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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

Tего edition of the JPC contains articles from the Regent University School of Business & Leadership Roundtables for 2017 and 2018. All articles published were accepted for presentation in the Consulting and Coaching Roundtable with the topics of improving ROI and what works for our clients. Consulting and coaching are professions that often work in partnership, if consulting is the left foot, then coaching is the right. These professions step together for improving organization, leader and individual performance. Make no mistake, I firmly see and stand on the distinctions they are two different professions. I also recognize they work in tandem and are both necessary for improving organizations.

As the JPC gives voice to ideas that forward our understanding and practices as consultants and coaches, we do so with the motivation that as professionals we desire to serve people in organizations. Consulting and coaching are multi-billion-dollar professions. The trust our clients place in us is not to be taken lightly. As coaches and consultants, we need to stay informed of what works and to sharpen our skill and competencies in bringing value to our clients. In our quest as servant leaders who steward the responsibilities of serving others to improve their organization and individual performance, these articles are presented.

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

Article Abstracts

Integrating a Biblical Perspective in the Professional Consulting Practice of Return on Investment (ROI)

Cynthia Gavin

Return-on-Investment (ROI), in the most basic terms, is a decision-process. The objective is to render a decision about the amount of investment one must allocate up front in hopes of making a larger return later (McKnight, 2010). Consequently, when total returns exceed total costs, the ROI metric is positive (Business Encyclopedia, 2015). Although not a perfect process, leaders can use one of three models when applying the concept. The first model considers the consultant's decision-making process related to capturing new billable work or authorizing overhead dollars to improve in-house needs. In this model, the preponderance of the assessment focuses on the upfront investment. The second model, often experienced when government agencies receive grant funding and the decision-making process is not predominantly influenced by money, the concept shifts to assessing the returns or the importance of the outcomes or products. The third model, based on a Biblical perspective, considers the work within the context of the consultant-client relationship, as this aspect is paramount to achieving project success. This model suggests when Christian leaders evaluate ROI based on motive, trust, partnership, and elements that denote being yoked together for an extended period, financial assessments become supportive to the overall decision-making process. Consequently, leaders will gain more clarity about their client's expected returns within a larger more meaningful context; and, it is this dynamic that is likely to proffer a more trusting and productive relationship.

Isn't the Holy Spirit Enough?: The Case for Churches and Ministry Leaders to Hire a Professional Consultant

John Plastow

Businesses and non-profit organizations understand the value of hiring consultants to provide analysis of their enterprises, develop leadership strategies, and help implement change initiatives that will provide a realistic opportunity for the organization's long-term sustainability. They have embraced the potential benefits of looking beyond their in-house talent to experts in the needed fields. While some churches have begun to use consultants, as a whole they are late adopters of this practice, often stating that church leaders should be able to discover solutions to challenges merely by listening to God. This article agrees the Holy Spirit should have a major influence as ministry leaders chart the course a church should follow, but it will posit that it is wise to seek the input of many counselors and that the most qualified consultant for any church is someone who has been called to ministry and is experienced in local church ministry.

Rediscovering the Basics for an Employer of Choice
John Lanier

Leaders must develop expertise in executing by proxy to accomplish scale. These skills are acquired by experimenting with options available for the business model, tempered by the dynamics of the ecosystem in which the business competes. The people who leaders empower to derive results form a fraternity of stewardship in transforming strategy into results. Attracting, retaining, and motivating talented people to whom such empowerment is vested must be a continual leadership priority. While people are complex machines, leaders too often over-complicate the interpersonal dynamic. Revisiting some axiomatic principles within a practical organizational architecture may prove useful for institutionalizing competitively comparative "employer of choice" credentials.

The Role of Ethics in 21st Century Organizations
Natacha Dolson

In today's global business world many organizations have turned to unethical practices in order to maintain the organizations and continue to be competitive. An example can be found in the lawsuit of the City of Los Angeles against Wells Fargo that began in May 2015. The city alleges that the bank has set unreasonable sales expectations of employees, therefore, causing them to turn to unethical practices to meet quotas (Whitehouse, 2015). These actions have caused an adverse effect on the employees and community in addition to creating a negative view of Wells Fargo. However, Wells Fargo is not alone in these unethical practices. It has unfortunately become a norm in today's business world. But, can businesses be fruitful and ethical at the same time and if so, how? This article will address the importance of creating and maintaining ethical practices and recommendations in pursuing the establishment of an ethical organization.

The Impact of Organizational Development (OD) Methodology on Leadership Training: A More Intentional Consulting Approach
Kathleen Cabler

An effective means of influencing positive change in organizations, the Organizational Development (OD) methodology on leadership training can help business leaders employ effective assessment strategies and focus on the important rather than the urgent in addressing organizational challenges. Focused on exploring the underlying needs of their clients, OD consultants help define the real issues and root causes of their clients' concerns. OD Consultants who systematically engage their clients with these strategies while also gaining trust can develop long term successful relationships that impact positively over time.

