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Editorial Board

The *Journal of Practical Consulting (JPC)* is a technical-refereed publication designed to provide an online forum for dialogue, dissemination, exploration, and examination of innovative insights, practical applications, and emerging trends, tools, and techniques in the world of consulting. The multidisciplinary nature of JPC empowers consulting practitioners, leaders, educators, and other professionals to network across disciplines and gain a well-rounded perspective that promotes success in the consulting environments of today and of the future.

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From the Editor

Diane M. Wiater, Ph.D.
Regent University

This issue's feature article is the work of two students, one in a doctoral program, the other in a master's program each with a growing interest in Millennial leadership. The authors combine their research to bring consultants a practical perspective on leadership development for Millennials and those managing/leading them. (Congratulations to Karen Bolser who has, since acceptance of this article, completed the DSL program work earning her doctorate in strategic leadership and Rachel Gosciej who has received her Master of Arts in Organizational Leadership).

The following four articles were presented at the annual Regent University Leadership Roundtable focused on Leadership Coaching in May 2014.

Dr. Kay Bower presents a case study describing the value of the MBTI as a coaching tool particularly in fostering client awareness. Bower demonstrates through the case how the MBTI assists the client in self-awareness and determining goals for personal and leadership change.

Mr. Lew Steinhoff examines a new instrument used in self-evaluating "Born Leader" cognitive skills. In his article, he proposes how this instrument might be of use to consultants and coaches.

Mr. William Florin developed a preliminary model which would allow the coach practitioner to discuss convergence sooner with a client and explore the client's comfort and willingness to work in a convergence-centric environment.

Mrs. Laurie Ann Finn presents an article demonstrating the value of coaching for first-time mothers as they face the challenges of the unknown. In her article, she stresses the client goals and necessity of relationship.

As always, I hope these articles strengthen our learning and provoke continued development of our knowledge and skills as consultants and coaches.

Diane M. Wiater

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Article Abstracts

Millennials: Multi-generational Leaders Staying Connected

Karen Bolser & Rachel Gosciej

The aging of the workforce and the concurrent advent of the Millennials represent a major demographic and sociological phenomenon that can have dominant implications for organizations, as a whole. In the wake of mass scale cutbacks and economic upheaval, this is creating a greater urgency for organizational leaders to focus more attention on keeping multi-generational leaders actively engaged. Thus, as we enter the new millennium and face the entrance of another generation of leaders into the workforce, managers are encouraged to solve as well as close the gap to these generational differences that appear to exist among workers. This paper revisits the issue of generational differences and the causes of those differences. The purpose of this article is to propose reverse mentoring as a social exchange tool, which will leverage the expertise of all generations.

Coaching with the Myers Briggs Type Indicator: A Valuable Tool for Client Self-Awareness

Kay Bower

This paper explores the importance of client self- and other-awareness as a means for success in self-determination with a coaching relationship. Within the context of the Gestalt and Person-Centered coaching psychologies, the Myers-Briggs Type Indicator (MBTI) is presented as one tool that provides clients with information and insights necessary to deepen self- and other-awareness. A case study is presented in which the MBTI was utilized as the primary means for deepening client self-awareness and demonstrating the usefulness of the MBTI to support clients in being their own experts and finding their own solutions to achieving their goals, optimizing their potential and capabilities.

Natural Born Leaders: Use of a Self-Assessment Tool and Benefits to Coaching and Development

R. Lewis Steinhoff

Why do people sometimes use the phrase “natural born leader” when describing some leaders? This paper explores born leadership – the myth, the persona of people viewed to be born leaders, and the conclusions from peer reviewed research of the subject and application for leader development. Use of a Self-assessment tool (Blank, 1994) is proposed to determine where people are cognitively on 108 “Born Leader” skills. Furthermore, it is proposed that the results from the tool can benefit human resource departments in evaluating options for consulting, coaching and development.

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Creating Change Faster: Convergence and Transformation Acceleration
William Florin

Convergence brings a client's many experiences, skills, and characteristics together in the coaching relationship in a productive way that allows the coach to have insight into the whole client to accelerate change. Dramatic, lasting change that brings the client to her or his full potential – a state of transformation – can be achieved faster in a holistic convergence-centric coaching environment than in a more tightly-focused task or role-specific coaching conversation. This paper offers a preliminary model to allow the coach practitioner to discuss convergence sooner, explore the client's comfort and willingness to work in a convergence-centric environment, and to help the client understand the value of the concept through convergence-focused questions to be used in the coaching relationship.

Coaching Women through the Roller coaster of First-Time Motherhood
Laurie Ann Finn

Most first-time moms are aware they need knowledge, understanding, and support from others especially another experienced woman to coach them to achieve their goals. A life coach or doula who understands the aspects that are most important to new moms can be an effective influence as they are challenged with the unknown of motherhood.

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Millennials: Multi-Generational Leaders Staying Connected

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The aging of the workforce and the concurrent advent of the Millennials represent a major demographic and sociological phenomenon that can have dominant implications for organizations, as a whole. In the wake of mass scale cutbacks and economic upheaval, this is creating a greater urgency for organizational leaders to focus more attention on keeping multi-generational leaders actively engaged. Thus, as we enter the new millennium and face the entrance of another generation of leaders into the workforce, managers are encouraged to solve as well as close the gap to these generational differences that appear to exist among workers. This paper revisits the issue of generational differences and the causes of those differences. The purpose of this article is to propose reverse mentoring as a social exchange tool, which will leverage the expertise of all generations.

What is a Millennial?

Sometimes referred to as "Generation Y," Millennials are the latest generation to enter the workforce. This generation is somewhat of a novelty when compared to previous generations, who sometimes do not seem to know how to react to these young people. To those older than them, Millennials are described as narcissistic, entitled, shallow, and selfish (Stein, 2013). *But is this an accurate description?*

Born between 1980 and 2000, Millennials consist of more than 80 million people—they are, in fact, the largest age grouping in American history (Stein, 2013). Millennials are the product of their world, impacted at a young age by the events of 9/11, dot-com busts, corporate scandals, market crashes, wars in Afghanistan and Iraq…and the list goes on (Armour, 2005). Their parents, seeing these events take place, reacted in turn by pampering, protecting, and nurturing their children—perhaps to the extreme, where they are now growing up to be both high-

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performance and high-maintenance (Armour, 2005). Is it any surprise, then, Millennials have difficulties trusting the world around them, and would rather focus on creating their own lives?

However, it is not as bleak as it seems. Millennials grew up during the emergence of the *Digital Age*, with technological advancements not seen by previous generations. They're smart, savvy, earnest, and optimistic young adults who crave new experiences rather than material items, having seen what happens when value is placed in "things" (Stein, 2013). Millennials value a balance between work and life, being more interested in jobs which accommodate their families rather than putting priority on a career (Armour, 2005). They're financially smart, having witnessed financial pitfalls in the economy (Armour, 2005). They're adaptable and flexible, a side-effect of seeing how quickly the world can change overnight (Armour, 2005).

The way Millennials interact and communicate with other generations and those in the world around them, then, diverges from those of previous generations, especially within the workplace. In terms of career expectations, they want close relationships with their colleagues and constant feedback from their supervisors (Myers & Sadaghiani, 2010). They actually prefer working in teams rather than going solo, for two reasons: (1) they perceive group work to be more "fun," and (2) they want to avoid risk (Myers & Sadaghiani, 2010). They expect open, honest communication within the workplace, to the point where they will reject any organizational policy that information is communicated on a "need-to-know" basis (Myers & Sadaghiani, 2010). Millennials are untraditional and unafraid of challenging the status quo, and they value environments that foster creativity and independent thinking (Armour, 2005). They work hard, but they also play hard. To be able to bring the "play" aspect into a "work" environment is ideal for Millennials. However, Millennials are now placed in a position to focus on social engagement and commitment with previous and future generations.

Importance of Social Exchange in a Multi-Generational Workforce

As much as Millennials want to be understood by these multi-faceted generations, they must also learn how to understand and communicate with other generations as well. The social exchange gap must be bridged by all generations. The basic tenet underlying social exchange theory is social relationships are emerged, maintained, or terminated with each other on the basis of the perceived ratio of benefits to costs (Emerson, 1976; Homans, 1974). In addition, the social exchange theory is an evolving conceptual framework which can be utilized to explain individual development within the generational context. The framework consists of several hypotheses such as:

1. Individuals enter into relationships in which they can maximize the benefits to minimize costs.
2. Exchanges between individuals have to be fair and balanced so that they mutually give and receive what is needed.
3. Resources individuals present to one another can be material goods and services or an exchange of social value.
4. Whatever costs are incurred by the individual is subjective because different individuals place different values on resources, even those resources defined by a measurable system, such as currency.

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As one can see, Millennials are in a paradoxical situation where they must begin thinking about how they will interact with generations as they enter into the workforce. In an ever-changing, ever global world, Millennials need to understand how to communicate with those around them in order to break down barriers and be the force of positive organizational change. They have the capability; they simply need the understanding of other generations and learn how to use their generational tools.

Generation X: Declared their Independence

The 51 million members of Generation X, born between 1965 and 1980, grew up in a world dissimilar to previous and current generations. Generation X saw their parents get laid off and face job insecurity. Divorce and working moms created "latchkey" kids out of many in this generation. In addition, this generation entered the workplace in the early '80s, when the economy was in a downturn. They faced an era of emerging technology, political uproar, and institutional incompetence. Crises like Watergate, Three Mile Island, Bhopal, the Iranian hostage, Iran-Contra, and the Clinton-Lewinsky debacles mark the emergence of this generation. Indeed, the American dream had changed for this generation. Unlike any other generation, for the first time in history, Generation X was told they would not be able to replicate the lifestyles or careers of previous generations. Suddenly their futures looked grim and crowded as competition for jobs was constricted.

Surprisingly, despite these factors, Generation X redefined the American Dream. The events Generation X encountered led to independence, resilience and adaptability (Wey & Sutton, 2002). Generation X, learned independence early in life and turned it into a valuable hallmark as they progressed in the working world. Generation X committed to work, to the team they work with, and the boss they work for. This generation expects immediate and ongoing feedback, working in multicultural settings, and they desire a fun workplace with a pragmatic approach to getting things done (Gursoy, Maier, & Chi, 2008). Generation X does not employ a career ladder but a career lattice where they can move laterally, stop and start, and where fluidity exists.

