust that has evolved). Confidentiality of shared information is paramount to developing trust and a coach's personal and professional ethics and integrity will be the ultimate guide on this point.

Regular contact at the beginning of a coaching relationship enhances many professional and social aspects of the relationship, especially trust. Intervals of three to four weeks between coaching sessions are frequently seen by the leader to be ideal. Each session should take between two and three hours to complete. The longer the period of time between coaching sessions, the more likely it is that the leader will lose the continuity with both the process and the goals.

Throughout the coaching process, both parties need to be cognizant of:

- The process takes time to work.
- The process should never be hurried beyond the capabilities of the leader.
- Each coaching session is important.
- Results, measured against goals, should be reviewed at the end or the beginning of each session.

Getting the basics right from the 'get go' will have a positive effect on both the process and the relationship. Also, it is important to ensure that between coaching sessions the leader can put into practice what has been discussed. Leaders need to be aware that they will ultimately coach other leaders.

It may be surprising to some that the competencies of a successful coach and the competencies to be a successful leader have much in common. To have an effective coaching relationship each must bring to the table the following skills:

- *Active listening:* understanding what has been said, what it meant, what was implied, etc.

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- *Active interviewing:* grasping the emotions behind the answer, observing non-verbal cues, etc.
- *Self assessment:* an open and honest description of one's intentions, values and motivations, describing the success and failure these have had, etc.
- *Goal-setting:* understanding and having experience with the 'why' and the 'how', etc.
- *Developing action plans:* knowing what to measure, how to measure it, how to implement plans and how to change them, etc.
- *Observing and describing leadership behavior:* knowing the intention of leadership, what to look for when role modeling, etc.
- *Giving effective feedback:* Assessing results against established goals, describing events when egos get in the way of successful outcomes, etc.

As mentioned above, *time must be allowed for trust and confidence to develop*. Each leader should be given as many opportunities as possible to talk about his/her understanding of their current leadership behavior, their values and beliefs, and what they are expecting from the coaching relationship.

The Implementation Phase

A coaching relationship that helps the leader think and act more positively and with greater insight will *foster change*. If the implementation is successful, the leader will *incorporate* this change into his/her behavior and eventually modify the culture of the organization.

The *Implementation Phase* occurs when the leader is personally confident enough to focus on deeper leadership issues, and is open to new ideas and ways of being and of behaving. This is when the coach may be invited to observe a management meeting chaired by the leader. The coach's feedback becomes another tool for both parties to discuss and incorporate into the development process.

During this phase, the leader begins to branch out. The leader will have developed more confidence using new skills and applying newly-experienced behaviors. The coach and the leader discuss, “What has happened since our last visit?” and “What have you learned from some of the leadership actions that you have taken?” The coach must employ *active listening* to the leader’s response — to what is said and what is not said; to what is meant and what is not meant — and to follow-up with questions accordingly. *It is at this point that coaching becomes an accepted practice with the leader and the leader’s organization.*

What the coach is demonstrating throughout the *Implementation Phase* is the OPENS model.

The OPENS Model

The acronym OPENS has become widely accepted in coaching jargon.

O = Objectives and Goals;

P = Process;

E = Envisioning; and

N = Next Steps.

The Model appears below:

Exhibit 1: A Sample OPENS Session

- **OBJECTIVES** – Review the major goals and objectives set at the previous meeting(s) and discuss the focus for the current session.
Questions the coach will likely ask:
 - What progress has been made toward the goal?
 - What will the goal look like once it is achieved?
 - How will you measure the achievement of the goal?
 - What do you want to accomplish from this session?
- **PROCESS** - The leader discusses the ‘why’ and ‘how’ of achieving or not achieving the goal. The coach will endeavor to ask questions that will get the leader to reflect further on the ‘why’ and ‘how’.

Questions the coach will likely ask:

- What has worked in previous and/or similar situations?
 - What is holding back progress?
 - What have you achieved to date?
 - What are the big issues to resolve?
 - Why was the activity or event successful in moving towards achieving the goal?
 - What is worrying you most?
-
- **ENVISIONING** – The coach will ask opened-ended questions to get the leader thinking about the options and choices that are available to him/her in achieving the goals. The coach encourages lateral and outside-the-box thinking.

Questions the coach will likely ask:

- What options are available?
 - What would [name a respected colleague] do in this situation?
 - What is the most outlandish thing you can do to resolve these problems?
 - What would cause this outlandish thinking to be opposed?
 - How will you move forward?
-
- **NEXT STEPS** – Discuss what action steps will follow from here. Set goals to move forward. Establish the time for the next meeting.

Questions the coach will likely ask:

- When do you think you will achieve this goal?
- What will be your first step?
- Is there any further support that I (the coach) can give you at this time?

The OPENS model will become the core framework for the coach-leader partnership. It can and should be altered, to suit the leader's needs as the relationship deepens.

As the relationship develops

The coaching relationship that develops over time represents a process of change in the leader's professional way of working. Leaders, therefore, need to understand how this process works, not just in terms of the actual coaching process but also in terms of developing the leader-coach partnership.

During the *Introduction Phase* of the coach-leader partnership, time must be allowed for the building of trust. Leaders should be given as many opportunities as possible to talk about their professional approaches to leadership and management, their values and beliefs, and what they are trying to achieve. It is important that the coach-leader partnership demonstrate integrity in the process by recognizing the importance of process and relationship building versus task accomplishment.

The *Implementation Phase* begins when the leader is comfortable enough to focus on deeper professional issues (both leadership and management) and is open to new ideas and ways of working. By now the leader will bring a more formal focus to their sessions, be ready for *critical thinking*, and be able to accept constructive feedback. This recognition of strengths and weaknesses is a major step forward in developing competencies.

In the *Organizational Phase*, the leader becomes more autonomous in the coaching relationship. His/her reliance on the coach's input lessens. The leader, now has a sound appreciation for continuing his/her journey to a Transformative Leader.

The leader may be prepared at this stage to bring some of his/her direct reports into the transformative process. The leader may wish to teach other leaders the skills of coaching. This new role demonstrates the Learner becoming the leader/coach of others in the organization. The point at which such coaching becomes an accepted and integrated way of working in the organization is the point at which the practices have become part of the culture.

**→ DISCUSSION POINTS
FOR
LEADERS AND COACHES ←**

- One's job is likely the best learning tool available.
- The act of being attentive to one's mind and seeing intention as a matter of choice is the essence of *critical reflection* or contemplation.
- With the guidance of a coach, a leader can de-construct the dominant, and sometimes persistent, way of viewing issues or problems and the effect this way of thinking has on their role and their performance.
- Leaders move from being reactive and isolated to being proactive and empowered, which gives them the confidence to take the necessary risks in the chaos of everyday business.
- It is when leaders become more critically aware and informed of their actions, through feedback from the coach or their peers that leaders think more carefully about the consequences that their actions have on the organization.
- The initial ingredient in any coaching relationship is trust and trust takes time to develop.
- It is important to ensure that the leader can practice what has been learned between coaching sessions.
- Discuss your views about the OPENS model and how it could work for you...and why.



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The Art of the Coach

The Question of Power

Remember, leaders like theatre directors, can set the stage as they see fit. In other words, leaders have significant power and authority. The question is how to use the power. The theatre director can use his/her power because of their position in the organization. They can assume leadership because their followers (cast and crew) have given authority and respect to them.