Managing Organizational Culture and Design During Succession
Marcelle Davis and Natacha Dolson

An organization's culture and design are central to who the organization is, what they do, and how they do it. They offer consistency and expectations for employees and set the standards for output. Essentially, they are critical to not only the operations of the company but also their success. Change is inevitable and a part of growth, learning, and success. Through the course of an organization's existence, it will undergo changes in culture, design, and leadership. The strength of the current culture and design will determine the organization's ability to maneuver successfully through the changes they are or will undergo. However, when leadership itself changes, it is imperative that part of the succession planning involve safeguarding the key components of the current culture and design, while slowly implementing *intended* changes. Without proper planning and implementation, employees will begin to feel insecure and unstable which could influence the overall well-being of the company. It is, therefore, important for strategic teams to

understand the importance of culture and design, the impact a succession can have on the organization, and develop a plan to manage these factors during succession – either planned or unplanned.

Church Consultants
Karen Cress

Church consulting began centuries ago but has become somewhat lax on several issues. This article will clarify the definition of church consulting by first reviewing the history of church consulting, followed by developing a clear definition. The article will then turn to skills and competencies needed for such a career in church consulting, concluding with a review of options for church consultant certification including secular business certification, finishing with some action steps church consultants can take to instill integrity for authentic, credible consulting.

Leadership Coaching: A Cross-cultural Exploration
Amy Olson and Sim Cheok (Janice) Tan

Many questions arise for the aspiring leadership coach. This article explores common questions particularly concerning potential growth, understanding, and measuring coaching value, identifying opportunities and challenges in the coaching industry, as well as the importance of having coaching experience, certification, and credentialing. The authors interviewed coaches from both Malaysia and North America to assess commonalities and differences. The results indicate there are diversified perspectives on coaching standards and practices within each country. The coaching profession has many opportunities as well as challenges. Emerging coaches should place emphasis on experience and knowledge, as coaching clients tend to place more importance on the coaches' experience, knowledge, and the value they obtain from the coaching activities when seeking a qualified coach.

Bringing Your Offering: Strengthening the Talent Table
Kelly Whelan

The Master's hand fashioned each of us with a unique set of talents to assist in building the Kingdom. This paper explores the benefits of a relational covenant between the organization, individual, and professional coach coupled with the Clifton StrengthsFinder® assessment as organizations put their greatest asset, their people, to work. When strengths are uncovered and mobilized, it bridges the gap between our worldly work and God's handy-work, creating a breeding ground for increased engagement and collaborative relationships. As individuals and organizations embrace and encourage strengths, they empower, energize, and maximize the workforce. Strengths development allows contributors to bring their best offering to the talent table, crafting a purposeful competitive advantage and an opportunity to generate a healthy bottom line; managing performance by design rather than default.

The Relationship of Coaching ROI to Biblical Kingdom Living
Thomas Anderson II

Academic literature argues against financial ROI as the sole metric for coaching effectiveness, in favor of well-validated, distal organizational and individual outcomes (Grover and Furnham, 2016; Wright, 2015; Grant 2012; Theeboom, Beersma and van Vianen, 2014). Two years of research on the links between coaching, and distal organizational outcomes, emphasizing engagement, well-being and work-life balance, carries deep implications for the kingdom impact of coaching in the marketplace. Workplace coaching has the potential to deliver organizational outcomes such as increased workplace engagement (Arakawa & Greenberg, 2007), decreased stress (Gyllensten & Palmer, 2005), and increased well-being (Grant, 2012); and individual outcomes such as increased performance, coping, and well-being (Hawksley, 2007; Bell,

Rajendran and Theiler, 2012; Theeboom, Beersma & van Vianen, 2014). Academic literature holds strong implications for workplace coaching and presents the opportunity to examine how coaching impacts well-being to facilitate biblical kingdom living.

This research paper not only carries significant implications for organizational coaches, corporate decision makers, and HR directors to justify the common costs of coaching interventions; it also carries implications for marketplace ministry and ultimately for biblical kingdom living.

Using Coaching Skills to Lead
Cathy Alford and Kim Cantrell

As the profession of coaching grows, so does the need for the use of coaching skills by those who lead in organizations, communities and life. Recognizing that all leaders will not desire coach certification or in-depth training, the authors believe teaching coaching skills to improve efficiencies and conversations is a necessity. Toward this cause, as Executive Coaches, the authors teach coaching skills to leaders as a part of the Emerging Leaders Coaching Experience as well as using the InDiCom Coaching Model from the book, *Coaching for Commitment,* to students in the Masters of Organizational Leadership at Columbus State University in Columbus, GA. Research shows the use of internal and external coaches brings value to organizations. If the process of coaching is valued, then the authors believe the use of coaching skills should be used by all leaders and not just those who are certified or credentialed as a life profession.