Millennials: Relating to Generation X

Millennials and Generation X were raised with very different technologies and lifestyles. Generational differences of Generation X and Millennials influence their values and perceptions. How does this affect attracting and retaining a co-existent working relationship? Will understanding these contrasting perceptions be important? Well, according to Murphy (2007), "different perspectives on issues like work ethic, leadership, and authority can cause conflict, frustration, and misunderstanding if not managed well" (p. 18). In a recent "World of Work Survey" (2008), several generations noted little or no interaction with the other. This is not conducive to a cooperative environment where working with and learning from one another can be vital. Understanding what appeals to Generation X is critical in order for Millennials to build a viable and strong working environment with these individuals. Customizing a work environment for these dissimilar generations will require knowledge of their particular attitudes and inclinations (Nicholas, 2011). Understanding these different perceptions will enable

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improved communications for both parties, enhance the quality of the organization, and globally change the marketplace.

Generation Z: Declaring a Futuristic World

Generation Z is unlike any other generation we have ever seen. This generation is the first generation where they simply do not remember a world before computers, Wi-Fi, and high-speed internet access (McAlpine, 2013). Where Millennials have a vague recollection of life before the internet, social media, and smart phones, Generation Z has no such memory (Williams, 2010). They are the first to be fully integrated into the Digital Age, and as they have grown up, have evolved into "electronic multitaskers" (Geck, 2006). Born between 1995 and 2009, these young people are quickly becoming more worldly and savvy than the generations before them in terms of marketing, social networking and advertising (Williams, 2010). Because of this, they value speed over accuracy and have shorter attention spans (Williams, 2010). They will, essentially, shape the trends in consumer behavior, as well as our future careers (Williams, 2010).

Millennials: Relating with Generation Z

How do Millennials interact with Generation Z? Connecting with them and learning to lead them. This is a task Millennials must understand; they will have to undertake sometime in the not-too-distant future. It is in this we as Millennials need to step outside of ourselves, stop being the "narcissists" the previous generations perceive us to be, and start focusing on how we are going to train up and mentor this next generation as they enter the workforce. We are, after all, the closest connection they have in the generational gap. We share the common bonds of seeking individuality, creating our own identity, and adapting to the ever-changing world around us. Not only this, they are not just a generation that we will need to mentor and direct, but they are also a generation from which we will need to learn.

As Generation Z has never had the experience of being "unplugged" from the world around them, Millennials will need to teach them the basics of how to get along with others on the job without the use of technology, as well as provide opportunities for real-world "hands-on" experience (Montana & Petit, 2008). We can appeal to them by acting as "parental figures," as much of Generation Z has grown up close to their parents in controlled environments, due to increased media attention of crime and terrorism (McAlpine, 2013). Millennials will also have the task of teaching Generation Z not just how to get a job done efficiently, but how to examine every possible outcome. Where other generations, Millennials included, have had experience with a variety of research techniques and are thus able to make mental comparisons intuitively, Generation Z lacks formal training in comparing advantages, disadvantages, strengths, and weaknesses of sources and outcomes, often believing—naïvely so—the first viable answer they find to a solution is the correct answer (Geck, 2006).

Millennials will also have to learn from Generation Z in a variety of ways. Specifically, Generation Z is expected to be thriftier about their money, having grown up witnessing greater parental unemployment than prior generations (McAlpine, 2013). They are expected to be responsible spenders, considerate of financial decisions (McAlpine, 2013). They will be concerned about finding jobs, the economic climate, and entering into higher education

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(McAlpine, 2013). This wariness and financial responsibility is something Millennials can learn to apply on-the-job, given the economic climate of the time. These youths, as they enter the workforce, will likely have new ideas in terms of finances, saving money, and social responsibility that Millennials are probably not even aware of yet. Their ideas will most likely not only be fiscally responsible, but how they implement their ideas and plans will be resourceful, efficient and very much in-tune with the world around them. They are the first truly global generation, and their insight into how the world works will be invaluable as time progresses.

Characteristics by Generation

	Generation X	**Millennials**	**Generation Z**
Core Values	Skepticism Fun Informality	Realism Confidence Extreme Fun Social	Speed over accuracy Global savvy
Family	Latch-key kids	Merged families	Controlled environments
Education	A way to get there	An incredible expense	*How* to get there?
Communication Media	Cell phones Call me only at work	Internet Picture phones E-mail	Anything and everything Never unplugged Electronic multitaskers
Dealing with Money	Cautious Conservative Save, save, save	Earn to spend	Fiscally responsible Financially wary

Chart Adapted From: FDU Magazine Online, Winter/Spring 2005 (Hammill, 2005)

Tools: Reverse Mentoring and Creating a Multi-Generational Environment

In today's volatile, perplexing, and complex systematic global environment, organizational

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leaders have to focus on building successful work relationships. Interacting with individuals' in a positive way is imperative in achieving organizational goals for growth. There are basic competencies critical to closing the gap between multi-generational relationships and organizational success. Based on the research of Generations X thru Z and how they interact with each other, there are two critical tools organizations can apply to launch themselves into future success: (1) reverse mentoring, and (2) creating a multi-generational environment which stimulates and challenges.

Reverse Mentoring

Often times, mentoring is portrayed of someone with a lot of experience teaching and developing a younger novice (Chaudhuri & Ghosh, R, 2012). However, in recent years, mentoring has taken on many different forms. One of the newest forms is *reverse mentoring*. In reverse mentoring a well-seasoned employee is also mentored by the junior employee. The traditional mentoring (one-way street) becomes a two-way relationship where all employees of all ages can learn from one another.

Earlier research reveals reverse mentoring has gained widespread popularity in organizational settings (Carter, 2004; Greengard, 2002; Leh, 2005). Various organizations implementing reverse mentoring are: General Motors, Unilever, Deloitte & Touche, Procter & Gamble, and the Wharton School of Business at University of Pennsylvania. These organizations have developed a sensitization to multi-generational work issues. They have worked hard to develop and implement a workplace full of diversity, in order to increase the levels of engagement from all generations.

Reverse mentoring is most appropriate and powerful in situations where two individuals each have knowledge and skills the other needs to contribute to organizational performance. Reverse mentoring is not just choosing two people of different ages in engaging them in dialogue. Listed below are a few guidelines to get organizations started in the process:

1. ***Strategically Pair.*** Identify individuals with the knowledge and skills their counterparts need.

2. ***Encourage Growth.*** Meet with the employees to convey the organization's goals for bringing them together, emphasize how much you believe each person can learn from the other, and set expectations.

3. ***Coach along the way.*** Train each participant in mentoring or coaching as needed.

4. ***Set Clear Goals***. Have each pair agree on what they want to accomplish and how/when to measure the results.

5. ***Develop Consistency.*** Have them meet on a regular schedule and communicate in between meetings by phone or online.

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Creating a Multi-Generational Environment

Millennials need to know they are a valuable asset on a team. They are more interested in jobs which are stimulating, exciting, and rewarding, than jobs that are not (Holm, 2012). They also need to receive feedback, coaching, and know how they are progressing in order to feel like they are valuable and know how they are contributing—but this needs to be done in such a way as they do not think they are being micromanaged (Holm, 2012).

Creating a multi-generational environment, then, is important in retaining Millennials as employees and developing them as leaders. In a multi-generational environment, the generations are mixed together, creating an interactive atmosphere, where Millennials can learn from older generations and how to work with them, as well as be groomed to lead someday. Millennials are more collaborative than not, and listening to their ideas and making modifications (if needed) gives them a vested interest in their work and gives them the perception that they have a leadership role (Holm, 2012).

Millennials are also untraditional—if there are new things that organizational leaders wish to try within the company, but have not necessarily worked in the past, that does not mean it will not work with Millennials (Holm, 2012). Millennials are resourceful, and if things do not work, they are not afraid of trying again (Holm, 2012). Encouraging this, then, helps to develop their critical thinking and leadership skills. This also helps them understand their insight is valuable, and they are wanted on a team (Holm, 2012). When Millennials know they are wanted on a team, they are more likely to want to be on a team, and will thus become partners in developing a team-friendly atmosphere—even with generational gaps (Holm, 2012). This gives older generations the ability to interact with and learn more about Millennials, while exposing Millennials to other generations in an environment where they will grow and learn from their predecessors. When this happens, Millennials will begin to develop into leaders, able to take what they have learned and apply it as they interact with generations coming after them. Here we offer a few steps for creating a multigenerational work environment:

1. ***Strive to be Subject matter experts***. Keep up with the latest developments in the field.

2. ***Embrace Diversity.*** Most organizations continually work to increase diversity in their workplace. Generations now working are comfortable with value diversity more than any age group to come before them. Their perspective can help in organizational efforts at enhancing diversity and inclusion.

3. ***Risk taking.*** Risk-taking can free up old habits and drive workplace innovation.

4. ***Keep a Global Perspective.*** Younger workers' have a geographic perspective. Young adults learn about global social issues such as world hunger, genocide in Darfur or endangered "Think global, act local" is second nature.

Conclusion

In today's highly competitive market, organizations that effectively manage their generational diversity will enjoy a competitive edge. Organizational leaders should be required to gain an

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understanding about what motivates and drives today's multigenerational workforce to work together with passion. As the workforce continues to age and younger generations keep on joining the workforce, further empirical research on the propositions offered in this article about the work outcomes of the multigenerational workforce will lead to better congruence and synergy between them.

About the Authors

Dr. Karen Bolser is the CEO of The Bolser Group, LLC, which was established in May of 2011. She established the firm with the purpose of providing organizations and companies with excellent leadership and management development. Dr. Bolser's message is "delivering leadership truths that transform the world." She has written numerous academic articles, co-authored several books, and has presented seminars, and training sessions for corporate America.

Rachel J. Gosciej received her Bachelor of Arts in Telecommunications from Ball State University in Muncie, Indiana, where she also completed minors in French and Political Science. She received her Master of Arts in Organizational Leadership with a concentration in Organizational Communication from Regent University in Virginia Beach, Virginia. Her primary interests of study include leader-follower communication, servant leadership, and Millennial leadership. Gosciej's professional experience includes broadcast journalism and marketing, where she enjoys applying effective communication and leadership techniques to real-world scenarios. She currently resides in Virginia Beach. In her free time, Gosciej is active with her church, and enjoys running, volleyball, yoga, and of course, surfing.

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Coaching with the Myers Briggs Type Indicator: A Valuable Tool for Client Self-Awareness

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This paper explores the importance of client self- and other-awareness as a means for success in self-determination with a coaching relationship. Within the context of the Gestalt and Person-Centered coaching psychologies, the Myers-Briggs Type Indicator (MBTI) is presented as one tool that provides clients with information and insights necessary to deepen self- and other-awareness. A case study is presented in which the MBTI was utilized as the primary means for deepening client self-awareness and demonstrating the usefulness of the MBTI to support clients in being their own experts and finding their own solutions to achieving their goals, optimizing their potential and capabilities.

The Importance of Client Self-Awareness in Coaching

Merriam-Webster's online dictionary defines "aware" as "feeling, experiencing, or noticing something (such as a sound, sensation, or emotion). The definition of self-awareness brings greater focus: "an awareness of one's own personality or individuality."