Position power inevitably leads to an ever increasing degree of authoritarianism. Influence gained by respect implies that the leader's interactions have modeled mutual respect. The latter, in my opinion, is a more appropriate method. As a concept or idea it is simple to understand but hard to master. *It requires constant introspection, peeling back layers of oneself, learning about one's strengths and weaknesses.*

It also requires real-life experience: interacting with colleagues, customers and vendors; coping with hard economic realities; balancing the tensions and trade-offs that leadership decisions inevitably demand. *In short, it requires contemplation and challenge, hard thinking and hard knocks.* Influence as the basis for authority is not easy to come by. But through introspection and contemplation one can learn that authority has a way of becoming reciprocal. *What one gives, one gets back in return.*

At this juncture the coach is a guide asking questions and giving advice to make the contemplation more realistic and the challenges easier to address in real-time experience.

The art of the coach is based on two interlocking discussions. The first is the Context Discussion where the coach ‘digs’ deeply into the leader’s intentions, behaviors, actions and values.

The second is the Contemplative Discussion which provides guidance, to the coach, as he/she helps the leader to *critically reflect* on the ‘why’ and ‘what’ questions facing the leader.

The Context Discussion

The Context Discussion is generally the first in-the-workplace discussion that the leader will have with the coach. It is most effective when both the coach and leader practice the skills of active listening, questioning and *critical reflection*. *This discussion identifies the context in which the leader works: the leader’s position (responsibility, authority and accountability) and its level within the organization, the degree of collaboration with senior stakeholders, and the goals by which he/she will be measured.*

The Context Discussion and observations should involve a type of ‘show and tell’ session, in which the coach can look at the leader’s facilities, resources and programs (strategic and tactical), and perhaps meet other managers with whom the leader works.

The aim of this step is for the coach to become familiar with the context in which the leader conducts his/her business affairs. Such familiarity is important and should *not* be assumed prior to the ‘show and tell’. The way individual leaders perceive the context of their positions is unique to their own leadership style, because each leader’s intentions, values, beliefs, assumptions and experiences are unique.

Exhibit 2 sets out the main areas and associated examples of topics to be covered during the Context Discussion.

Exhibit 2: Examples of the Context Discussion

Organizational Context:	position and role in the organization; regional; national; professional affiliations (eg: P.Eng, CA, CPA, SHRP, CHRP, etc); policies/practices; Code of Behavior; Human Resources - strengths, weaknesses, experiences and issues; merger or acquisition; financial stability; etc.
Marketplace:	local; global; socioeconomic factors and diversity in the marketplace; expectations; values; internal/external politics; relationships with customers, vendors and competitors; legislation; etc.
Stakeholders:	needs of various stakeholder groups; customers, employees, vendors, Board of Directors; industry associations (including lobby groups); community committees; etc.
Beliefs & Experiences:	career experiences; personal history - educational & social; cultural perspectives; family; religious or spiritual influences.

The Contemplative Discussion

To achieve the goal of meaningful *critical reflection*, a coach needs to follow specific guidelines when conducting a Contemplative Discussion. The coach needs to consider - usually afterwards - how effective the discussion was in stimulating the leader to think *critically* about his/her leadership practice.

To encourage *critical reflection* or contemplation the coach will:

- Base questions on the actual experiences of the leader (not “What if...” situations but “What actually occurred when...” situations).
- Use non-judgmental wording.
- Maintain a neutral tone of voice.

- Be prepared to follow-up initial questions. Select a few questions from each of the three question-levels (see Exhibit 3 below) to continue or follow-up the interview.
- Use active listening skills, such as nodding, looking at the person, perhaps using a short question prompt like, "What happened then?"
- Not break into the flow of the discussion or ask questions that might disrupt the leader's train of thought or focus.
- Refrain from giving advice disguised as questions.
- Not begin general or social dialogue until the session is officially over.

The opportunity to participate in a Contemplative Discussion is an integral part of the coaching process. Time must be set aside for the leader to discuss with the coach his/her experiences during the process. The leader can use the insights garnered from the discussion to develop *critical reflection* techniques that can be applied to his/her self-development, both personal and professional.

Exhibit 3: Examples of a Contemplative Discussion

In the following example the coach will use three levels of questioning, with the aim of helping the leader facilitate *critical reflection* or in-depth contemplation. It starts, for example, with: "This afternoon I observed you chairing a strategic planning meeting."

Level 1: Examples of Questions the Coach may ask:

- How often do you hold this type of meeting?
- Who is usually present?
- What are the strategic goals/issues for your department/organization?
- How were they developed?

Level 2: Examples of Questions the Coach may ask:

- Why did you hold this session at this time?

The Art of the Coach

- How did you structure your session? Why did you structure it this way?
- What is the purpose of this series of planning meetings? Why?
- How will you know you have achieved the goal?
- What might facilitate progress towards your goal?
- What may hinder your progress?
- Why do you believe these meetings are important?
- What do you think are the most important benefits for the managers who are involved?

Level 3: Examples of Questions the Coach may ask:

- How do you see this strategic planning meeting achieving the goals you previously mentioned?
 - How do these meetings assist you as a leader?
 - What effect do these meetings have on your overall self-development plans? On the development of others?
 - How does this link with the overall vision for the organization?
 - What would you do differently next time you held such a meeting?
-

Listening but not Judging

Active listening is one of the most important coaching competencies and is one of the first requirements of effective discussion (hence its importance in relationship building) between coach and leader. To listen, for even five or ten minutes without interrupting or giving advice, is something that coaches often find difficult.

Within the coaching relationship, *active listening* gives both parties, in turn, the freedom to articulate a concern, or to question, or to explain ‘why’ and ‘what’ the leader is doing. It also reflects on the impact this concern or action is having. Leaders who have had successful coaching experiences frequently talk about the effect that one small skill development session (such as learning how to listen or how to question) has had on their everyday work.

An important aspect of discussion that involves active listening is *suspension of judgment*. To be an active listener, the coach should:

- Give the leader his/her full attention.
- Encourage the leader to keep talking.
- Not break into the conversation to share ‘war stories.’
- Not give advice until the leader has finished making his/her point.
- Not interrupt with questions because they could re-shape the leader’s thoughts before he/she has finished the story or explanation.
- Focus on what the leader is saying about his/her leadership practice.
- Listen for what is *not* said.
- Observe the non-verbal messages (eg: posture, such as having arms crossed, etc.).

 Leaders must acquire the patience and the skill to ‘listen first, in order to understand’ and not interrupt or jump to conclusions. 

The following three exercises are short *reflective* activities that a coach may use to give leaders an opportunity to talk about their experiences.

Exercise 1: Reflection on Leading

1. On a sheet of paper, write down three to five management or leadership situations that you have been involved in recently and that have involved other people. (This is a quick personal brainstorming session.) Such situations might include a departmental meeting or senior management team meeting, strategic planning session, talking with staff from other departments, having a conversation with a customer, addressing poor performance concerns with a direct report, etc. They might be positive events, or involve issues that have been worrisome.
2. Put a checkmark beside the situation(s) that you would like to explore with your coach.
3. Share this situation with the coach, telling him/her as much as you can about what happened. What you were thinking about then;

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what you are thinking now; the issues you face; what might happen from here on – in fact, anything that comes to mind.

4. Take time with your coach to *reflect* on how well you (the leader) listened (while experiencing the above situation). Did you ask open-ended versus closed questions? Did you understand the answers (what was said and what was meant?)
-

Exercise 2: Reflection on Leadership Practice

What are the three most important things in your leadership practice? If your coach came and shadowed you for a few days or a week, what are some of the things that he/she would see you doing on a regular basis? For example: Did you get out of your office? Did you hold every meeting in the same place? Did you use the same format? At meetings do you demonstrate how to analyze data to provide evidence for future action? Do you talk too much and question too little?