Coaching for Performance: The Art of Coaching Distant Professionals
Sonya Rogers and John Hargadon

Coaching is about improving performance. Coaching online faculty provides two unique challenges for the prospective coach: the individuals being coached are all highly educated, and all are located at a distance. It is proposed that coaching this unique group of individuals in this distinct context will require combining effective, service-focused leadership, with multiple coaching approaches. Servant leadership requires a focus on the follower, which is an approach favored by the highly educated faculty member, as it demonstrates a level of respect that has been earned through academic achievement. Additionally, these educators value coaching that comes from those above them on the organizational chart, as well as peers who have shared experiences. The relational focus of the Christian Scriptures provides a nice template for those who follow Jesus, who demonstrated the ability to listen intently, foster critical thinking, and teach in multiple settings – all of which are important for distant faculty members

Coaching in the Workplace
Mark Tompkins

The purpose of this article is to recognize the need of coaching skills within the workplace. In reviewing the approaches to coaching formats and implementing coaching processes organizations will find that coachees will experience noticeable growth, more confidence, focus, and self-worth. The underlying value will be organizations using some forms of coaching are more likely to experience higher employee retention.

Biblical Approach to Coaching Leaders

Erika Laos, Joshua Torres and Robert Wilson Jr.

This article aims to highlight the advantages of integrating biblical perspectives and professional practices of the leader through coaching. The three basic biblical principles this article explores are faith, truth, and perseverance anchored in the biblical accounts of James. The integration of these three practical teachings adds value to the coaching profession while it fosters the establishment of deep-rooted and trusting relationships. These biblical concepts provide insight, understanding, and solutions for coaching practitioners in order to develop the leader to enhance relationships within the organization providing foundational competencies which improve the leader's performance in all areas of life. Trusting relationships are an innate necessity for leaders to partake in any endeavor throughout their personal or professional life.

Organizational Coaching: Reaffirming the Classical Perspective on Organizational Change

Thomas Anderson II

This submission is part one in a series of articles that explores and discusses relationships between coaching, organizational change and strategic leadership. The first article will explore the link between organization-wide coaching and organizational change, with special focus devoted to how the nature of organizational coaching reaffirms the classical/traditional perspective on organizational change. The second article will examine how organizational coaching initiatives integrate with the principles and practice of strategic leadership and organizational change. The second article will examine how organizational coaching initiatives (and coaching competencies) integrate with the principles and practice of strategic leadership and organizational change. The relationships will be examined on micro and macro levels by evaluating alignment between requirements for the implementation of a successfully organizational coaching initiative, and the outcomes of organizational change and strategic leadership. The third article will examine specific cases where organizational coaching initiatives were implemented within organizational contexts and evaluate the effectiveness of the initiatives. Initiatives will be evaluated based on how well the coaching initiative served the client's goals and furthered the objective of strategic leadership, and to what extent it reaffirmed the original suppositions of organizational change and facilitated a healthy balance between leadership and management principles.

The Impact of Leadership Development Using Coaching

Cynthia Gavin

Organizational leaders must be clear about the value different leadership development options afford and the likely impact of each. As such, this paper will address three different leadership development options—self-directed, management-prompted, and coaching and then specify the likely return on investment organizational leaders can expect. In addition, it will go into greater detail regarding how leadership development programs that include coaching bring value to the individual and the organization, provided organizations are ready to align their program with business strategies, human resource initiatives, and client commitment.

Absence of Diversity at the Leadership Level

Marcelle Davis

The purpose of this paper is to present information that supports the value and impact of diversity at all levels in an organization that would create a pipeline that, if leveraged, will lead to diversity at the leadership level. The paper seeks to examine the concept of why, if diversity is so valuable, is it not utilized at the leadership level in most organizations. It examines current research and

opinions relevant to the importance of diversity and inclusion in an organization and the benefits of having diversity in the workforce. The paper goes on to outline why diversity and inclusion are important tools in today's multi-generational, multi-ethnic, multi-skilled workforce. Simply put, its value lies in the fact that it breeds creativity and innovation and prevents groupthink.

Integrating a Biblical Perspective in the Professional Consulting Practice of Return on Investment (ROI)

Cynthia S. Gavin
CSG Insights, LLC

Return-on-Investment (ROI), in the most basic terms, is a decision-process. The objective is to render a decision about the amount of investment one must allocate up front in hopes of making a larger return later (McKnight, 2010). Consequently, when total returns exceed total costs, the ROI metric is positive (Business Encyclopedia, 2015). Although not a perfect process, leaders can use one of three models when applying the concept. The first model considers the consultant's decision-making process related to capturing new billable work or authorizing overhead dollars to improve in-house needs. In this model, the preponderance of the assessment focuses on the upfront investment. The second model, often experienced when government agencies receive grant funding and the decision-making process is not predominantly influenced by money, the concept shifts to assessing the returns or the importance of the outcomes or products. The third model, based on a Biblical perspective, considers the work within the context of the consultant-client relationship, as this aspect is paramount to achieving project success. This model suggests when Christian leaders evaluate ROI based on motive, trust, partnership, and elements that denote being yoked together for an extended period, financial assessments become supportive to the overall decision-making process. Consequently, leaders will gain more clarity about their client's expected returns within a larger more meaningful context; and, it is this dynamic that is likely to proffer a more trusting and productive relationship.