Awareness is a key factor in effective coaching (Whitmore, 2009; ICF). "Unlike eyesight or hearing, in which the norm is good, the norm of our everyday awareness is rather poor" (p. 34). To more fully explore the importance of client self-awareness in coaching, two coaching psychology approaches that have been chosen: Gestalt and Person-Centered.

Gestalt coaching psychology includes the concept of the whole person and awareness-raising to bring about new self-understanding (Allan & Whybrow, 2008). The aim is to help the client explore the world around them in a way that broadens their choices and maximizes their ability to use their capabilities. The coach is to bring authenticity to the relationship, to center the relationship on the client as a whole person, and to focus on awareness-raising for the client (Allan & Whybrow, 2008).

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Person-Centered coaching psychology also seeks to establish an authentic, accepting relationship with the client to provide a type of "social environment" in which the client knows they will not be judged or pushed to action (Joseph & Bryant-Jefferies, 2008). The authentic relationship and social environment are created because Person-Centered coaching holds that the client has within him/herself the answers needed to achieve goals and function optimally (Joseph and Bryant-Jefferies, 2008; Stoltzfus, 2005). Thus in person-centered coaching the coach operates with an attitude of affirmation, empathic understanding, and expectation that the client is their own best expert.

In both of these coaching psychologies, there is great emphasis on self-awareness. In Gestalt, self-awareness deepens self-responsibility which frees the client to "become fully themselves, engaging with life to their full potential" (Allan & Whybrow, 2008, p. 137). When applied to coaching, developing greater self-awareness in the client provides the client with a greater set of possible behaviors from which to choose, thus enhancing and deepening the client's capabilities for relationships and actions (Allan & Whybrow, 2008).

Person-centered coaching psychology includes the creation of "an authentic and emotionally literate relationship [where] people are able to drop their defenses and get to know themselves better, and feel free to make new choices in life" (Joseph & Bryant-Jefferies, 2008: 216). When applied to coaching, this means that the work of the coach is to create the empathetic, unconditionally accepting "social environment" that frees the client from feeling judged or pushed and therefore opens the client to the awareness that allows the client to see new behaviors or actions as beneficial and possible (Joseph & Bryant-Jefferies, 2008; Stoltzfus, 2005).

Encouraging Client Self-Awareness

Now that the basis for the importance of client self-awareness has been established, let us turn to the topic of how the coach enables the client to attain greater self-awareness. There are a number of tools available to coaches that target client self-awareness through different perspectives. Some of the most common tools for developing client self-awareness include those listed in the table below.

Table 1
Sampling of Common Tools for Self-Awareness

Tool	Targeted Area of Self-Awareness
MBTI	Helps individuals to identify, from self-report of easily recognized reactions, the basic preferences of people in regard to perception and judgment, so that the effects of each preference, singly and in combination, can be established by research and put into practical use. Summarized from https://www.cpp.com/products/mbti/index.aspx
FIRO-B	The Fundamental Interpersonal Relations Orientation focuses on interpersonal relationships, helping individuals understand their own

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Tool	Targeted Area of Self-Awareness
	relationship needs and how those needs influence their behavior. Summarized from https://www.cpp.com/products/firo-b/index.aspx
Strong Interest Inventory	Focuses on career development by assisting individuals in alignment of interests and skills, career renewal and re-decision, and career development. Summarized from https://www.cpp.com/products/strong/index.aspx
Conflict Dynamics Profile	Provides individuals with ways to improve self-awareness of what triggers conflict as well as how they respond to conflict. Summarized from http://conflictdynamics.org/products/conflictdynamics.php
DiSC	DiSC is one of several personality assessments based on the work of William Marston. The assessment focuses the effect emotions have on motivation and behavior. Summarized from http://www.thediscpersonalitytest.com/?view=LearnAboutDiSC
StrengthsFinder	Seeks to help individuals identify their strengths, the natural talents that may otherwise go untapped. Provides strategies for how individuals can build and apply their strengths. Summarized from http://strengths.gallup.com/110440/About-StrengthsFinder-2.aspx
EQ	There are a number of emotional intelligence (EQ) assessments, including EQ-i 2.0, MSCEIT. These tests help individuals to assess how intelligently they use their emotions and provide guidance for developing greater balance in the use of emotions. Summarized from http://www.eiconsortium.org/measures/msceit.html
Hartman Value Profile	Seeks to expose an individual's values as a means to exposing the individual's personality. Summarized from http://www.hartmaninstitute.org/about/hartman-value-profile/

Table 1. Created by author using references noted within.

In my coaching practice, I use a number of these tools with some regularity but I use the MBTI with nearly every client I coach.

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What is the MBTI?

The MBTI is an instrument that helps individuals to identify the consistent and enduring patterns of how they use their brains. Based on the work of psychologist Carl Jung, the strength of the MBTI is that it provides a coherent approach to expecting different personalities in different people without having to expect complete uniqueness of personality (Myers & Myers, 1995). These personality differences are grouped into patterns that represent "observable differences in mental functioning" (Myers & Myers, 1995, p. 1). These patterns are termed type preferences. Type preferences "can be understood as opposite but related ways of using our minds, with the opposites being two halves that make up a whole" (Martin, 2010, p. 1).

There are four preference scales that make up the MBTI.

Table 2
Description of MBTI Preference Scales

MBTI Preference Scale	Scale Description
Extraversion (E) or Introversion (I)	How do you direct your energy and attention?
Sensing (S) or Intuition (N)	How do you prefer to take in information?
Thinking (T) or Feeling (F)	How do you prefer to make decisions?
Judging (J) or Perceiving (P)	How do you orient to the outer world?

Table 2 (Martin, 2010, p. 2)

The MBTI is typically completed as an online self-assessment, where the client chooses between opposite but related ways of how they use their mind (Martin, 2010). Based on the client's reported preferences, each client is assigned one of 16 MBTI Types and a profile of the client is produced that describes the identified MBTI Type.

Why Use the MBTI?

The MBTI has a number of benefits for the coach-client relationship when the goal is to develop client self-awareness. From a coaching perspective, the greatest benefit is the self- and other-awareness that is gained when using the MBTI. When Jung created his theory of *Psychological Types,* he created it as an "aid to self-understanding" (Myers & Myers, 1995, p. 24). Katherine Myers and her daughter, Isabel Myers Briggs, worked to extend the application of Jung's work beyond self-understanding of how individuals use their minds to the practical implications of those preferences on everyday interactions such as communication, decision-making, and relationships (Myers & Myers, 1995).

Myers et al. (2009) state that the MBTI "seeks to identify a respondent's status on either one or the other of two opposite personality categories, both of which are regarded as neutral in relation to emotional health, intellectual functioning, and psychological adaptation" (p. 5). Thus the MBTI is focusing on individuals with normal psyche and draws no value judgments about "good" or "bad" personality preferences.

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The MBTI also does not seek to measure how little or how much (e.g., deficits or abundance) of personality preferences an individual has. Instead, MBTI measures how clearly a respondent prefers that personality trait, reflecting the level of confidence the coach and client can place on the respondent's results (Myers et al., 2009).

Also, the MBTI is a self-report instrument. This means that an essential part of coaching using the MBTI is to explore the tool with the client and perform an in-the-moment self-assessment before giving the client the generated report. This allows the client to verify the reported results and thereby gain confidence in their own expertise about their preferences. Myers et al. (2009) have determined that "MBTI results to do not 'tell' a person who she or he is. Rather, individual respondents are viewed as experts who are best qualified to judge the accuracy of the type descriptions that result from their self-report" (p. 5).

A final benefit of using the MBTI is its accessibility. Based on my coaching experience, the four preference scales are simply presented within the different materials available and clients have little difficulty in understanding the scales. Because the MBTI is neither predictive nor prescriptive, clients feel open to reading the overview descriptions of their self-verified type and frequently agree that the description matches their preferences.

This self-verified agreement is a hallmark of the MBTI. Using the most current version of the MBTI complete form (known as Form M), research has demonstrated a 76.3% rate of agreement between respondent's reported type and verified type (Krause & Thompson, 2008). This high degree of agreement increases client confidence in the MBTI, aiding the process of deepening self-awareness (Myers et al., 2009).

Using the MBTI in Coaching

When the MBTI is used within a coaching relationship, clients are enabled to expand and deepen their self-awareness (Myers & Myers, 1995; Hirsch & Kise, 2011; Passmore et al., 2007), which moves clients forward in the achievement of goals / the optimization of their potential.

According to Consulting Psychology Press, the MBTI is useful in many different applications, including team development, leadership development, interpersonal skills development, conflict management, executive and line manager coaching, stress management, and career transition and planning. Myers and Myers (1995) developed specific guidance for using the type preferences identified through the MBTI to apply to topics including marriage, early learning, learning styles, and occupation.

As a result of the broad application potential of the MBTI, coaches can use the MBTI to deepen self-awareness in their clients. They can also use the MBTI to deepen clients' other-awareness, focusing on how others differences may impact the client's effectiveness in communication, conflict, leadership, and team building (Kroeger et al., 2002).

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Kroeger et al. (2002) argue for the development of MBTI-based insights that enable clients to "turn the main differences among us into powerful tools instead of divisive intrusions" (p. 4). Gaining greater self- and other-awareness through the MBTI allows clients to constructively and objectively view actions others take as a celebration of differences rather than perceiving those differences as "bad" or "insulting" (Kroger et al., 2002).

Practice

I will now describe the practice of deepening self- and other awareness using the MBTI within a coaching relationship through a case study from my own coaching experience. Within the coaching relationships that I establish, there are several key tenets:

- The client, guided and informed by the Holy Spirit, is their own best expert.
- Awareness raising is necessary to broaden the client's self-understanding and to provide the client with understanding of the differences in others' preferences that will influence interpersonal interactions and relationships.
- Deeper knowledge of self will aid and support the client's ability to define and achieve specific, measurable, attainable, relevant, and timely goals.

Many of my clients are seeking answers or improvement in the areas of:
- Leadership
- Communication
- Career
- Conflict management
- Followership
- Inter-personal, professional relationships
- Managing difficult employees

In the type of coaching I do, where the client is guided by the Holy Spirit and self- and other-awareness, it is critical to have an excellent tool to help the client deepen self- and other-awareness. I've found the Myers-Briggs Type Indicator to be that tool.

Case Study

At "Beth's" first coaching session, she was reeling from the shock of confronting views others' held of her that conflicted sharply with her own self-understanding. As the Administrative Pastor of a large Pennsylvania church congregation, Beth's duties were far-flung, involving oversight of the cleaning staff, management of the insurance policies of the church, creating and maintaining the church website, as well as running the church coffee café every Sunday, among other responsibilities. Her focus on doing all things with excellence and her forthright manner of dealing with others had caused members of the church staff to tell her she was "mean," a perfectionist who was not willing to work with others as a team. The criticism and difficulties in staff interactions had reached such a significant level that Beth stated her goal for the coaching relationship was to determine whether to leave the ministry and return to her former career as a real estate broker.