1. Write down three tasks of importance in your leadership practice. Note why you do them and the impact you think they have on the quality of your leadership practice.
 2. For each item, write your answers under these headings:
 - What do I do? (Describe)
 - What does this mean? (Inform)
 - How did I come to this decision? (Construct)
 - How might I do things differently? (Reconstruct)
-

Exercise 3: Reflection on Values:

This activity requires you – the leader - to think about the values and beliefs that form the backdrop of your leadership role. This, in turn, underpins the decisions that you make. Would your peers be able to articulate your leadership intentions and style? Do the people you work with know what is important to you and why? In other words, do you speak the *language of leadership* in your work?

Leadership Coaching – *Personal Insights to Inspire Others*

1. Take the situations and observations you listed in Exercises 1 and 2 above, and think about them in relation to these questions:
 - To which of your values and beliefs about leadership do these relate?
 - How do you understand or know that these values and beliefs make a difference in the quality of your leadership?
 - What have you identified about your values, beliefs and intentions?
 - What behaviors do you demonstrate positively in these situations? What behaviors do you need to improve upon?
 2. Now consider what you deem particularly important in terms of your leadership practice:
 - How does your viewpoint affect the decisions you make?
 - How does it affect the way you work with others?
-

Questions Leading to Empowerment

A coach will ask open-ended questions in a way that encourages the leader to *critically reflect* about his/her leadership practice. This questioning technique is also an essential skill of coaching. It is one of the skills a leader will learn and/or hone while working with a coach.

This technique provides opportunities for the leader to explore their knowledge, skills, experiences, attitudes, beliefs, and values.

 *It leaves the ownership of critical reflection or introspection, and any judgments or conclusions arising, in the hands of the leader.* 

It is important that the leader feels that the coach is someone who will help facilitate an understanding of his/her experiences. Such an approach is more powerful than telling or giving advice. It is *empowering!* A leader can disengage or become passive when being told or given unsolicited advice. A telling or controlling approach by the coach leads

to either dependence or resistance, neither of which is conducive to sound self-development.

Questions concerning Reflection or Critical Thinking

There are at least 3 types of questions that a coach can use to assist a leader to *think or reflect critically* about his/her leadership practices. They are:

- 1 Questions designed to *clarify thinking about events, situations, actions, and feelings*: Such questions often start with:
 - “Tell me ... what, when, if, whether, who, how, and why?”
 - They are used to make sure that the coach has all the necessary information about an incident that the leader has described. Further examples might be:
 - “Tell me how often you have these meetings?”
 - “Who sets the agenda?”
 - “How many of your direct reports attend this type of meeting?”
 - “Describe the level of participation around the meeting table.”
- 2 Questions used to *clarify purpose, reason, and intended consequences*: They often start with how, why, who and which. They are concerned with probing the reasons why a leader has taken a particular action. Examples include:
 - “What is the purpose of these meetings?”
 - “What do you hope will develop from them?”
 - “How do (or will) they affect a particular management system?”
- 3 Questions that will help the leader to *explore the basis or outcomes of his/her actions*. These ‘bridging’ questions are often: “What and how...?” questions. Examples are:
 - “What impact will this have on the culture of your organization?”
 - “How does this link with your goal of shared decision making?”
 - “How does this support your improvement plans?”
 - “How does this lead towards achieving your vision?”

Leadership Coaching – *Personal Insights to Inspire Others*

Remember, coaching is a special relationship between two people who are working together to achieve specific development plans and leadership goals. It is this relationship that enables the leader to enhance his/her understanding on an *on-going* basis as they move towards becoming Transformative Leaders.

 *Communications and trust are the essence of coaching and the concurrent improvement in leadership behavior is the validation.* 

**→ DISCUSSION POINTS
FOR
LEADERS AND COACHES ←**

- Leaders have significant power and authority. The question is how to use the power?
- Discuss how a leader acquires influence versus position power?
- The way individual leaders perceive the context of their position is unique to their own leadership style, because each leader's intentions, values, beliefs, assumptions and experiences are unique.
- Leaders must acquire the patience and skills to 'listen first, in order to understand' and not interrupt or jump to conclusions.
- Would your peers be able to articulate your leadership intentions and values?
- Communications and trust are the essence of coaching and the concurrent improvement in leadership behavior is the validation.



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Making Change Happen

Continually Seeking Input

The growing maturity of the leader can be viewed when he/she *takes the initiative* to garner professional and personal feedback as an outcome of the work done thus far in the coaching relationship.

Self assessment is an extremely important aspect of a sound coach-leader relationship. The coach must continually remember that the *responsibility for learning lies in the hands of the leader*. He/She must always invite the leader to first self-assess immediately after any given event and to review the progress towards goal achievement. Taking this step helps the leader learn how to identify his/her strengths clearly against previously agreed-upon targets.

Many organizations have assessment frameworks in place to help their leaders. Key among these is the Performance Appraisal with the accompanying Standards of Performance (the ‘what-to-do’, ‘the how-well-to-do-it’, and ‘how will I know it has been completed successfully’ model). There are also reference guides to skills and competencies from professional associations (eg: P. Eng, C.A., C.P.A., SHRP, etc).

Behavioral or psychological surveys and assessment instruments can also be used to provide the leader with input and feedback. The role of the coach is to ensure that whatever instrument is used, it is understood

in an objective light *with subjectivity or self-incrimination seen for what it really is - harmful.*

Exhibit 4, below, outlines four separate series of statements for a leader-coach discussion. Each set of statements requires progressively deeper reflection and critical thinking. But first, consider the following three points:

- The first self-assessment process should take place during the very beginning stages of the coaching relationship. The leader needs to allow *quiet reflection or contemplation time* to do this – individually, and then with the coach.
- Self-assessment should re-occur after each 3 - 4 month period. At these times, the leader and the coach need some time out to reflect on the strengths displayed or the lost opportunities for achievement of goals. In this way, self-assessment becomes part of the whole evaluative feedback and development process.
- Self-assessment needs to focus on professional leadership practices that will support and enhance the achievement of agreed-upon strategies, tactics and goals.

Exhibit 4: Self-Assessment Discussion Topics:

1. Review progress towards:

- Values and Vision clarification.
- Achievement in building stakeholder relationships.
- SWOT analysis for self and organization.

2. Review progress towards:

- Leadership as a professional practice.
- Quality of strategic decision-making.
- Genuineness of relationship with direct reports.
- Successful audits (conducted by 3rd parties) on statutory and reporting requirements (eg: function and/or industry-specific).

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3. Review progress towards:

- New approaches to leading in times of chaos.
- Areas for development in leadership competencies.
- Specific focus on team building and feedback from the team.
- Success at building a values-based organizational culture.
- Quantifying specific goals for research and development.

4. Review progress towards:

- Development of communications that clearly indicate empowerment, ‘team-ness’ and a high level of personal commitment by direct reports.
- Management and development of a culture of self-awareness, trust and mutual respect.
- Develop consensus on a mutually agreed upon communications network(s).
- As an influential leader represent the organization through frequent contact with stakeholder groups.

Goal-Setting

Goal-setting, can begin after, or as part of, the self-assessment and related *Contemplative Discussion* session. Goal-setting enables leaders to look ahead and to determine desired outcomes. Goals can be professional, personal and/or organizational.

The goal-setting process establishes a framework of the resources necessary to achieve goals. It gets leaders to focus on specific business actions necessary to achieve long-term outcomes. Leaders need to *critically reflect* on what it is that they want to achieve before they can work on related Action Plans. However, they must understand how their daily intentions and behaviors ultimately impact their ability to realize the desired outcomes.

Goal-setting arises most naturally out of effective self-assessment sessions. ‘Effective’ means that goals are reviewed and monitored and that discussion centers on the leader’s practice.

Leadership goals are usually established in more than one area of the leader's work. Just what these areas will be depends on each leader's organizational context. Recall the Context Discussion outlined in the previous chapter. Some examples include:

- Team leadership,
- Researching customer needs,
- Corporate Social Responsibility,
- Empowering under-performers,
- Entrepreneurial or new business activities,
- Strategic Planning in difficult economic times.