A consulting practice is comprised of offerings that come in the form of leaders' skills and competencies that provide a service, develop a product, or shape a strategic initiative (Sukhraj, 2016). As such, companies are likely to hire consultants when they do not possess the in-house resources to address their needs or when they desire an external perspective (Greiner & Poulfelt, 2005). However, these "offerings" by themselves are not enough to entice clients to select a consultant. What is needed is a partnership-oriented relationship that is focused on deriving a valuable-based return (Dingus & Milovic, 2016).

Yet, to be successful, a consultant must possess specific character traits to achieve this dynamic. For example, consultants must possess emotional intelligence, flexibility, and insight; embody

business acumen to ensure profitability; and be highly proficient in project management, so as to make adjustments on the fly and still stay within scope, cost, and schedule ((Cabrera & Unruh (2012) and Wysocki (2014)). Part and parcel to being a successful consultant is a thorough understanding of and ability to assess return on investment (ROI) for both themselves and for their clients.

ROI, in the most basic terms, is a decision-process. The objective is to render a decision about the amount of investment one must allocate up front in hopes of making a larger return later (e.g., 5% investment for a 18% profit) (McKnight, 2010). Consequently, when total returns exceed total costs, **net gains** are positive and the ROI metric is positive (Business Encyclopedia, 2015). Yet, thinking about ROI only in terms of money is lacking, as the measure itself does not account for risk, value, or future opportunity, nor does it assess the most important element in the consulting-client relationship—trust.

In addition, the ROI concept takes on different meaning for each type of end user—sole proprietor, mid-cap for-profit corporation, or research and development firm. It also takes on different meaning depending on which side of the table you sit on—consultant or client. Thus, the focus of this paper will be to expound on the ROI concept as well as introduce how integrating a Biblical perspective into the ROI concept expands its meaning and enables a more collaborative and productive consulting-client interaction.

The Consultant ROI Model

As part of a consulting practice, ROI assessment is particularly helpful when considering whether to engage in a new business venture, project, or partnership as well as when considering the appropriate expenditure of overhead dollars intended to improve an internal business process. Most commonly, consultants apply a ROI decision-making process to calculate the level of effort those in the organization must expend to (1) put together a proposal and (2) to conduct the work, if won. The Australian Queensland Government (2017) uses a deliberate process, whereby leaders progress through a series of ROI "gates". Initial gates typically involve a strengths, weaknesses, opportunities, and threats (SWOT) assessment. Mid-level reviews involve greater analysis regarding financial parameters (e.g., potential win amount) and technical contracting parameters such as period of performance, contract type, work location, equipment, overhead expenses, and other aspects that influence the financial bottom line (McKnight, 2010). Depending on the type of anticipated win (e.g., becoming an accepted vendor on an Indefinite Delivery Indefinite Quality contract vehicle, or, achieving an actual Task Order win to perform the stated work) and the size of the upfront investment, leaders will determine the number of gates and level of detail they need to render a decision to fully commit or not. The objective of the ROI process is to lessen an organization's risk by providing decision-makers greater clarity before they obligate their resources (Zareba, 2014). See Figure 1 below.

Figure 1. Typical Consultant ROI Process
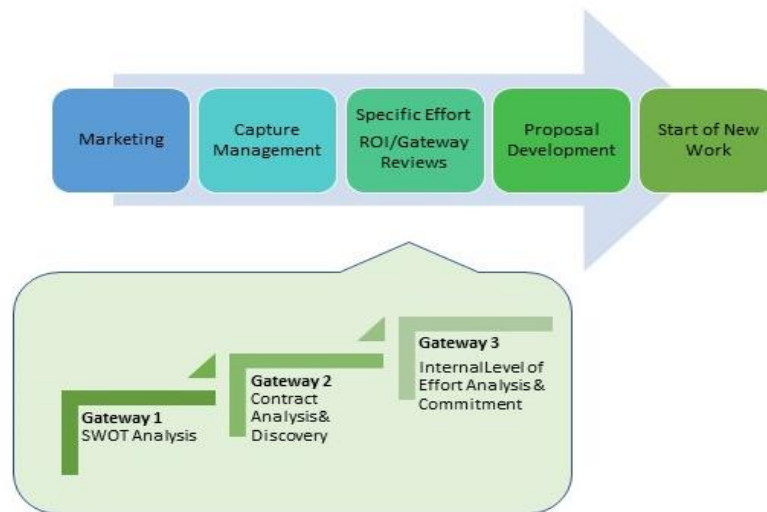
In some organizations, the ROI concept is simpler. Leaders merely consider practical matters such as—can we do the work; can we create something of value with the amount of money the client has to spend; would we be pleased to have our name associated with the work; and can we make a profit. The problem, however, as Swanson (2011) suggests, is ROI is mostly assessed within a financial framework, which is too "myopic" (Swanson, 2011, n.p.). Leaders can overlook the value of projects in areas such as human resources, customer satisfaction, and reputation. Also, it is possible that the financial estimates can be wrong (Swanson, 2011). Yet, despite this possibility, many like Heerkens (2011) suggest consultants should not throw out the ROI process simply because people can misapply it, as there is value in engaging in an activity using dispassionate criteria that is reviewed by dispassionate leaders to avoid bias and possible blind-spots (Bazerman & Tenbrunsel, 2011).