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Beth did not see herself as mean, perfectionistic, unwilling to work with a team, or too forthright. When she described herself, Beth used words like dedicated, a strong leader, effective, and someone who gets things done. Beth felt that often other staff members seemed to be capable only of envisioning and could never get the needed details defined and organized. Beth felt her true benefit to the church and its staff was her ability to be an organized thinker who got the details done well.

To begin the journey of self-awareness, Beth agreed to take the MBTI. Her self-verified type preferences included extraverted thinking with sensing, ESTJ. Characterized by Hirsch and Kise (2011) as the "Take-Charge Leader," Beth learned that her preferences included "providing direction and focus to project and people, working toward goal completion" (Hirsch & Kise, 2011, p. 26).

As Beth began to deepen her self-awareness by exploring her MBTI preferences, she gained insight into the communication styles that caused others on staff to label her as "mean" and a perfectionist. She also found that her preferences for providing structure and direction, establishing policies and procedures, and finding the flaws and seeking to correct them contributed to the staff's perceptions of perfectionism.

Beth began to understand at a sensory level that she was different from the rest of the staff in terms of preferences. Deeper exploration helped Beth grasp the details of her sense of "being different." Through research I provided, Beth learned that her SJ preferences in the general US population were represented in approximately 42% of the population (Martin, 2010) but were only 29% within researched clergy populations (Oswald & Kroeger, 2002). Even more startling, the majority preference type found among clergy was actually NF at 42% (Oswald & Kroeger, 2002), a preference represented in just 16% of the US population (Martin, 2010).

The MBTI types that use intuition for data gathering and make values-based decisions prefer a very different set of approaches from Beth's. Typically NFs prefer abstract communications, finding patterns and relationships between ideas rather than looking for facts and details as SJs prefer (Kiersey, 1998). Relationships and harmony within those relationships are central to the NFs interactions with others (Kroeger et al., 2002). The SJs focus on "telling it like it is" in a forthright manner easily causes the NF offense. The approach to leadership is also vastly different between NFs and SJs. The NF prefers collaboration and bringing others into their goals through their passion and vision, while the SJ prefers to lead from a position of authority where compliance is required and commitment is expected (Kroeger et al., 2002).

Having this information helped Beth confirm her sense that she *was* "different" in her MBTI preferences than those typically found among clergy. Beth's deepened self-awareness and her new other-awareness caused her to realize that she needed to more fully examine her own preferences and how those preferences manifested in her behavior and interactions with others.

The outcome of this examination was deepened self-awareness of Beth's preferences and how those preferences, in large part, differed significantly from most of the other clergy and staff at her church. As a result, Beth determined to use a more balanced approach to her communication, leadership, and decision making.

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While there were times of challenge and difficulty for Beth in modifying her behavior to be more inclusive of the preferences of other people with other MBTI types, the work brought great results. Beth not only stayed in ministry, she was able to work with others on staff to reallocate her responsibilities, passing ownership of some programs to other clergy as well as working with staff members and volunteers to redesign and loosen procedures to accommodate others' preferences for communication and interaction.

Conclusion

Self-awareness is a key component of the coaching relationship (Whitmore, 2009; ICF) that enables clients to see themselves more broadly and opens up opportunities for new actions and behaviors. For clients to reach new insights and deepen self-awareness, some type of self-examination or assessment is necessary. The MBTI helps coaches facilitate clients' efforts to deepen self-awareness and broaden their perspectives. As this is accomplished, clients are able to define and achieve goals related to many different areas including communication, leadership, team building, career development, stress management, and relationships.

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Natural Born Leaders: Use of a Self-Assessment Tool and Benefits to Coaching and Development

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Why do people sometimes use the phrase “natural born leader” when describing some leaders? This paper explores born leadership – the myth, the persona of people viewed to be born leaders, and the conclusions from peer reviewed research of the subject and application for leader development. Use of a Self-assessment tool (Blank, 1994) is proposed to determine where people are cognitively on 108 “Born Leader” skills. Furthermore, it is proposed that the results from the tool can benefit human resource departments in evaluating options for consulting, coaching and development.

Many leadership researchers have weighed in on natural born leadership but surprisingly there is very little literature that fully explores this theory. This is surprising because society from all appearances tends to identify some leaders as natural born leaders. Blank (2001) is one leadership researcher who has explored the idea of born leadership and states society wants to believe in natural born leaders as it fulfills a romantic need for heroes. Perhaps this is one reason why the term is used but when evidence appears to be there, it is hard for society to think otherwise.

The natural born leader notion is hard to discount. When people demonstrate dramatic initiative, when they easily figure out what needs to be done, and when they effectively influence others, we assume they are born to lead. (Blank, 2001, p. 7).Blank (2001) also notes these leadership skills appear to be innate skills and can be illustrated by the child on the playground who organizes the lunch break games or gets the other children to do things. Is there any evidence to back the theory of born leadership? Is there any way to trigger those innate leadership capacities in people and develop them to help them become born leaders? This paper will explore these questions and break down the ideas of Blank (2001) and others to find application to human resource development.

Yukl (2010) in reviewing the trait approach to the study of leadership noted this approach emphasized attributes such as personality, motives, values, and skills and the underlying

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assumption of this approach was "some are natural leaders, endowed with certain traits not possessed by other people" (p. 13). The trait approach to study was most extensive during the 1930s and 1940s and did show connections between traits (attributes) and leadership success, however there were counter examples too.

Dewey (1916) used language as an example of how heredity and environmental factors can play into triggering certain attributes. For example, if someone has no vocal cords to articulate sounds nor any auditory or other sense-receptors and if they had no connectors between the two sets, Dewey (1916) argues it would be a waste of time to try and teach that person to converse. If certain attributes are not there, it is a waste of time to try and develop them. However, if they are, an "important step is to furnish an environment which will adequately function whatever activities are present" (Dewey, 1916, p.87)

If individual attributes can be tied to leader behavior (Yukl, 2010) and if those native or natural aptitudes are present as an initial step toward furnishing an environment (Dewey, 1916), then perhaps culture may also play a role in getting to the root of born leader qualities. Senge (2006) notes our traditional view of leaders are grounded in an individualistic and nonsystematic worldview. For instance, in Western cultures such as ours in the United States, "leaders are heroes – great men (and very occasionally women) who 'rise to the fore' in times of crisis. So long as such myths prevail, they reinforce a focus on short-term events and charismatic heroes rather than on systematic forces and collective learning" (p. 320).

Personal desire and cognitive ability also have a role in determination of whether someone has the aptitude to lead. Jaques' (1992) Stratified Systems Theory (SST) identified seven levels of mental complexity and posited people naturally rise to the highest level they are comfortable with. An example of a person at strategic level I would be someone who has direct judgment of something. It could be illustrated as a Dad playing catch with his son. He throws the ball to his son who determines to catch the ball. The son then determines to throw the ball back to his Dad. Someone at strategic level VII is looking at strategic options; alternative routes to make or transform operating systems and these would include Presidents, CEO or even Mob bosses. The controversial part of this is the working capacity (WC) of an individual. Jaques and Clement (1991) posited that to have work stretches one's capabilities and enables people to learn and grow; it creates opportunities for release and redirection of our natural flow of energy and initiative. They proposed the natural initiative theory which states "it is the prime duty of good managerial leadership to provide the conditions that release people's full and enthusiastic initiative and creativeness into their work" (p. 71).

In triggering aptitudes or in looking at cognitive power, the negative of this can be narcissism. Steyrer (2002) noted narcissism goes hand in hand with the leaders' striving for power (House, 1988) and attribution of charisma to a leader correlates to the leader's level of narcissism. Citing the work of Sigmund Freud, Steyrer (2002) notes "triumphant satisfaction is always felt when something within the ego coincides with the ego-ideal. If, however, there is pronounced gap between the two, this implies a state of depression, guilt and inferiority" (p. 244). This is important to the discussion of born leadership in that some may feel they are born leaders due to their ego, but they may also come to the realization they will not become the leaders they believe they should be during those gaps where the ego does not coincide with the ego ideal. The

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depression piece of this also ties back to Jaques (1992) as a person will not be content until they have reached strategic level of competence.

Citing the work of Jung and von Franz (1964), Jacobi (1965) and Singer (1972), King and Nicol (1999) noted,

> [T]he need to reconnect to the Self is instinctual; hence, the effort to do so occurs either consciously or unconsciously. In order to find one's unique path, it is necessary to become aware of the various unconscious aspects of the Self. It is through the discovery, affirmation and integration of these aspects that individuals gradually move toward a higher sense of individuality. (King & Nicol, 1999, p. 3).

King and Nicol also note Jaques' framework acknowledges individual growth by not only accommodating it, but also encouraging it. "Organizations will be enhanced if individuals, who value their work, are provided the freedom to actualize their full potential" (King & Nicol, 1999, p. 4). The take-away from this and our connection to Human Resource Development (HRD) is: Individuals will seek those opportunities to be fully challenged by work they value and managers or leaders over them will be able to determine how much of a person's potential can actually be applied to work.

Skills of "Natural Born Leaders"

According to Blank (2001), no one is genetically programmed to be a leader. Blank believes some people are given the label "because they effortlessly, spontaneously, consistently, and frequently demonstrate the specific skills that cause others to willingly follow" (p. 8). Blank (2001) notes an innate behavioral aptitude or temperament does not guarantee those things will be actualized. So even if there are some innate characteristics of leadership within an individual, they won't manifest themselves unless something draws them out. And when they do reveal themselves, Blank's (2001) argument is an individual will be like a natural born leader in the eyes of others.

Blank (2001) identifies three major categories of skills common to what people believe are born leader-like skills. The first category is Foundational Skills and this category includes three skill sets: Expand self-awareness; Build rapport; and, Clarify expectations. The foundational skills provide the firm footing for the other skill set categories and to have more impact and be more effective as a leader. This category with its three skill-sets contains 35 skills (behaviors) as shown in Figure 1.