The OPENS model (Chapter 3, Exhibit 1) provides a particularly useful means of structuring a coaching session around goal-setting. To review, there are four steps in the model and they are used as follows: The acronym OPENS refers to

O = Objectives and Goals

P = Process

E = Envisioning; and

NS = Next Steps.

During the goal-setting meeting, the coach will want to:

- Support the setting of achievable but challenging tasks.
- Keep focused on helping the leader work consistently towards achieving goals.
- Allow sufficient time for the leader to *critically reflect* on what the business and/or developmental goals are for the following year(s).
- Think 'behind' each goal by asking: "What factors will facilitate or restrain goal attainment?"
- Build self-efficacy: The coach can facilitate this process by guiding the leader to:
 - Identify and define clear parameters of success.

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- Build and structure situations that have the potential for success.
 - Identify inner sources of success.
-
- Remember that goal-setting is an individual and a shared activity... that is, the leader and his/her direct reports.

The SMART Process

Another useful tool for goal-setting is the SMART process. This process requires that the goals being set are:

Specific

Measurable

Achievable

Relevant

Timed

Exhibit 5 (below) guides leaders in how SMART works and provides examples of questions that a leader (or coach) can ask as he/she sets goals.

Once leaders have explored these questions, they should have a clear understanding of each goal, as well as some of the factors that will restrain or facilitate achievement. They should also have explored and discussed options with their coach.

Exhibit 5: SMART Questions

1. **SPECIFIC** (the goal is understanding)
 - Describe the goal in terms that allow your direct reports to clarify and confirm your understanding of the goal.
 - What will you be doing when you achieve the goal?
 - What do you need to do next?
2. **MEASURED** (define standards to work towards)
 - How will you measure achievement of the goal?
 - What will you feel when the goal is reached?

3. **ACHIEVABLE** (ensure the goal is realistic)
 - What might hinder you as you progress towards the goal?
 - What resources can you call upon?
 4. **RELEVANT** (is the goal worthwhile?)
 - What will you and the organization get out of this achievement?
 - Have other concerned parties agreed to this achievement?
 5. **TIMED** (agree to a time frame)
 - When will you achieve the goal?
 - What will be your first step?
-

Action Planning

Goal-setting should ultimately culminate in action planning. The overall process is as follows:

1. With each goal, establish indicators against which you can measure progress and/or achievement. ("What will the situation look like when you achieve this goal?")....the SMART Process.
2. Develop an initial plan - this lays out the first key steps towards achievement of the goal.
3. Set time frames for action and goal achievement.
4. Determine when the coach has a role to play in providing feedback and assistance.
5. Share and discuss the goal-setting framework with the coach, using SMART questions to identify and discuss resources and barriers.
6. Implement the first steps of the Action Plan.
7. Monitor achievement. Take a holistic view... look for opportunities for synergy and other potential benefits.

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8. Review the Action Plan at the next coaching session.
9. Make it happen!
10. Repeat #7.

Descriptive Feedback

The coach will provide a descriptive account of what he/she observed in a particular meeting or situation of the leader's choosing. The coach neither judges nor interprets the observed behavior. A word of caution – *observing and describing a leader's behavior can easily and quickly become subjective in nature. The coach must guard against this subjectivity when providing feedback.*

During the Descriptive Feedback session the coach should note:

- *Observable events* (eg: "You looked at your watch five times during the meeting"; "Your PowerPoint presentation was word-for-word what you said when talking about this subject – you indicated they would just be talking points.")
- *Key quotations* and main points stated during the meeting (eg: You said, "I will not stand for this type of sloppy work any more!"). This was interpreted as an authoritarian or position power statement – is that what you meant to convey? Did it achieve your purpose – or was it counter-productive?
- *Non-verbal communications* (eg: body language especially facial expressions, position of chairperson in relation to the whole group, etc.).
- *Interruptions* (eg: "You spent 3 minutes on a cell phone call, however you asked everyone to turn their electronic devices off.")
- *Statements*, intentions, value judgments that specifically relate to the goal and the focus set by the leader.

Evaluative Feedback

Giving Evaluative Feedback is quite different from Descriptive Feedback, but follows after it, and after self-assessment of the leader's practice or behavior. *It involves the coach giving the leader professional advice and considered judgment; it is a critique of his/her leadership behavior.*

At any Evaluative Feedback session, sufficient time must be set aside for the feedback process to occur. It can be very frustrating for leaders if there is not sufficient time for their coach to give adequate and timely feedback on the leadership practice just observed.

Exhibit 6: Key Guidelines for Effective Evaluative Feedback

- Describes leadership behaviors that can be changed.
- Critique is specific, descriptive and informative.
- Feedback is related to the *leader's goals* and how this session fits into the overall aims established in the Context and Contemplative Discussions (see previous Chapter).
- Takes into account the professional and personal needs of the leader and *always leaves the leader's dignity intact*.
- Comments are *well-timed* and given as close as possible to the time of the event that was observed.
- *Highlights successes* and if positive, encourages further improvement.
- The leader understands *feedback is sincere* and meant in a supportive way.
- Provides specific examples of *areas for improvement* or further focus.

The first step in the Feedback interaction is for the leader to *select a topic* or agenda before the observation takes place. He/she must be the one

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who directs what is to be observed, so he/she can obtain the feedback required from the coach. The topic can be quite general: "Please watch as I conduct this all-employee meeting.", or specific: "I'd like your evaluation on how I am planning to conduct the up-coming disciplinary interview." The topic should also be consistent with the achievement of goals set earlier. Note that in either example the employee(s)' permission should be obtained.

The second step is *careful observation, recording and describing the behaviors* mentioned above. After observing the event, the leader and coach should each take a few minutes to *reflect* on the leader's actions during the session, and to record a brief written assessment.

The coach's notes should include comments on positive and negative aspects of what was just observed. They should also include his/her summary assessment of those actions and behaviors that helped achieve the pre-set goal, and those that could have been done more effectively.

After some quiet and personal reflection time (approximately ten to fifteen minutes apart), the leader and coach meet again. The coach describes the leadership behaviors noted during the event. For the leader, just listening to this feedback – the body language he/she uses, the words spoken and the behaviour demonstrated – gives the leader a new awareness of his/her actions and greatly enhances performance and, once again, the skill of *critical reflection*.

When the coach has finished giving all of the Descriptive Feedback, the leader self-evaluates, presenting both positive and negative observations, while the coach actively listens (without interrupting). The coach then gives the leader Evaluative Feedback, pointing out the positive elements first, then the areas for development. The leader actively listens to the feedback in its entirety (ideally, not interrupting, justifying or explaining).

In summary, the Evaluative Feedback process (Exhibit 6) should proceed as follows:

1. Leader establishes an agenda or topic of special interest.
2. Coach observes the leader in action.
3. Coach takes careful, descriptive notes.

4. Coach and leader separately prepare notes on what has been observed, listing items according to (a) strengths – what worked well, progress made towards goals; and (b) development – missed opportunities to do things better.
5. Coach and leader meet again.
6. Coach describes what he/she observed. Leader listens actively without interruptions.
7. Leader self evaluates, listing strengths and areas for development. Coach listens without interruption.
8. Coach gives Evaluative Feedback on the leader's assessment.
9. Coach and leader engage in Contemplative Discussion – questioning, dialogue, agreeing on new ideas.
10. Coach and leader review existing goals and accomplishments. Leader sets new goals and related Action Plans to achieve new goals.

Linking Values to Positive Employee Relations™

The phrase Positive Employee Relations™ (PER) refers to a method of leading employees (regardless of job title) so that they - the employees - see no justifiable rationale to have a trade union represent their interests. This can only happen when corporate Values positively affect the way managers and supervisors interact with employees – individually or in groups, and vice versa.