The Client ROI Model

In addition to the consultant's practice, clients must also engage in a ROI assessment. If their organization is expending its own funds, much of the ROI decision-making mimics what was formerly stated. Yet, when a client receives federal grant dollars, the ROI concept shifts, as an organization does not need to prove it will make a profit. Rather, the client must ensure they will produce a specific outcome for a set amount of money. Similar to consultant decision-making, clients are likely to go through a series of steps that help them achieve clarity regarding roles, responsibilities, and desired end-states. See Figure 2 below.

Figure 2. Local/State Government ROI Process
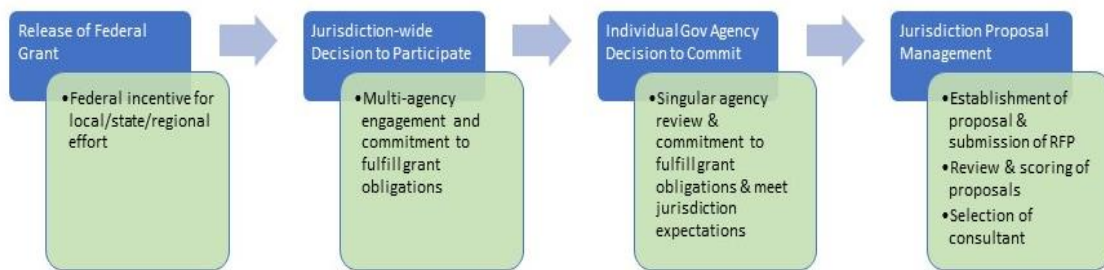
The assessment may entail a jurisdiction-wide decision, depending on the grant (e.g., disaster response preparedness). At some point, however, the individual agency must conduct an internal agency review and decide if they are willing to meet the jurisdictional obligations, in addition to federal/payor obligations, as well as their own agency's obligations. Whereas, the consultant's efforts lead to a decision to put forth resources to bid on a proposal, the client's efforts lead toward writing their proposal to hire a consultant. The clarity the client gains when undergoing the analysis helps them identify written contract specifications and establish an effective means to review, score, and select a contractor. Although there are variations to both these models, be the work internally or externally oriented, ROI is about accumulating an extensive amount of information to justify either money or effort in anticipation of gaining either future revenue or value (McKnight, 2010).

The Biblical ROI Model

Whereas, consultants boil down the process, mostly focusing on investment, with a modicum of concern for opportunity and reputation; and the client engages in a process that helps them clarify their desired return, the ROI concept takes on broader meaning when applying a Biblical perspective. As per the Apostle Paul, stated in 1Corinthians 6:20, God created a way to redeem mankind so that their sin would be forgiven. This approach would not only save man from his own failings, faulty thinking, and selfishness, but, would accomplish the task without compromising or diminishing the triune God's holiness or characteristics of righteousness and justice (Stowell, 2017). In terms of ROI, as Stowell (2017) suggests God fully invests in man, yet, unlike the consultant's or client's practice to compare what their organization will gain, God invested Himself entirely in man with no requirement that man should provide a return. Perhaps this is easier for one to do when they (i.e., God) possess unlimited resources. However, given this truth, the ROI concept now broadens to include aspects of motive. Why would a holy God care about redeeming sinful man to himself, particularly since His glory is not based on the number of those who choose to accept His gift of redemption (Wright, 2010).

As it applies to ROI, the consultant must then consider their motive and their client's motive. As Willard (2002) suggested, "we live from our heart" and even Jesus said, "out of the heart the mouth speaks" (Matt 12:34); thus, others will intuitively discern one's motives before entering into a relationship. Furthering the importance of motive, Block (2015) conveys, "people want to connect first and then deal with content second" (Block, 2015, n.p.). Hence, to assess motive requires a

sharing of who each person is, which is a culmination of words, actions, and stated motives, that reflect one's values.

Second, in the Biblical model, mankind must trust that God can and will do all the investing. He must trust God will provide; and he must trust God will not act capriciously and change the rules (Wright, 2010). With trust, mankind can enter into the relationship by accepting that God fulfilled the requirement and as such he as a sinner can approach a holy God and not die when doing so. Each of the actions, realizations, and responses, over a lifetime, allows man to understand who God is and His inclination to bring those He created to Himself (Wright, 2010). This realization for the Christian leader should enable an expansive orientation regarding the word "return" and the word "invest" within the context of a trusting relationship; and, as such, the Christian leader is in a better position to recognize the quintessential importance trust plays when establishing a relationship.