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Foundational Skills

Expand Self-awareness

1. Get quiet and listen 2. Live with passion and direct it with precision 3. Achieve success over stress 4. Leverage time 5. Juggle professional and personal demands 6. Remain flexible in the face of difficulty 7. Use failure as a growth tool 8. Focus on lifelong learning 9. Seek 360-degree feedback 10. Use your whole brain 11. Know your personality gene code 12. Be an ocean

Build Rapport

13. Establish common ground 14. Walk in another's shoes 15. Listen with active ears 16. Be accessible and approachable 17. Develop remote leadership capacity 18. Size people up 19. Apply the platinum rule 20. Tune in to MMFG-AM 21. Display a sense of humor 22. Demonstrate rock-solid integrity 23. Build trust

Clarify Expectations

24. Establish mutually agreed-on expectations 25. Root out limiting expectations 26. Explain organizational expectations 27. Use fact-based thinking 28. Name the game 29. Work the grapevine 30. "Network" your expectations 31. Unravel rumors 32. Clarify the action-results connection 33. Display unsinkable optimism 34. Throw light on organizational shadows 35. Expect the unexpected

Figure 1. Foundational skills category showing three skill sets and the 35 natural born leader skills

The second category is the Leadership Direction Skills and this category has three skill sets: Map the territory to identify the need to lead; Chart a course of leadership action; and, develop others as leaders. This second category of skills is all about leading through uncertainty, developing other leaders and mapping the terrain. The three skill-sets in this category contain 36 natural skills as shown in Figure 2.

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Leadership Direction Skills

Map the Territory to identify the need to lead

36. Go into the GAP: Gain another perspective 37. Work like Walton: Talk to everybody 38. Use bifocal consciousness 39. Recognize trends 40. Monitor the forces of change 41. Use strategic insight 42. Recognize root causes 43. Sense Possibilities 44. Display refined business acumen 45. Be a quick study

Chart a course of leadership action

46. Break the symmetry Create a new symmetry 47. Lead boldly when none dare 48. Take the highest first action 49. Create a vision, mission, and values 50. Develop scenarios 51. Chart local action to support the big picture 52. Focus on customers first 53. Chart a course in response to change 54. Demonstrate political savvy 55. Shape and mirror 56. Demonstrate good citizenship 57. Know when to hold 'em and know when to fold 'em 58. Step and act: Be decisive

Develop others as leaders

59. Attract rising stars 60. Use "world class" as the standard 61. Coach and train 62. Polish the whole diamond 63. Appraising continuously 64. Empower for results 65. Teach situational wisdom in the action continuum 66. Push constant preparation 67. Use diversity as a strength 68. Differentiate between can't and don't 69. Be an M&M: Model and motivate excellence 70. Pace the marathon race 71. Be first follower ready 72. Lead up to formalize leader development

Figure 2. Leadership direction skills category showing three skill sets and the 36 natural born leader skills

The third and final category is Leadership Influence Skills. The three skill sets associated with this category according to Blank (2001) include: Build the base to gain commitment; Influence others to willingly follow; and, Create a motivating environment. The Leadership Influence Skills category captures those skills that enable a leader to get others to willingly follow. Exceptional leaders will be able gain commitment instead of relying on command and compliance (Blank, 2001). This category and its three skill-sets contain 35 natural skills as shown in Figure 3.

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Leadership Influence Skills

Build the base to gain commitment

73. Build the credibility 74. Establish a core cadre of the committed 75. Position for power 76. Share the power 77. Champion and shield 78. Adapt to the follower continuum 79. Wear multiple hats 80. Model commitment 81. Form alliances

Influence others to willingly follow

82. Show others what's in it for them: WII-FM 83. Stay on message 84. Use precise speech 85. Use statistics, stories, symbols, and metaphors 86. Build the message 87. Communicate confidence, conviction, and enthusiasm 88. Speak the follower's language 89. Communicate with congruence 90. Reframe to motivate 91. Work through the resistance 92. Bounce back when people won't follow 93. Work the web 94. Focus on first followers first 95. Write the front page

Create a motivating environment

96. Establish a core identity 97. Mold a strong and adaptive culture 98. Create action scorecards 99. Position the players 100. Put everybody in charge 101.Foster open communication 102. Maximize Decision participation 103. Forge feedback loops 104. Melt conflict icebergs 105. Begin with a win 106. Use the entire arsenal of incentives 107. Set the ethical edge 108. Be the thermostat

Figure 3. Leadership influence skills category showing three skill sets and the 35 natural born leader skills

Blank (2001) posits the people we label as natural born leaders are those who have mastered these 108 identifiable skills. Blank calls this the portrait of a natural born leader but notes each portrait will be different as some will have heavier brushstrokes than others. Mastery is achieved in skill areas important to specific circumstances. One example cited by Blank (2001) is in the area of motivation. When a motivating environment creates greater success, those who skillfully foster more open communication and participative decision making are perceived to be natural born leaders. (Blank, 2001, pp. 11-12).

Thus, a person, though they may possess innate qualities included in the 108 identifiable skills, won't be viewed as a natural born leader by others unless opportunities present themselves to trigger the skills. The term "born leader" can have a negative impact on some as they may believe since others are "born leaders" then they can never become one. The point Blank (2001) is trying to make is, "everyone has a natural born capacity to lead because it is natural for people to respond to nurture…and … an innate ability to learn and grow" (p. 10). Blank posits there is some mix of nature and nurture that defines where a person is now and adds anyone can understand, practice and master the skills.

Method

This study proposes to use the Self-Assessment tool (Blank, 2001) used to determine where an individual is – their starting point – with regard to the 108 skills identified in Figures 1-3. The Self-Assessment tool is made up of 54 questions spanning the three skill sets in each of the three categories. Each question is rated using a six-point Likert-type scale where one (1) is very

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strongly disagree and six (6) is very strongly agree. The instrument, though used often, has not been formally validated. Regarding the lack of validation, Blank states,

> Regarding the assessment, it has not been psychometrically verified according to established standards. I did collect data from about 250 training course participants from a variety of different government agencies over the course of about 18 months and then lost all the information in computer meltdown. I also collected data from 90 participants from a single organization. I only calculated average scores. A 90 person sample would not be enough to do an adequate factor analysis on the survey. (Blank Correspondence with Lew Steinhoff, 4/8/2014)

Given this Self-Assessment tool has been widely used by the developer during executive level classroom-type instruction and given it is face valid, the results are expected to show Chronbach's alpha numbers > .70 and Pearson Correlation coefficients approaching 1. Thus, the Blank Self -Assessment Tool should be a reliable tool for identifying leadership skills for development. The Self-Assessment will be a validated and reliable means for determining current skill competencies but will not be able to determine whether someone is a natural born leader. Because the Self-Assessment tool is based on the personal judgments of the participants, it will be able to be used as a means for determining skills to be considered for development.

Discussion

The results will display averages and correlations and will provide important data relating to where participants currently are cognitively with respect to the 108 skills defining a "born leader." Therefore it will be instrumental in helping to define HRD requirements. Additionally, it can be valuable to consultants and coaches of leadership. For example, a consultant can be a staff or support person in an organization who plans, recommends, assists, or advises (Block, 2011) but a consultant can also be a person brought in from outside to advise or provide an assessment. Consultants have no direct authority and are thus dependent on line managers for producing results (Block, 2011). Often the manager is too busy to know the true state of developmental needs of their employees but through a consultant using the Self-assessment tool, the manager can know where each employee is and can identify potential leaders.

The Self-assessment tool can be a good tool for coaching too. By understanding where an individual is cognitively with respect to certain leadership skills, the coach can direct energy toward those areas needing the most development. The coach can also assess the starting point and encourage further development while remaining cognizant of the employee's abilities. A coach influences and "influence is born of a partnership rather than a parenting orientation to the world" (Block, 2011, p. 190). So with an assessment tool like Blank's Self-assessment, the coach can use a collaborative tactic which Yukl (2010) determined through three studies using survey questionnaires or descriptions of influence incidences, to be more down and lateral than up in directional use and was used with other tactics (Yukl, 2010, p. 179).

The Self-Assessment is constructed to inform the participant on what they already suspect to be true about themselves. Therefore, development of skills where lower scores appear should be voluntary but encouraged. A self-directed learning approach would weed out those serious about developing their skills from those not serious. Merrium and Caffarella (1999) posit "this form of

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learning can take place both inside and outside institutionally based learning programs. For the most part, however, being self-directed in one's learning is a natural part of adult life" (p. 293). They note there are three types of self-directed models: linear, interactive, and instructional.

An HRD model for an organization that has administered the Self-Assessment to its employees might look similar to the one shown in Figure 4. Figure 4 shows a model containing three learning modules corresponding to the Self-Assessment Skill Categories and their corresponding Skill Sets. The learner would select the module they wanted to work on, determine the method of training delivery (linear, interactive or instructional) and could be encouraged to take advantage of use of a coach or mentor. Once completed, results would be recorded in the HRD records. A practicum would follow to include placement in a job of their choice where the newly developed leadership skills could be tested in real application. Thus proficiency level within the Skill Categories would assist in internal hiring decisions and reorganizations, but would also ensure skill development is continuing. It would stand to reason then, those who want to pursue development would and those who don't would not. Thus, by default, "natural born leaders" would emerge. The perception by others of these leaders as "natural born leaders" would manifest itself through voluntarily and willingly following of the leader.

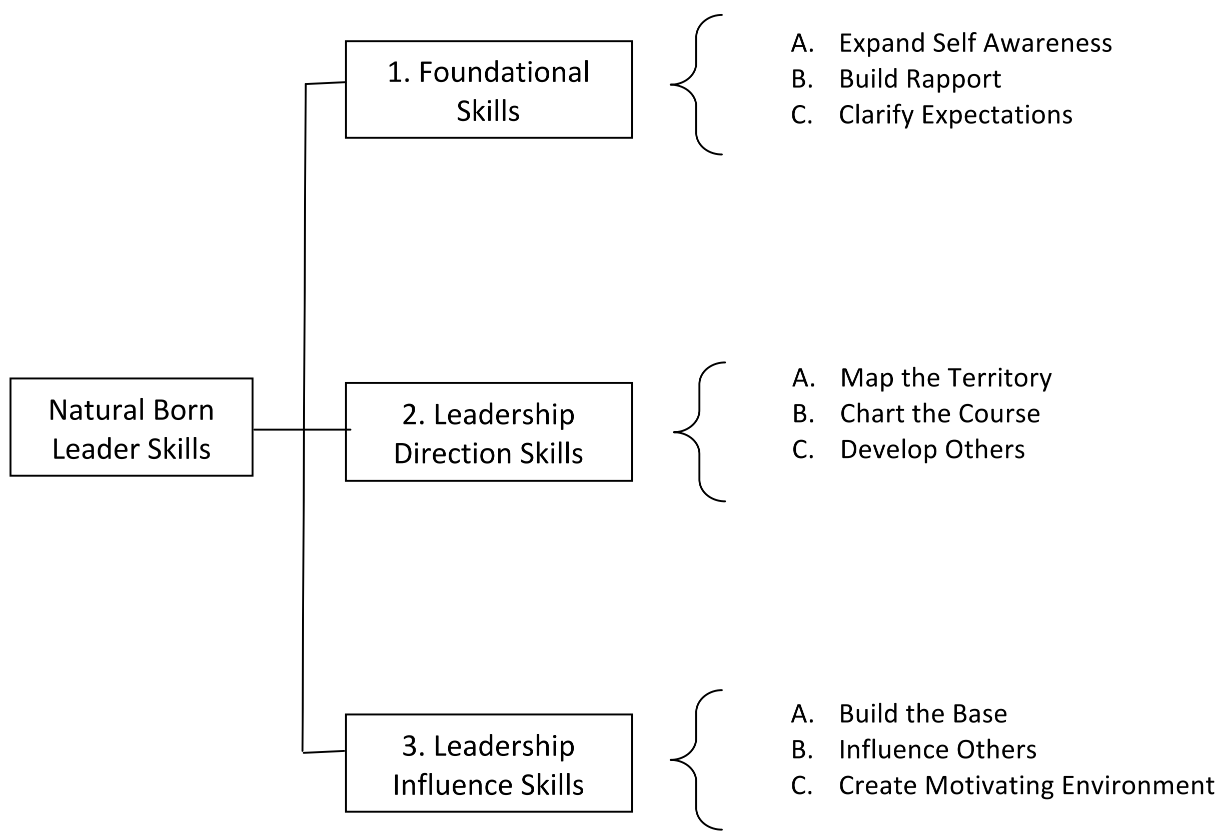

Figure 4. Self-Directed Learning Modules.