The following is an example of an assignment that I have used on a number of coaching occasions. It fits a specific coaching niche - the linking of corporate Values to a leader's need to assure an open and effective system of Positive Employee Relations™.

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For the purposes of this illustration (Exhibit 7) the sample corporate Values have already been agreed-upon and are as follows:

1. Customer Focus

Meeting or exceeding our customers' expectations is central to all that we do. We do not presume to know our customers' needs but endeavor to discover their unique requirements. We are flexible and responsive to our customers' demands. We deliver real value to our customers recognizing their success is our success.

2. Integrity and Respect

We conduct our business and workplace relationships in an honest, ethical and respectful manner at all times. We foster an environment of trust through personal integrity, fair and consistent treatment of all employees, open communications, and by respecting the dignity of the individual. We value diversity and encourage collaboration and teamwork.

3. Achievement of Results

We are dedicated to "doing whatever it takes" to achieve the desired results. We are passionate about getting things done and meeting our commitments. We understand that we are responsible for, and hold each other accountable for, high performance in order to achieve business success. We are committed to the effort required to create recognizable and lasting shareholder value.

4. Commitment to Excellence

We continuously search for new ways to improve our processes, products, services and ourselves. We nurture an environment that encourages innovation, continuous improvement and calculated risk-taking. We admit mistakes quickly and ensure that our organization learns from them. We focus on improvement to our processes and eliminate activities that do not add value. We know there is no room for complacency and challenge ourselves with increasingly higher expectations on our journey to excellence. We are committed to individual growth through the development of new skills.

In this example, the Positive Employee Relations™ areas where these Values are being applied include:

- Recruitment
- Relationships
- Communications
- Performance Management
- Coaching and Discipline
- Recognition.

The ‘Current Level of Effectiveness’ (see left-hand column of worksheet on the following page) refers to the score attributed to each of these areas as interpreted from the most recent Employee Survey. Number 1 is the highest score attainable.

Exhibit 7: Linking Values to Positive Employee Relations™ (PER)

Worksheet Guidelines

The Context:

The bedrock of all creative, productive and harmonious workplace cultures is the application of positive Values. If the Values are not clearly understood (eg, through the use of Guiding Behaviors) they cannot be fairly and consistently incorporated into the PER framework.

A Positive Employee Relations™ environment is built on Values and Communications (they can have a positive and synergistic effect).

Your task is to address and resolve all misunderstandings about the Values and how they impact the leader’s and the employee’s roles, responsibilities and accountabilities. Once the Values and related management systems and procedures are understood, this knowledge can be applied to the consistent application of Positive Employee Relations™ practices.

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Using the Worksheet:

Using the Worksheet - *Linking Values to Positive Employee Relations™* - determine how effectively each PER factor is implemented within your department [column 1]. If you see gaps (or areas that need improvement) indicate the Action Steps needed to eliminate the gap. If, however, you determine that a PER factor is working well within your department, consider what Action Steps might be developed to improve on this success [column 2].

For each Action Step, you determine what is needed... work across the page: determine how you will know the Action Steps have been effectively implemented (Success Indicators) [column 3]; next, record any Roadblocks that stand in the way of implementing the Action Step [column 4]; then record who is responsible for implementing this Action Step (Accountability) [column 5], and the Time Frame to complete the Action Step [column 6].

When you have established plans for each of the six (6) Positive Employee Relations™ factors, review this Worksheet with your coach. This presents an ideal opportunity for you to explain the reasoning behind your decisions and to receive Evaluative Feedback from your coach prior to submission to your next-level manager.

Leadership Coaching – *Personal Insights to Inspire Others*

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Linking Values to Positive Employee Relations™:

Name: _____

Date: _____

PER Factors 1	Required Action Steps and Values to Support Positive Employee Relations™ 2	Success Indicators 3
1. Recruitment: Current Level of Effectiveness 1 2 3 4		
2. Relationships Current Level of Effectiveness 1 2 3 4		
3. Communication Current Level of Effectiveness 1 2 3 4		

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Roadblocks to Action Steps 4	Accountability 5	Time Frame 6

Leadership Coaching – Personal Insights to Inspire Others

Linking Values to Positive Employee Relations™ (Continued):

PER Factors 1	Required Action Steps and Values to Support Positive Employee Relations™ 2	Success Indicators 3
<p>4. Performance Management</p> <p>Current Level of Effectiveness</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>		
<p>5. Coaching & Discipline</p> <p>Current Level of Effectiveness</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>		
<p>6. Recognition</p> <p>Current Level of Effectiveness</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>		

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Roadblocks to Action Steps 4	Accountability 5	Time Frame 6

**DISCUSSION POINTS
FOR
LEADERS AND COACHES**

- Self-assessment needs to focus on professional leadership practices that will support and enhance the achievement of agreed-upon strategies, tactics and goals.
- Leaders need to *critically reflect* on what it is that they want to achieve before they can work on related Action Plans.
- Describe the Action Planning process and discuss how you might use it as described in this Chapter; or, how and why you might wish to modify the process.
- Observing and describing a leader's behavior is inevitably subjective in nature and the coach must guard against this subjectivity when providing feedback.
- Giving Evaluative Feedback is quite different from Descriptive Feedback, but follows after it, and after self-assessment of the leader's practice or behavior. It involves the coach giving the leader professional advice; it is a critique of his/her leadership behavior.

Making Change Happen

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→ six: ←

A Final Word or Two

Building Confidence

The essential power of coaching is the ability to stand outside the situation; and to ask meaningful questions that challenge assumptions about the leader's professional intentions and behavior. When assumptions are challenged, leaders are able to mentally revisit (*critically reflect*) their values and beliefs and de-construct their multiple roles. In so doing, they come to see that they are not alone, that other leaders face the same tensions and dilemmas; and they begin to participate in a process designed to reflect and seek understanding.

These insights lead to looking beyond themselves to the bigger picture... their worldview. They begin to understand the political, economic, social and technological context of their many roles with a more *critical and understanding*, eye. They see how their leadership is influenced by these factors. They no longer have to hide behind a facade. They can begin to speak out about the tensions and issues they face, particularly to the group of people with whom they work.

This leads to shared ownership of problems, to group problem solving, goal-setting, and Action Planning, all of which are the ingredients of, on one hand, efficiency and, on the other, empowerment.

Sometimes the leader will find himself/herself situated in a challenging environment (possibly created by the coach as a deliberate learning experience) where, initially, he/she may experience a loss of confidence in their current way of doing things. However, this loss of confidence acts as a catalyst for change. It pushes the leader outside of his/her comfort zone. It challenges the leader to look at his/her beliefs and practices from a *critical* perspective. The coach, as a trusted partner, provides support during this time, encouraging the leader to set his/her aspirations, goals and planning activities in a more positive direction. Eventually, as goals are reached and new practices are tried, tested, and found valuable, the leader will regain his/her confidence.

Leaders have told us that the coaching process and the attendant skill-development, will equip them to work more comfortably within the constant state of flux that is 'corporate life' today. It also shows them that they can bring about innovation in their own leadership practices and in the workings of their organization. Finally, it gives them the confidence to take risks. Innovation or risk-taking inevitably involves trying new ideas and practices knowing that only some will succeed.

 *What is important is that leaders use both successes and failures as learning opportunities along the way to innovation.* 

The incorporation of thinking 'outside-the-box' has led many coach-leader partnerships to provide the challenges necessary to move the leader from inaction to action, from reactive to proactive, and from accepting the status quo to challenging it. *Thus, coaching is a transformative process because it allows leaders to act with efficiency - so they can contribute to, and develop, the organization rather than be a cog within it.* Surely this is the type of leadership that is required to meet the business challenges, from economics to ethics, of the 21st century?