In John 4:1-26, Jesus provides a snapshot for how to develop trust, despite extensive cultural differences that promulgated mistrust between the Samaritans and the Jews (v.9). Jesus opened the conversation with the Samaritan woman, recognizing she was in a state of need, as no one gets water at the 6th hour (v.6). Appealing to her intellect, He next continued the conversation by respectfully discussing social matters (i.e., Jacob and the well). To progress the conversation further, Jesus then divulged the woman's real need for living water, after which there is evidence that the trust began to build, as the woman could have lied when Jesus confronted her stating "you have no husband for you have had five" (v.17). Finally, Jesus revealed His position stating, "I who speak to you am he [i.e., Christ]" (v. 26).

Thus, the importance of trust in the relationship is so paramount that it supersedes the presentation of one's credentials; although credentials are still important. Jesus listened for the real need, or the desired return, and then addressed the woman's state with compassion. As General Mattis conveyed "empathy and trust are the glue that binds" (Forrester, 2017). Resultantly, "trust occurs when leaders act consistently within a value system, even when such adherence compels actions perceived by others as not being in their best interest" (Harshbarger & Stinger, 2033, p. 11).

Third, the Biblical model highlights the idea of partnership through yoking. In Matthew 11:28, Jesus calls others to himself who are tired, weary, and heavy-laden using the concept of being yoked together, as a means of easement. Yoking with someone who is kind, carries more than their share of the burden, commits to fulfillment of work, and understands the need for rest, creates a dynamic of easement while working (MacArthur, 2010). Jesus conveys who one is yoked to is more important than simply accomplishing the work. Although outcomes are important, they are secondary to the concept of yoking and successful partnerships. As Kehrel, K., Klischan, and Sick (2015) states, most partnerships fail because of the perception of compromised trust, hindered exchange of information, and opportunistic behavior. All of these aspects, the consultant must avoid, and yet, traditional ROI concepts fail to include them as primary assessment criteria.

Comparing and Contrasting the Models

Consequently, when comparing the underpinnings of each of the three ROI models, the findings reveal that the consultants and the client's processes filter the decision-making based on investment using a highly-targeted process intended to derive a narrow decision about a return. The Biblical model, rather, looks at ROI through an expansive filter that primarily addresses "investment and return" first in terms of trust, partnership, and yoking. Whereas, consultants focus on abating risk and supposedly making healthy organizational decisions and clients focus on commitment to fulfilling obligations, the Biblical perspective of ROI suggests placing greater emphasis on determining what is valuable within a relationship. Instead of merely diminishing risk, the Biblical assessment focuses on opportunity. Instead of profit, it focuses on being part of something larger than the effort itself (VanTiem & McKlyea, 2010). Instead of a percentage of upfront investment, it suggests a 100% commitment or non-commitment based on the broader context of value.

Christian leaders, when applying a Biblical perspective of ROI, will not only be freed from the reductionist view that measures success in financial terms, but also, abound in thinking that goes beyond the project to seeing how this one project provides meaning, value, and societal importance (VanTiem & McKlyea, 2010). As it says in Proverbs 31:18 "perception" is key for determining what is profitable in both the short and long term and it is this perspective a Christian leader can offer others when applying an ROI decision process.

Although many authors have suggested incorporating elements that assess trust, values, and motives as part of the ROI process, the "add in" approach is not likely to generate a change in perception or insight (See Figure 3). Adding in these elements is akin to the moralistic-therapeutic-deistic thinking many practice today (Smith & Lundquist-Denton, 2005). The idea that people can take God and fit Him into a man-made construct, believing this will achieve greater outcomes or insight is a myth. Instead, Christian leaders must give up their own thinking and start with God's model that is based on truth about the human condition (Mohler, 2005).

Figure 3. ROI Decision-Making with "Add-in" Criteria
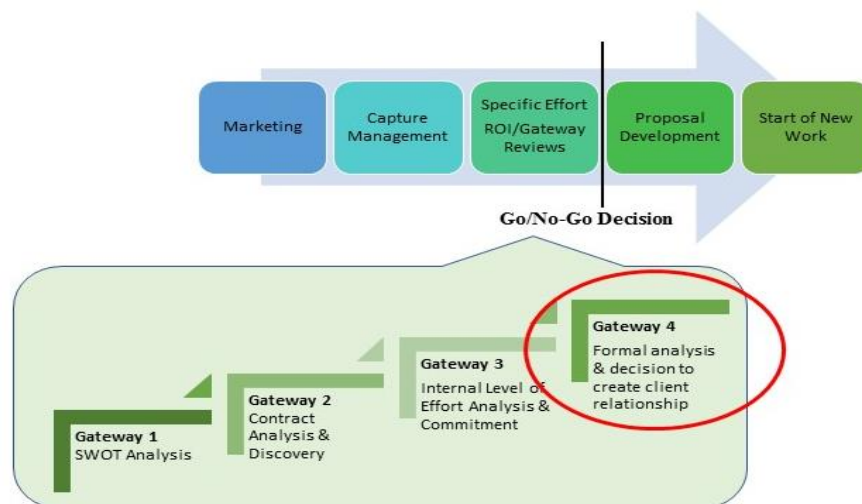
When the Christian leader starts with the Biblical model of ROI, he/she asks different questions and puts them in a different order—am I able to develop trust with this client and do they trust our organization can accomplish the work; is there enough understanding about the relationship to formally establish a working contractual relationship; considering the work will progress for an extended period, are we suitable to be yoked with one another? Then finally, being good stewards of our resources, can we both accomplish our goals with the resources we have, and will it benefit others in a larger context?