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Conclusion

Leadership scholars have for many decades concluded there is no such thing as a natural born leader. This study has not proved, nor did it set out to prove, otherwise. However, if a tool such as the Self-Assessment tool developed by Blank (2001) is validated and utilized by HRD practitioners to develop content for training and development where the result is more leaders perceived to be "natural born leaders," then it can be argued that these skills are learnable. High scores would indicate mastery of the skill that will enhance the capacity for continued effectiveness in taking the lead and gaining willing followers.

This tool fails to identify triggers of innate qualities leading to natural born leader reactions but does offer a first step in verifying the skills that enable people to lead. The field of literature is very light on this area of study which is probably due to the dismissal of the possibility of natural born leadership. I believe the time might be ripe for reopening the debate on natural born leadership and for looking at psychological assessment tools, managerial assessment tools and even tools to assess cognitive abilities or capabilities in children.

Another possible area for further research is in the related area of nature versus nurture. If these skills do describe what people have to do well to be labeled "naturals," then the next step might be to identify the what and where behind skill mastery; that is to identify what innate capacities are more likely to translate into leader mastery and why and what aspects of innate capacity have to be effectively nurtured to blossom.

The Self-assessment tool is simple to administer and the results are conducive to obtaining a quick look at where individuals are cognitively with respect to leadership skills. A self-learning module approach to human resource developmental material will sift the serious ones from the not-so-serious individuals and enable human resources to match positions with people and the training necessary to further equip individuals for those positions. The Self-assessment tool will be an instrument available to consultants and coaches to help them target their focus of concentration when working with individuals and groups.

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Creating Change Faster: Convergence and Transformation Acceleration

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Convergence brings a client's many experiences, skills, and characteristics together in the coaching relationship in a productive way that allows the coach to have insight into the whole client to accelerate change. Dramatic, lasting change that brings the client to her or his full potential – a state of transformation – can be achieved faster in a holistic convergence-centric coaching environment than in a more tightly-focused task or role-specific coaching conversation. This paper offers a preliminary model to allow the coach practitioner to discuss convergence sooner, explore the client's comfort and willingness to work in a convergence-centric environment, and to help the client understand the value of the concept through convergence-focused questions to be used in the coaching relationship.

Coaching does not happen in a goal-only vacuum. Single goals, or a short list of them, do not define the client or the coach. Instead, clients bring their whole selves to the coaching experience. If the client acknowledges spiritual considerations and self-concept, this is as valid a part of the conversation as any other experience, secular value system, influence, or priority the client brings to the relationship.

Acknowledging God's call on a client's life, as well as the challenges the client faces trying to reconcile the holy and the secular, allows for a holistic approach that can be transformational. One could argue that acknowledging this is critical in coaching anyone who considers her or his faith in decision making and goal setting. Without including this element in the conversations, goal setting and planning, the coaching relationship can be less effective than it potentially could be, or potentially completely ineffective, if the goals established in coaching sessions are not congruent with the client's worldview. Dissonance leads to inaction.

When combined with an assessment tool to understand the client's underlying strengths, a clear picture of the client emerges, allowing the client and coach to work together effectively and more efficiently. This perspective into the client's whole person, and the drive toward values-informed goals (i.e., purpose fulfillment), are the components of the *Convergence and Transformation*

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Acceleration Model (CTAM), which will be discussed in this paper. Visual representations of the model's key points are provided to facilitate the presentation.

Coaches and Clients: Whole Selves

Coaches and clients bring their whole selves to the coaching relationship; acknowledgement of relevant similarities and differences can strengthen the bond between the two. Stoltzfus (2005) recommends story sharing by the coach during the contracting phase to accelerate relationship building. A professional coach will be well-served to develop a standard and refined introduction that incorporates many of the things that the coach will want to learn about the client. This will include experience, education, values, ambitions and goals. Importantly, this approach displays sincerity, a quality of the coaching relationship sited as critical by Solomon and Flores (2001).

Earlier, more complete sharing by the client allows for faster growth and better performance. While some clients will follow the coach's lead, a more overt step to encourage sharing may be required, with an explanation of why it is important. Understanding can lead to more targeted conversations that will be more productive more quickly. There is still the possibility that information will be disclosed more slowly, though, with more personal information being withheld until a greater level of trust is achieved.

Compartmentalization and reservation, in which less personal information is revealed first, with more personal experiences and opinions being reserved, should be expected. As an example many people have experienced, consider corporate ice-breaker activities. Facilitators say something like this: *Tell us something about yourself that nobody else knows.* These types of activities have created an atmosphere of semi-truth. Maybe I will tell you about a vacation I took a long time ago or some other safe-to-share information, but I am certainly not going to reveal my most personal ambitions. Of course, this reserve is counterproductive in a coaching relationship.

Consider figure one, the "trust continuum." While it would be impossible to plot exactly how a client will respond to a coach and what he or she will share when, the general concept is worth considering. Each person compartmentalizes differently; some people are more or less open than others. The vertical line in the diagram represents that segmenting of information, the wall between things that are openly shared and discussed and those that will only be revealed in time and after trust is earned. In the case of strengths, they will only be shared after they are learned. In some cases, the client might not have a clearly articulated worldview or faith foundation. The point is this: for convergence to happen and for transformation to be accelerated, that wall must come down.

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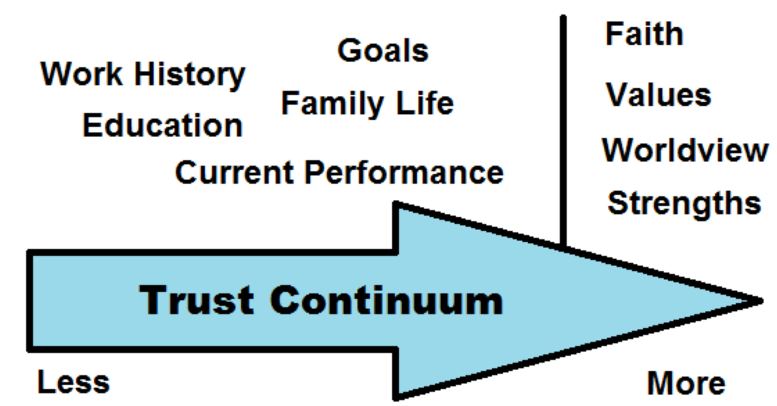

Figure 1: Clients will share more as trust grows

Convergence: A Teachable Concept

While coaching is not about teaching or training, there is room for sharing tools that can improve the effectiveness and relevance of coaching. Convergence is one topic that can be discussed and taught to improve the productivity of the relationship. A coach can even use the images in this paper to explain the concept. The goal of raising the issue is to both make the client aware of the concept and to elicit responses that will open the door to additional conversations. Bringing the varied experiences and their effects on worldview into the discussion will allow for broader work concerning a client's values and purpose. Convergence conversations become the catalyst for transformation.

Fike, in Umidi's *Transformational Coaching,* describes the work as helping "the client weave previously scattered, random, or divergent threads into an integrated framework" (2005, p.147). A skilled coach can work with a client to identify, name and make sense of these threads. With an objective and trained perspective, the coach will see patterns the client might not; the Christian faith-journey and the client's activities in that life realm will become part of the tapestry.

Convergence-centric efforts expand the scope of the coaching relationship. This work takes what might have initially been a task or role-based coaching agreement and expands it to whole-life coaching. If there are relevant threads from a client's experiences that have been ignored in earlier work, those same threads can become part of the effort moving forward. Experiences that the client ignored or discounted can be re-explored by an objective coach and can be understood for their previously misunderstood or underappreciated role in what the client has achieved and to where she or he is going.

Convergence Coaching: A Longer Road?

Convergence-centric coaching to accelerate transformation will likely expand the coaching relationship and its duration, and this consideration should be weighed against the coach's mandate, an essential issue in cases where a third-party is sponsoring the coaching. If an employer is financing the coaching work, convergence may not fall within that scope.

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Additionally, the client may not be ready. Whether the coaching work is funded by an employer, the client directly, or even being done *pro bono*, there needs to be contracting, permission given before exploring some of the more sensitive and personal areas of a client's life. Figure two gives a graphical presentation of the concept. With more discussion of the many qualities, experiences and characteristics the client shares, the faster significant performance improvement and transformation can be achieved. Conversely, a task or role-based focus will likely produce less dramatic change.

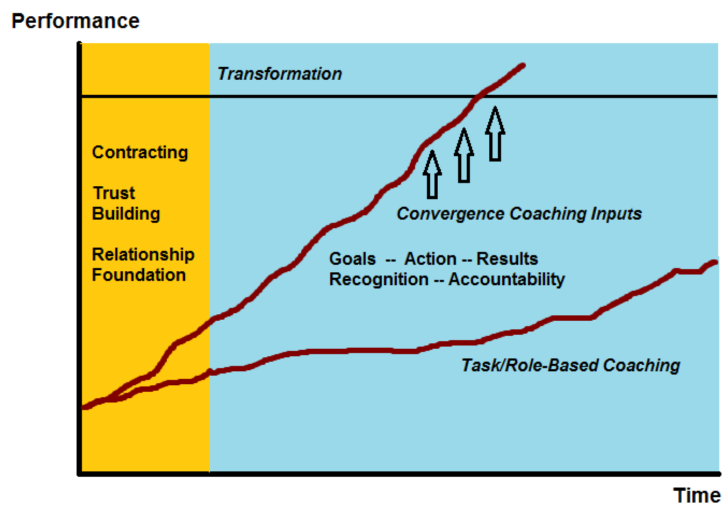

Figure 2: Convergence coaching methods & tools achieve transformation faster.