A Final Word or Two

Learning About Leadership

This book is based on the idea that all leaders, regardless of their title, or their position in the corporate hierarchy, can both learn *and teach others* (ie: be a Transformative Leader) as a result of the leader-coach experience. The following six points highlight what it means to learn about leading.

1. *Develop a sense of community:* The leader is generous with his/her time and skills, in the sense that the focus moves from personal gain to the advancement of his/her group. Such a leader creates space for other leaders (either in or outside their department) to become leaders.
2. *Consider international perspectives:* This involves studying other management and leadership systems, policies and practices with the understanding that comparative studies aid *critical reflection* spanning the widest possible range of issues.
3. *Approach learning:* Rather than engaging in a prescribed curriculum, the leader experiences an alternative approach to the professional study of issues encountered in both *theory and practice*, while performing their job.
4. *Gain personal knowledge:* Each leader brings valuable leadership theory and experience to the organization. Each leader role models skills and values that all can learn from.
5. *Share meaning:* The leader-coach learning process offers critique, debate and active participation as essential ingredients; and maintains that developing an understanding of concepts is a *social process*.
6. *Encourage alternative thinking:* Leaders put forward possibilities and alternatives that are 'deliberately at variance with the social norm', thereby challenging other leaders and themselves to consider, justify and articulate new ways of being, knowing and doing.

The Culture of Learning

Coaching is ‘outside-the-box’ thinking. It is a powerful learning methodology. It allows for the development of an organizational culture in which *Transformative Leadership* is the key component.

 *The most powerful means of developing leaders is to create an organizational culture which values the types of learning most likely to enhance the capabilities of individuals to lead.* 

The coach prepares the concepts for deep and profound learning. This is learning that is applied, and learning where knowledge is converted into wisdom, and where understanding leads to mature intuition. The coach believes that this type of learning requires strategies that make an impact on the organization. **The opportunity for critical reflection, is ‘the essence of a personal relationship with learning’.**

 *I strongly advocate the view that those who experience a successful coaching relationship will bring competencies and experiences to their leadership practice that they might not otherwise.* 

The Transformative Leader:

- develops new leadership knowledge for himself/herself.
- encourages ‘outside-the-box’ thinking and opportunities to gain new perspectives and critical thinking skills.
- crosses borders and boundaries to find new ways of knowing and being.
- identifies and develops the potential of other leaders.
- is influential when it comes to growing other leaders in his/her group.

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These leaders will also be committed, concerned and compassionate. *They will be individuals who will have the insight to create opportunities for critical conversations centered on continual learning and improvement.* They will be actively engaged in mentoring - to build leadership capability in others and in their organizations.

The Transformative Leader needs to continually ask himself/herself:

- How effective am I?
- How do I know this?
- Where do I want to be?
- How will I know when I have arrived?
- Do I need to make further change?

The Coach as Pathfinder

People who facilitate the coaching process have the challenge of lifting the ‘learning relationship’ to a higher level of critical thinking and discussion than was perhaps possible without the coach’s input.

In the course of their work, coaches become involved not only in the coaching process but also with the leader and the potential impact on his/her direct reports. Coaches also take on various ‘leadership roles in learning’ but always with the underlying theme of pathfinder. Some leaders have colorful terms for their coach, such as: “task-master”, “the-know-it-all”, and the “devil’s advocate”.

One of the coach’s most important roles is that of facilitating the “who” and “how” processes to help the leader to learn. Because of the nature of their work and from whom they learned their initial leadership skills, many leaders are unlikely to self-initiate a coaching relationship unless someone else encourages them to do so, ie: their next level manager and/or their direct reports.

 Once the coaching relationship has been established,
the next level manager's support is critical to sustain it. 

A coach keeps a leader moving towards attainment of his/her professional and personal goals and helps him/her become increasingly autonomous as the coaching process develops. Most leaders display an ability to set directions and goals. They welcome the coach's guidance and feedback to keeping them on track and follow up from time-to-time.

Encouraging the leader to stay with the process can be as simple as asking questions such as:

- "Tell me again, what is your goal?"
- "What are you going to do next?"
- "What improvement (eg: skill development) is needed before your next Performance Review?"

Dynamism stimulates, and stimulation motivates, the leader to maintain the coaching relationship; and to work through the process. Motivation of this kind can also come from peer leaders involved in their own coaching process. For leaders, stimulation often stems from the fact that somebody, (frequently outside their normal communications circle), is taking a keen interest in their leadership behavior. In other words, *interest acts as a motivator*. This interest provides the necessary impetus for the leader to carry through with the goal-setting and Action Plans. This impetus might take the form of providing new ideas, or with an affirmation that things are going well.

 The interest the coach takes in the leader's success must always be in harmony with the interest taken by the leader's next level manager. To do otherwise might result in negative consequences for the leader. 

The principles of coaching serve to build a solid leader-coach relationship. This consideration translates into "do as I do", not "as I say". A coach must

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model the role of a leader and, as part of this activity, must discuss the benefits and issues they faced when working through their own learning process.

The coach takes on the role of pace-setter when he/she helps the leader keep to a time-frame for prioritizing actions.

- Establish the next steps of Action Planning,
- Check that skills are being practiced, and
- Confirm that tasks have been carried out. From the Context and Contemplation Discussions, the coach is in a position to recommend dates for future coaching sessions and meetings, and often suggests an activity or method the leader could try before they next meet.

 *The essential power of coaching is the ability of the coach to stand outside the situation and to ask meaningful questions about the leader's practice that challenge the leader's assumptions.* 

Why a Leader May Give Up

It would be both improper and naive to suggest that all leader-coach relationships work out satisfactorily. When leaders decide either not to proceed beyond the first meeting, or to prematurely terminate the relationship, some of these factors may be at play:

1. *Lack of time:* In numerous studies, leaders have stated that lack of time to get everything done, is the *number one reason* which prevents them from pursuing ongoing professional development. This leads to feelings of frustration and lack of accomplishment.

I recall being told by one leader that the time when she most needed her coach's support was the time she was under maximum job and career pressure. She was unable to access that support or, if she could, to utilize it effectively.

2. *Guilt*: Lack of time most frequently causes leaders to think they are indispensable. This contributes to them feeling guilty about taking time off for their own professional development. They fear that they might be letting others down (eg: direct reports, peers), while they are involved in a personal coaching or learning project. This is an example of short term or crisis thinking winning over long-term strategic development. It could also illustrate a leader who does not have the personal courage to face his/her own realities.

3. *Loss of confidence*: To break established habits and confront their own leadership practices, leaders have to move out of the comfort zone of routine everyday practices. This does have risks. ‘Navel-gazing’, a term some leaders use to describe coaching at the outset of the process, can sometimes cause leaders to lose confidence in their ability to lead. This use of humor can be a smoke screen.... they must confront their own leadership style rather than over-working to camouflage the need to address their day-to-day leadership problems.

4. *Deficit*: The feeling of guilt, aligned with the belief that a leader should not need further development, ties in closely with the view that taking part in a coaching program indicates some sort of deficiency on their part.

5. *Established habits*: To be immersed in coaching requires leaders to use skills that they are not in the habit of using. New ways of operating can be a problem for leaders. They can easily slip back into old habits. Just talking with their coach, and carrying out the process of *critical reflection* and receiving feedback can turn the tide.

To sustain a coaching relationship over the long term, the leader and coach need to monitor and evaluate their work. In other words, *leaders improve their leadership via a coaching relationship, by the application of what they have learned about themselves*.

 How leaders have applied the lessons of their insight or critical thinking - that is the art of leadership. 