Summary

In summary, when leaders use a man-made construct to filter their ROI decisions the result is a reductionist view. Without even realizing it, the filter uses money, profit, or merely what is beneficial to the organization. If aspects, such as trust, partnership, and co-value creation are imputed into this construct, the ROI decision will likely proffer similar results, as a moralistic-therapeutic-deistic "add-on" can never offer greater insight, only happier temporal feelings in the short-term.

When leaders use a God-made construct to filter their ROI decisions, the result is an expansive view and one asks different questions in a different order. Can I form a trusting relationship with the other entity and do they trust me so that we can successfully perform the work; can we progress to a partnership and clearly articulate what that means in contract terms, as clarity is essential to productivity; and will both entities want to be yoked together toward accomplishing the specific work, in light of a greater context. Using this filter, the last question becomes, are we both able to be good stewards of our resources and can we use those resources to achieve a return. In this model, return can be measured in more ways than just profit and financial matters take on a supportive function in the decision-making process.

Whereas, many experts would agree the ROI concept is supposed to achieve greater clarity, reduce risk, and articulate value, the Christian leader has an opportunity to filter the information through an expansive lens, considering higher order principles that assess a consulting-client relationship based on trust, partnership, and a desire to yoke resources toward a goal. When this occurs, financial considerations no longer drive the decision-making, but rather support it. Although it is not likely every consultant-client relationship will share all the same values, the benefit is that the Christian leader will always be able to share the intrinsic joy that comes from being a part of something greater than themselves (Wright, 2010).

About the Author

Cynthia S. Gavin is a strategist, having a diverse leadership background in healthcare, disaster response, and U.S. military planning. Among her favorite positions, Ms. Gavin has provided strategic advisement for the U.S. Secret Service's Technical Security Division, The City of New York Office of Emergency Management, and the U.S. Army Edgewood Chemical Biological Center. Presently she is an advisor to the Assistant Secretary of the Army, Manpower and Reserve Affairs Division. Ms. Gavin holds a Master of Science in Emergency Health Services Planning, Policy, and Administration and is becoming a Doctor of Strategic Leadership at Regent University.

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Isn't the Holy Spirit Enough?: The Case for Churches and Ministry Leaders to Hire a Professional Consultant

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Businesses and non-profit organizations understand the value of hiring consultants to provide analysis of their enterprises, develop leadership strategies, and help implement change initiatives that will provide a realistic opportunity for the organization's long-term sustainability. They have embraced the potential benefits of looking beyond their in-house talent to experts in the needed fields. While some churches have begun to use consultants, as a whole they are late adopters of this practice, often stating that church leaders should be able to discover solutions to challenges merely by listening to God. This article agrees the Holy Spirit should have a major influence as ministry leaders chart the course a church should follow, but it will posit that it is wise to seek the input of many counselors and that the most qualified consultant for any church is someone who has been called to ministry and is experienced in local church ministry.

B usinesses and non-profit organizations have long understood the value of hiring a professional consultant to provide analysis of the state of their enterprise, develop leadership strategies, and assist in the implementation of critical change initiatives that will provide a realistic opportunity for the long-term sustainability of their place in the market. These firms have embraced the potential benefits within their grasp by looking beyond their current in-house talent and outside their walls to individuals who have proven themselves to be experts in their particular fields. While some faith-based organizations, particularly churches, have begun to explore the use of consultants, as a whole they tend to be late adopters of this practice, often stating that church leaders should be able to discover solutions to challenges merely by listening to God's voice.

This article does not argue with the importance of the Holy Spirit having a principal seat in the boardroom as ministry leaders chart the course a church should follow, but it will posit that it is wise, as the book of Proverbs teaches, to seek the input of many counselors (Proverbs 15:22, English Standard Version), accept instruction (19:20), and listen to advice (12:15). This article will make the case that churches and their leaders will serve their people best when they become willing to listen to the advice of a professional consultant, however, the point will be made that the best and most qualified consultant for any church is someone who shares the common tenets

of the faith, practices its mission and values, has been called to ministry, and is experienced in the actual trenches of local church ministry.