Assuming that permission is given, the Christian coach should understand the responsibility s/he has to work with a convergence focus. The Christian faith is one that is forward looking, and one that ties the whole of God's creation into a purpose that is driving toward the certain outcome of some uncertain day: the coming of God's Kingdom. Everything in creation and all of our actions are pointing to this eschatological purpose; the Christian coach can be a Kingdom builder by accelerating transformation with purposeful convergence work.

A special and some say unique characteristic of Christianity is the transformative nature of the committed's faith journey. Whether we consider Jesus' explanation to Nicodemus that one must be "born again" (John 3:3), or Paul's exhortation to be "transformed by the renewing of your mind" (Romans 12:2), the Christian walk is one defined by change for the better as Christians strive to be Christ-like and sanctified. Coaches can play a critical role in supporting and reinforcing this change, this transformational process. Just as a coach helps a client explore alternative approaches to problems and opportunities in so many life pursuits, this same skill and service can be appropriately applied to spiritual formation.

Ellen Charry offers a perspective from the theology literature about spiritual formation that informs the Christian coach. In her text, *By the Renewing of Your Minds*, she describes what she calls the "art of Christian excellence" and the concept of sapience, through which "engaged knowledge …emotionally connects the knower to the known" (1997, p.4). When combined with the other two elements of Christian formation – awakening and catechesis – sapience, applying

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wisdom and knowledge, becomes a powerful catalyst for transformation. Coaches can help clients in this regard by integrating questions about faith and worldview into the conversation, making spiritual considerations as relevant and present as others in the struggle to discern the way forward. Spiritual formation rises to the level of other development priorities for the coach and the client in an environment of convergence.

Convergence Coaching Needed More than Ever

The need for convergence coaching is more urgent than ever. As many parts of the world, especially Europe and North America, drift perceptibly toward secularism and away from faith, the environment can leave the believer isolated and confused. How can I incorporate my faith, value system, and world view into my work? How can I understand my life and my work through the lens of my faith? How can I understand my purpose and the meaningfulness of my daily activities? There are many examples of professionals successfully integrating the two.

Seidman describes an awakening of her Jewish faith and her study of scripture and Jewish mysticism. As an organization development (OD) professional, she realized the overlap between spiritual development (SD) and OD studies and vocational activities. This led her to review the literature concerning spirituality at work, including United Methodist deacon Nancy Smith's study of workplace spirituality; a key concept is the integration of the secular and spiritual (2006, p.7). It is not going too far to say that a Christian on a life-long journey of spiritual formation and development will seek to square the elements of her life into a convergent, rational whole. The Christian coach can facilitate the conversation and fuel the transformation.

Weinberg and Locander (2013) examine workplace spiritual development in a one-on-one structure. They advance the notion that spiritual mentoring relationships can help people understand and appreciate their inner lives, the meaningfulness of their work, and context/connectedness. Questions and conversation between coach and coachee can easily examine these topics if the client wants to pursue the topic and if the coach is prepared to do so.

In a South African study, Wessels and Müller (2003), advance the convergence concept with documentation of in-depth discussions with co-researchers about spiritual formation and work meaningfulness. How do our vocational pursuits relate to and connect with our spiritual identities? This is an important consideration for Christians living and working in a secular world while also working on their God relationships. The authors quote Rolheiser's definition of spirituality as "being about what we do with the fire inside of us" (2003, p. 3); for Christians, it is about how we fulfill our desire to serve God and others while concurrently addressing our other priorities. How does a Christian find balance in the convergence of the spiritual and secular? How does alignment happen?

Convergence and Transformation Acceleration Model: The Details

With the general concepts of convergence and coach reviewed, it is appropriate to now examine the details of the step-by-step process. First, coaches and clients come together into a relationship in which convergence is discussed early. This can be a topic of their very first conversation, setting the stage for productive work with a clear understanding of the work to be done from the start. In addition to standard details about the coaching relationship, the coach will explain that

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the client's values, strengths, and entire universe of experiences and influences will be considered as they work together.

Stoltzfus recommends that coaches share experiences from their own lives to facilitate trust-building with the client. This "authenticity" validated and demonstrated with storytelling accelerates bond development between coach and client (2005, p. 88). The coach should be very mindful of the story that she or he shares, including details on values, faith and personal strengths to illustrate how convergence works and has played a crucial role in the coach's experience.

Next, the coach should explore and discuss the client's readiness to include faith in their discussions. The challenge is to find a way to discuss the subject in a respectful, non-threatening way, always being aware that clients may not want to open the door to that topic early in the relationship or ever. Here are some potential questions that can help the coach determine the appropriateness of the discussion and the client's readiness for it.

- *On a 1-to-10 scale, with 10 being most important and one not important at all, how important is faith or spirituality in your life at work and otherwise? Why did you give it that score?*
- *How important is your faith as part of your image of yourself and an expression of your values?*
- *How will your faith inform the options you consider and the choices you make as we work together and in areas where coaching is not involved?*

These open-ended questions give the coach the opportunity to understand the client's priorities and readiness to explore convergence more fully. Of course, coaches must be ready to hear answers ranging from "I have no use for religion and it has nothing to do with it" to "My faith and relationship with God are central to my life and all my decisions." Unless the client slams the door shut on faith, and has some interest in pursuing it, the natural next question is this: *Would you like to make spiritual development, God, and a Christian worldview central to our work together?*

Anyone calling him or herself a Christian coach must be prepared to respond to the calling to serve in this way if the client says yes. If they move the conversation in this direction, both must listen for what God is asking them to do: work toward a Christ-centered life in which faithfulness is central to all activities. The coach uses the relationship as an opportunity to help another believer along the life journey in an effort that will be fulfilling, rewarding and glorifying of God for and by both.

Once faith and its inclusion (or exclusion) in the coaching relationship has been discussed, the coach should summarize her understanding of what the client said to ensure clarity and agreement. This is a critical step as it will allow the coach to better prepare for future coaching conversations. This point will inform planning and potential direction for future conversations, goal setting, and follow up.

The final component in this model is the use of one of the many widely available assessment tools. Rath's StrengthsFinder 2.0 is inexpensive, accessible and relevant to many people, and should be strongly considered as a standard part of any coaching relationship. A skilled

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StrengthsFinder experienced coach, whether Gallup certified or not, can certainly find helpful insights into the client and ask better targeted questions with the enhanced understanding that comes from its use. This author has used the profile productively with coaches in both supervisor-employee and coach-client relationships.

With the stage set, the work of coaching begins and the rewards of the effort can be realized and appreciated. Clear, specific goal setting, followed by conversations with recognition for results and accountability for inaction, are the next logical steps. CTAM takes the follow-up stage in a purposeful direction in that it includes recognition and discussion of client strengths and reflection on action and outcomes in light of the client's values and worldview informed by faith. Potential follow up questions can include the following:

- *How did your new-found recognition of your strengths affect your decision making and your work since we last met?*
- *How could you have been more effective in achieving your goals since we last met by being more purposeful in leveraging your strengths?*
- *Are there any strengths that we discussed that could have gotten in your way, understanding that over-reliance on strengths can sometimes be a stumbling block?*
- *Tell me how your faith informed your action planning and activities as you worked to achieve your goals?*
- *How has your work since we last met been in alignment with your faith and the call that God has had on your life?*
- *What challenges did you face, if any, with any disharmony between your values and your goals?*
- *What external pressures or challenges did you face from others as you worked to achieve your goals?*

The purpose of these questions is to encourage reflection and understanding of internal motivation of and environmental influences on the client. Honest answers to the questions above can help both the client and the coach identify patterns that influence results ranging from excellent to poor. This pattern detection, discussion, articulation and understanding can accelerate client transformation and bring the client to greater performance faster.

Figure 3: Steps in the *Convergence and Transformation Acceleration Model*

Introduction / Contracting	**Explore Readiness & Assess**	**Productive Coaching**
Discuss Convergence Concept	Worldview / Faith / Values	Convergence-Centric
Coach Shares Personal Story	Strengths Assessment	Goals – Action – Review

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Conclusion: Transformation Will Happen

Creating awareness in the client is a coaching core competency (ICF, 2014). Building awareness of natural strengths is one critical area of discovery. For many people, faith is an integral part of their backgrounds, value systems and actions, even if they are not always aware of its influence. As coaches work to help clients understand themselves, their actions and reactions, and other beliefs and experiences that drive their choices actions, convergence of all of these threads into one meaningful whole will enrich the client's coaching outcomes.

If a client is willing and wanting to explore faith and its effect on her or himself, the coach will be serving God well if the coach accepts the challenge. As co-creators of a better future defined by personal excellence on all fronts, spiritual formation is worthy of the efforts of committed coach-client teams. The work will transform, illustrating Charry's contention that "those whose work is in tension with their Christian calling will have to seek redirection of their skills" (1997, p. 241). We are all changed by our walk.

In the end, is this not that what coaching is about? We help our clients identify the skills they have to solve problems, change direction, and achieve excellence. We help them become self-correcting and self-generating (Flaherty, 2010, p. 3). If effective Christian coaching helps clients align the actions with their most deeply-help Christo-centric beliefs, we can call that a job well done. The Christian coach will have fulfilled a much-needed role for the client and the Kingdom, and the client will be well-prepared to move forward to continue learning, growing, performing and serving.

About the Author

Bill Florin is a master's degree candidate in the Organizational Leadership Program in the School of Business & Leadership. He anticipates graduating in May 2016. He graduated with honors with a Bachelor of Science in Business Management from the University of Phoenix. Bill owns his own company, Resu-mazing Services Company, and helps his clients with career development tools and coaching, with emphasis on résumés, cover letters, LinkedIn profiles, and interview preparation coaching. In his fifth year of business, he is expanding his range of services to include professional coaching as part of his work at Regent.

Bill also does volunteer work in career development, serving on the board of directors and as a volunteer trainer and coach with TBICO (T-B-EYE-CO), The Bridge to Independence and Career Opportunities, a non-profit organization in Danbury, Connecticut. He serves as the council chair in his church, leads a small study group and is the current club president of the Rotary Club of Monroe.

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Coaching Women through the Roller Coaster of First-Time Motherhood

Laurie Ann Finn
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Most first-time moms are aware they need knowledge, understanding, and support from others especially another experienced woman to coach them to achieve their goals. A life coach or doula who understands the aspects that are most important to new moms can be an effective influence as they are challenged with the unknown of motherhood.