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**DISCUSSION POINTS
FOR
LEADERS AND COACHES**

- When assumptions are challenged, leaders are able to mentally revisit (*critically reflect*) their values and beliefs and to de-construct the multiple facets of their role. In so doing, they come to see that they are not alone, that other leaders face the same tensions and dilemmas; and they begin to participate in a process designed to reflect and seek understanding.
- What is important is that leaders use both successes and failures as learning opportunities along the way to innovation.
- Coaching is a *transformative process* because it allows leaders to act with insight. They can contribute to, and develop, the organization rather than be a cog within it.
- Coaches put forward possibilities and alternatives that are 'deliberately at variance with the social norm' thereby challenging other leaders to consider, justify and articulate new ways of knowing, being, and doing.
- The opportunity for *critical reflection*, or contemplation, is 'the essence of a personal relationship with self-development.'
- Many leaders are unlikely to self-initiate a coaching relationship unless someone encourages them to do so, ie: their next level manager and/or their direct reports.
- To break established habits and confront their own leadership practices, leaders have to move out of the comfort zone of their everyday pursuits. This does have risks. Loss of confidence is one of them.
- The interest the coach takes in the leader's success must always be in harmony with the interest taken by the leader's next level manager.



Appendix A

Critical Reflection

Why Critical Reflection

Critical Reflection is a personal inward journey, not a group activity and certainly not a group consensus-based activity. It is to quietly, privately and honestly assess your feelings, thoughts and motives concerning any action (or intention to act) you have taken or might undertake. The rationale for *Critical Refection* is to determine, for yourself, if such action is in balance or in harmony with who you truly are. Not being honest with oneself is hard work; lying to oneself wells up feelings of unease, guilt or shame. Honesty and integrity brings forth just the opposite feelings and reactions. *We should never lose sight of the reality that every action that we undertake is grounded, at some level, in our mind and heart.*

The better a leader understands his/her intentions and values as a precursor to his/her actions, the more natural it will be to perform as a Transformative Leader. It is through personal insight that we gain the authenticity to inspire others. Hence, we encourage leaders to look introspectively at their thoughts and intentions and, with integrity, to take ownership of their actions.

Ownership, in this context, means a leader is responsible for making an informed decision based on the best or noblest of his/her intentions and values. But why go to such introspective efforts? If their intentions are ethically and morally sound, it would be difficult to underestimate the importance of such an achievement. However, like all aspects of our life, one's personal insight is *not* a static characteristic - with deliberate effort one can still 'go deeper' and gain a more meaningful understanding of oneself.

When leaders have mastered their own method of being able to 'go deep' and *balance* their true intentions and values with their actions, they have achieved a degree of *personal insight*.

The more we learn about our intentions and their interplay with our actions, the more we can use this skill in our relationships with others. As one's self-confidence grows in the 'how' and 'why' of harmonizing our intentions with our actions - we see a leader with a growing sense of maturity. A maturity that is frequently seen as calmness, insightfulness, and without the constant need for ego stroking.

As leaders we understand the need to assemble as many facts as possible before making a decision. We also acknowledge that *all* the facts are frequently ill-defined or unavailable. *Critical Reflection builds on the fact-finding process (eg: the collection of relevant data) by introducing our personal values (ethical and moral behavior) into the mix.* Adherence to corporate values, both explicit and implicit, is one of the ingredients that goes into the mix. For example, having compassion (whether seen as a personal or corporate value) for those affected by one's decisions is a justifiable (and much needed) component of personal ownership and accountability.

What Others Have Thought

The moral imperative to acknowledge ownership for ones actions and their consequences is likely as old as human language. Here are a few examples of how the idea of personal integrity and ownership – how we

Critical Reflection

behave – appears in both Western and Eastern thought. Living, as we do, in a global marketplace and with human interaction moving from one side of the world to the other with a simple press of a button; supports the view that looking at *Critical Reflection* from a standpoint broader than just a Western perspective would be helpful.

For Eastern thinking we can first turn to Mahatma Gandhi (1869 - 1948). He describes the concept of independence or self-governance and self-sufficiency or self-reliance in this way: "*These are concepts based on individual autonomy, involving self-respect, self-assessment, and self-restraint from all bondage*". For Gandhi this is the highest liberation of the human spirit. "*This true freedom is not merely the freedom to do what one desires, but also the ability to ensure that what one chooses is the result of a sense of [ethical] duty and self-knowledge.*"

A more far reaching thinker and scientist, also from India, is Gautama Siddhartha (approx. 563-483 BCE). He is better known as the Buddha. He summarized the idea underpinning personal ownership of our behavior this way, "*All that we are is the result of what we have thought. The mind is everything. What we think we become.*"

For Western thinking on this subject we can turn to the American Ralph Waldo Emerson (1803-1883). The following quote speaks directly to his understanding of personal ownership and self-reliance. "*Know yourself, and you will be able to do the work for which you were made. Self-reliance demands a measure of gumption. Genuine liberty always demands courage of its votaries [followers]. But with increasing self-awareness, we maximize our own potential; therefore, what need do we have for fear? When we know ourselves, we know our goals; infirmity of will and doubts perish in the face of such certainty. We aren't even afraid to forge ahead alone. The human need to conform is only a fear of being left out, the diametric opposite of self-reliance.*"

And then there is the greatest of English writers, William Shakespeare (1564-1616) who, in Hamlet, wrote "*And above all unto thine own self be true and it shall follow as the day the night - thou canst not be false to any man*". A simple interpretation of this line is: so long as you deceive yourself then you will be tempted to deceive other people.

→ As the Credo for the Transformative Leader we could adapt Shakespeare's words to read: 'First know thyself, who you are, why you behave, act, speak and react in the manner you do. Know that all that lurks in your subconscious drives your will to your destination.' We achieve this state of mind and being through **Critical Reflection**.

←

Critical Reflection IS Mindfulness

I am NOT arguing against quickness of thought or any of the benefits of efficiency. My view is that if we knowingly, or even unwittingly, create a personal culture of 'expediency without thoughtfulness' or if we embrace an existing organization's culture that puts expediency ahead of fact-finding and interpretation, thus leaving no imperative to balance such data with one's intentions, we will surely become the Nike slogan 'do it now.' And, if we are addicted to such an adrenalin rush, we will never have the opportunity to avail ourselves of Shakespeare's "know thyself" or even to contemplate the wisdom of the Buddha's thought..."What we think, we become" until the opportunity for forethought is long gone. Such a scenario would be the opposite of the meaning and intention of *Critical Reflection*.

There a noticeable similarity between *Critical Reflection* and the art of meditation. The initial purpose of most forms of meditation is to quiet the mind. To get out of the rush of multitasking thoughts - or mental 'noise' that is constant in-the-mind chatter. The goal is to muse quietly and thoughtfully on some aspect of one's *manner of being* in ways that one could not do if the mind were not quiet.

There are many distractions that impact the art of thoughtfulness in our role as leader. Some examples include:

- the time pressure to make a decision....maybe even to make the decision 'right now';

Critical Reflection

- the pressure from peers to act or behave in certain ways; the insistence that your manager wants answers at a meeting called 15 minutes ago;
- the self-imposed rush to get it done now because it may give us more time to do further ‘rushed work’; and the ubiquitous,
- “We have to get there before the competitor.”

This type of behavior frequently seems to justify all and implicitly argues that *Critical Reflection* is a luxury of time better spent doing other things. I posit that a clear understanding of our intentions will lead to quality over expedience, excellence over mediocrity and the integrity of meaningful customer care over a one-time sale. These clear and positive outcomes are the result of introspection or *Critical Reflection*.

Critical Reflection, like meditation, allows us to *see our true self and reality for what it is!* Insight or Mindful meditation uses the breath as a guide and is characterized by simplicity, stillness and attention to that breath. It quiets the mind and helps us to sharpen our awareness, so that we can see the underlying truth about ourselves and our intentions.

Because of this simplicity, you do not need any special equipment to reflect or to meditate. You will, however, need a quiet place with no visual or auditory disturbances. You can sit on a chair or on a cushion on the floor. Your guide is your breath. These two items - sitting quietly and being aware of your breath - are all that is needed to begin this level of *Critical Reflection*. Like all skills that we approach earnestly, repeated practice will make *Critical Reflection* easier to achieve and depth of understanding will come sooner (ie: the balance between personal intentions and decisions - business or personal - to take action).

For a greater discussion and explanation of the meditation process I refer you to Appendix III, Page 189 of *Business and the Buddha: Doing Well by Doing Good*; Lloyd M. Field, Wisdom Publications, Boston, USA, 2007.

What others have said about Lloyd and his work.....

"Lloyd has played an important part in my own growth and leadership development over the years. He has taken the time to get to know me both as a person and as a leader. He understands my values, celebrates my strengths and invests in my development. When I need to explore options or get an objective opinion, Lloyd is one of the first people I turn to. He is a man of integrity and compassion, who is truly invested in the success of others. His warmth and generosity stretch far beyond the conventional boundaries of a Consultant. He gives freely of his own time to support others in his community. I count myself truly blessed to have this man as a colleague and friend and have no hesitation in recommending him to you."

Director of Human Resources
Major Long-term Care Facility

"Lloyd helped me to develop a better relationship with my direct reports and those to whom I report. As this new Division moves forward we will continue to build on the foundations recommended and established through our relationship with Lloyd."

Vice-President
National Packaging Products Company

"Lloyd has had a profound and wonderfully positive effect on our ability to achieve our mission of making a difference in peoples' lives. His guidance and help to us, over the years, has truly made us better at what we do. Lloyd is a kind, generous and most knowledgeable man."

Chief Operating Officer
Healthcare Services Provider

"Lloyd is a person of extreme integrity and believes that leading in an ethical and values-based manner is not only the right thing to do, but is also good business that brings results. I can think of no better person to act as a confidante and mentor to senior leaders, who often find themselves confronting difficult organizational problems that require clear thinking, strong action, and a value-based compass."

President/CEO
Major Life Insurance & Financial Institution

Leadership Coaching – Personal Insights to Inspire Others

“There are all kinds of people who will coach you and encourage you in your career. Lloyd is one of the few that recognizes the seamless interconnection of the professional, personal and spiritual you and wisely cautions you to consider the ramifications of only paying attention to one aspect at the exclusion of — and often at the expense of — the others. When Lloyd speaks, I listen.”

Ethics Advisor, International Ethics Advisory,
Major Aircraft Manufacturer

“More than two years ago, I invited Lloyd to be “a voice from outside.” Someone I could trust to give me honest, constructive feedback in my role as a leader. The time spent with Lloyd as my “coach” or “trusted advisor” has been a very worthwhile investment. As a result, I have made difficult decisions with confidence and added greater value to my credit union. I highly recommend Lloyd Field as a leadership coach!”

CEO and President
Savings and Credit Union

“In the many years that I have known and befriended Lloyd, he has always approached challenges with the highest degree of integrity, honesty and true empathy. Lloyd’s calm, intelligent counsel has impressed upon me the importance of respect for the ‘human’ side of ‘human resources.’ I have put into personal practice his philosophies as well as his values-based methodologies within the organizations that I was responsible for. On both fronts the experiences were gratifying and enriching. I have unlimited trust in Lloyd’s advice.”

Executive
Transportation Products Manufacturing.

“I’ll never forget the first time I sat through one of Lloyd’s Workshops. It must have been 20 years ago and I still remember the message. I was amazed that what he was saying was exactly the message we needed to get out to our Leadership Teams. I have read every book Lloyd has ever written and we have implemented so many of his Leadership tools. Not only do I find Lloyd to be a man of integrity and ethical practices, I find him to be real to his cause. I’m delighted to have met him and I’m honoured to know him. His practices and

What others have said about Lloyd and his work.....

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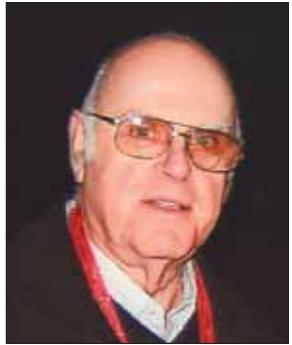
his guidance have made a huge difference throughout our organization and I know we are all better leaders because of Lloyd. I'm proud to call him a colleague and a friend.

Vice President, Organization Culture & Development
Major Long Term Care & Retirement Home Owner/Operator

"Lloyd Field is a warm-hearted gentleman who is truly passionate about his beliefs. I have known him for over 25 years. He is genuine. As a mentor, motivator, leader and coach, Lloyd blazes his own path in life for others to follow. His integrity and character is second to none. Lloyd has the expertise, experience and vision to create and achieve a difference in the lives of others. I am grateful to call Lloyd Field a friend."

Human Resources Manager
Major Auto Parts Manufacturer

Biography



Lloyd Field, PhD
SPHR (US), Fellow CIPD (UK)

Lloyd Field, PhD, is an executive coach, management consultant, facilitator, speaker, and author who has spent 30 years working with business leaders in North America and throughout Europe. Lloyd has a PhD in Human Resources, holds a Lifetime designation with the U.S. Society for Human Resource Management (SPHR), and is a Fellow of the Chartered Institute of Personnel and Development in the U.K. (FCIPD).

Lloyd left a corporate position as Vice-President of Human Resources at Johnson & Johnson International to create and lead Performance House Ltd., a consulting firm specializing in human resource management and organizational development. He has trained over 28,000 managers internationally while providing guidance and executive coaching to hundreds of senior executives and managers. During this time Lloyd wrote the Canadian best seller, *Unions Are Not Inevitable! A Guide to Positive Employee Relations*©. The fully revised and updated 5th edition in 2 volumes (North American edition) was published in 2013.

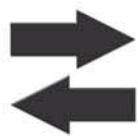
The scope of Lloyd's consulting and coaching service can be viewed on www.lloydfield.com. In 2010 he published *Leadership Coaching: Personal Insight to Inspire Others*©.

Lloyd's approach to coaching is holistic. He believes that successful leadership relies on the interdependence of the professional, personal, and spiritual components of each individual. Lloyd is not only a coach to senior executives - he is a friend, a sounding board, and a mentor.

In 2007 he published *Business and The Buddha: Doing Well by Doing Good*©, an amalgam of his business and Buddhist experiences. As a management consultant, Lloyd has worked with thousands of leaders in a wide range of industries. Over the years, he repeatedly saw professionals make the same poorly thought out decisions when it came to managing

their employees. Through the study of Buddhism, Lloyd came to realize there is a better Way.

Lloyd and his wife Joyce (and the all important family dog – Brody) live in Kitchener-Waterloo, Ontario and Tucson, Arizona. He continues to be an active community volunteer in both communities. Other interests include the study of Buddhism and comparative religions; designing and making one-of-a-kind leaded stained glass windows; reading and music; and walking Brody.



Contact Us

1. Lloyd Field would be pleased to respond to any questions that may occur while you are using this book. Likewise, Lloyd is available to discuss your personal Leadership Coaching needs.
2. Based on feedback from the 'proof copy' readers, *LEADERSHIP COACHING: Personal Insight to Inspire Others* is a must-read for every Leader. Additional copies of this book are available directly from the publisher, Brock Learning Resources Inc. Volume discounts are available.
3. Brock Learning Resources maintains a schedule of speaking engagements for Dr. Field and can coordinate customized Workshops based on this, or any of his other books. Please contact Jay Martin at Brock Learning Resources to discuss your presentation needs.



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