The Ride Ahead

Coaching first-time moms through pregnancy, labor and delivery, and postpartum can be similar to explaining the effects of a roller coaster ride to someone who has never experienced it. At the crest of the coaster the excitement and fear are almost parallel, and can be likened to the feeling of a first-time mother approaching labor and delivery. Like passengers of the amusement park ride, new moms anticipate thrilling experiences but are unsure and concerned about their child's wellbeing and their role. How a woman endures the passage through the early stages of motherhood can be positively affected by effective coaching. In a study done in Australia examining the need for support to women who had just given birth, it was found, "Mothers reassurance was an important aspect of the coaching work …particularly having the assurance that all was normal or correct. During the process, the women described being encouraged by the staff, having questions answered, and being helped to 'meet goals'" (Rowe, Barnes & Sutherns, 2013, p. 150).

Who Coached Mary the Mother of Jesus?

Even Mary the mother of Jesus had someone to walk alongside her during her pregnancy, her cousin Elizabeth, who was there to share in the experience of the unknown and unfamiliar. These two women were at opposite ends of the birthing seasons, Elizabeth old and desperately desiring a child, while Mary young and most likely not ready to be an adult much less a mother. However both of these first-time moms experienced the miraculous incarnation of new life, the

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ridicule of others, and confusion from their spouse. What supernatural impartation and preparation coaching did the God the Father provide? How did they have peace in so much unknown? The exultation of Elizabeth (Luke 1:42-45) and Mary's song (Luke 1:46-55) confirm the joy and peace they experienced during their pregnancies. Both these biblical characters trusted the Lord to guide and lead them to complete the path He had prepared for them; can a life coach or doula act in a similar role?

Life Coaches to New Moms

Most women would admit they are in need of relationships and encouragement and would welcome a guide through the twists and turns of the rickety coaster track leading towards the birth of their first child. Mary had Elizabeth who most likely experienced similar emotions, just as many new moms may have the benefit of well-meaning family members. However professionals called doulas (from the Greek word meaning "to serve") or birth coaches, have the occupation to give emotional support to women before, after, and during the birth process. Hye-Kyung quotes Gentry, Nolte, Gonzalez, Pearson and Ivey, "Doulas are trained experienced women who provide continuous physical, emotional, and informational support to mothers before, during and after birth. Researchers have found that doula support influenced positive birth outcomes including decreased need for medical technological interventions or pain medications" (2014, p. 25).

The doula's main role is the gentle caring encouragement, warmth and affection towards a woman during the most vulnerable experience of birth (Klaus & Kennell, 1994). Doulas, also act as coaches to assist the birthing woman to help her reach her goals, expectations, and dreams. "Ultimately the role of the doula is whatever the mother and doula decide together the role should be" (Chee, 2012, p. 21). Chris Goldman of Doulas of Central New York understands, her role is "to support the mother in her birth goals, whatever they may be" (Chee, 2012, p. 22). Similar to other life coaches, doulas are most effective when trust, credibility and empathy are combined with feedback, information and the experience of a coach. Kimberly Campbell-Voytal, Judith Fry McComish, Joan M. Visger, Carolynn A. Rowland, and Jacqueline Kelleher, cite Lundgren "birth doulas are mediators of the unknown, and postpartum doulas view themselves as helping families traverse the uncertain landscape of new parenthood" (2011, p. 220).

What is Most Important?

In order to provide the best achievement of goals a coach needs to consider what is most important to their client. In an attempt to define some trends with new mothers, an informal survey of six first-time mothers who had given birth within the last year was done. They were asked what they thought was most important to them before and after their child was born in regard to the birth experience, newborn care and life balance. Surprisingly the responses showed 66% were concerned about the pain of childbirth as compared to their body's ability to give birth and their satisfaction of the birth experience. Five out of 6 mothers responded either most important or very important regarding feeding their newborn. Their responses remained the same after the birth of their baby (See Tables 1 and 2). Also the results showed an equal division regarding the importance of childcare, body changes and relationship with spouse before the baby was born, but the importance of body changes dropped to 50% after birth (See Tables 3 and 4).

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Importance of feeding to first-time mothers (before and after birth)

Table 1

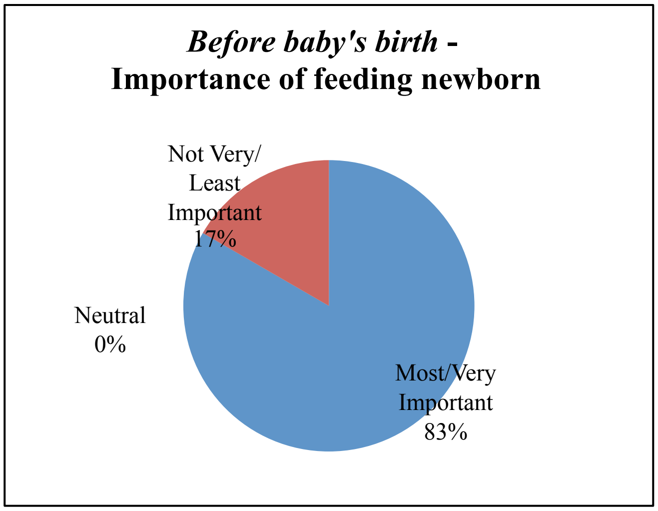
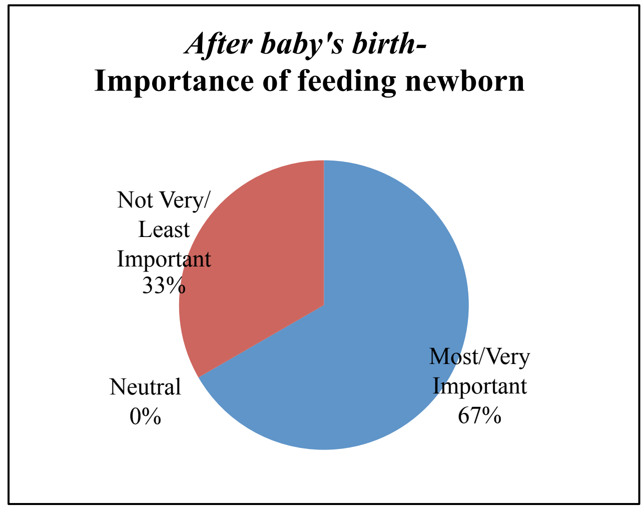


Table 2



Importance of body changes to first-time mothers (before and after birth)

Table 3

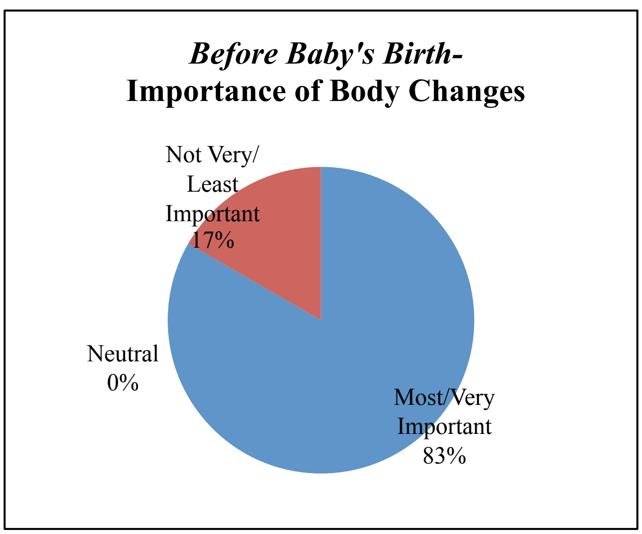
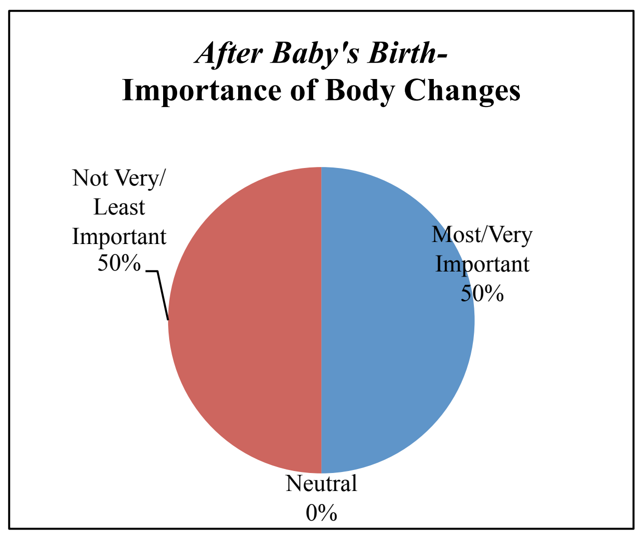


Table 4



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Therefore it can be proposed, through the experience of childbirth there is much unknown and change for new mothers, yet what was important before the birth of their child may remain important after delivery.

The Track to Convergence

For coaches, the track to the convergence of the new mother's reality and dreams can be achieved through riding the coaster through ups and downs of new motherhood. Stoltzfus suggests, "when circumstances put us under pressure, that we are most receptive to radical change. And when you combine a teachable moment with a transparent, growth-oriented coaching relationship, the potential for transformation is enormous" (2005, p. 35). Using the tools of self-assessment and questioning to uncover the clients self-awareness the coach may be able to guide, direct and bridge the gap towards their goal.

Transformation Though Coaching

It is understandable that all new mothers seem to want to end with positive results, a healthy happy baby and a healthy happy self. However each may not know what that exactly looks like nor do they have enough personal experience to make the transition and transformation in their thoughts. When a trusted coach provides feedback, support and a plan for change, transformation can result. For example, a post-partum doula (a woman who is particularly trained in emotional support after birth) may suggest specific feeding approaches and sleeping schedules to help the new mom over the hill of those first weeks.

Conclusion

For first-time mothers doulas or birth coaches can specifically fill the need the Lord created within humans to benefit from a relationship with others. In Titus 2:3-5 scripture also speaks of this support when admonishing older women to help the younger with loving their husbands and children. Coaches of new moms can be influential in guiding them through the extreme emotions to their dreams, desires and goals for themselves and their new baby. Effective coaching should include a trusting relationship combined with emotional support and tested experience. Just as a new mom looks into the face of her newborn, it could be likened to the faces of the coaster riders when the ride comes to a stop back in the station; exhilarated by the experience. Some may be ready to go again, others may want to wait, but all would say whatever they had to go through for that child was worth the effort. And with the support of a coach, first-time mothers may also add they were able to reach their goals.

About the Author

Laurie Ann Finn is the manager of enrollment events at Regent University. She is completing her master's studies in organizational leadership. She plans on developing a birth coach/or doula business to serve women in their journey through the beginning stages of motherhood, specifically by providing emotional and mentoring support. Inquiries regarding this article can be directed to the author at: lfinn@regent.edu.

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