What About the Holy Spirit?

Later in this paper there will be a discussion of common roadblocks of resistance which arise when a church begins to explore possible changes to existing practices, which a consultant is often hired to address. First, though, comes a question which may arise in the early stages of consideration of bringing in an outside consultant – "Isn't the Holy Spirit enough?" This question must be addressed before the remainder of this paper advocates for the hiring of consultants by church leaders.

In the book of Acts, great emphasis is placed on the importance of and the interrelated reliance on the Holy Spirit in the leadership and functions of the church. At virtually every moment, the apostles and the people who joined the church looked to the Spirit for guidance in every aspect of their physical, emotional, social, and spiritual lives. The Spirit gave power to the church to become Christ's body and provide bodily assurance that Christ was Lord (Nessan, 2016). It cannot be overstated that the church then practiced Spirit-active leadership (Standish, 2007), which seeks the influence of the Spirit before anything else and understands that it is only by placing ourselves under the accountability of the Spirit that we can accomplish significant feats for the kingdom (Michels, 2012). The church today must also seek the Spirit in this way.

With that said, however, there are modern-day church leaders who ignore sound business and biblical practices which should accompany a sensitivity to the leading of the Spirit. Following only a gut feeling and calling it the Spirit will sometimes result in disastrous outcomes that could have been avoided if the gut were to have been partnered with the mind. Sometimes God will give someone a vision of what to do, however, being a creative and orderly God, He is also likely to direct a leader's steps through circumstances, experience, education, available resources, people, and internal or external environmental forces. The influence of the Spirit is the glue that holds good decisions together, but a wise and effective leader should take into account all of the available information before choosing the path to follow. In addition, they should seek the counsel of others, which is the topic of the next section.

Wise Counsel: Why a Consultant?

Recent trends show that churches and parachurch organizations are putting resources into hiring advisors for pastors and providing increasingly sophisticated training for small-group leaders, board members, and mission executives (Collins, 2002). Often the decision to do so is driven by their need to add specialized expertise without over-hiring and incurring a long-term and overwhelming expense (McDonald, 2016). Consultants can be hired needing little additional technical training, able to focus on specific issues, typically possessing high relational intelligence, and motivated to work under either a short- or long-term temporary agreement.

Scriptures from the book of Proverbs support the use of consultants. The first is in the passage that "suggests that many counselors be involved in decision-making processes…[because] in the twenty-first century, when many churches, mission agencies, schools, and workplaces are multicultural, having many counselors is even more pertinent" (Enns, 2004), Simply stated,

"Without counsel, plans fail, but with many advisors, they succeed" (Proverbs 15:22, ESV). Two other scriptures support church leaders' employment of outside and objective voices, particularly if there is conflict within the ranks. Proverbs is repeatedly clear to identify those who argue as fools and states, a "wicked fool is one that consistently refuses to listen to instruction, or rebuke or advice" (Ortlund, 2013, p. 7) Proverbs 19:20 states, "Listen to advice and accept instruction, that you may gain wisdom in the future," and Proverbs 12:15 states, "The way of a fool is right in his own eyes, but a wise man listens to advice." Consultants provide objective and unbiased viewpoints which are not influenced by the pressures of being a member of the permanent team. They can offer wise counsel freely without the need to shape the truth in order to keep their job.

A Primary Role: Addressing Roadblocks

One of the most typical jobs of a church consultant is to assist in the implementation of necessary change, which immediately puts the workforce and the congregation on edge as they quickly decide which side of the argument for change they support. This is another reason why it is often beneficial to an existing church staff to hire a consultant, because they can be objective and absorb some of the pushback that will inevitably arise in the form of roadblocks to change in the church, even when desperately needed. While the staff, and particularly the lead pastor, must be willing to accept the responsibility for change initiatives, having a seasoned consultant who can work to reduce the resistance to change and overcome organizational inertia (Pearse, 2011), knowing that they are temporary, is helpful in guiding a church through what can be a chaotic time. Resistance may appear in many forms, but a few are almost always present, and a quality consultant will be equipped to handle them. One thing to keep in mind is that according to organizational consultant Peter Block (2011), "Resistance is a sign that something important is going on" (p. 289), so it should not be feared, but anticipated and welcomed.

While there are many ways resistance can manifest itself, three common roadblocks to church change are tradition, bias, and the fear of failure, which result in a loss of status and influence to those who are championing the cause. Tradition is one of the most evident roadblocks in churches across America. Even the most modern of churches develop a "the way things are done around here" attitude (Schein, 2010), soon after they first form. People naturally fall into preferred patterns of behavior because they provide a level of security in their lives amidst uncertain times. Jobs, family, politics and more issues create tension for most people, and they look to the church to be a place where they can find some form of calm and consistency of identity.

When the church responds to the need for change, even the most progressive-minded individuals may respond with trepidation, perceiving a potential personal loss. This is not a new phenomenon. Throughout recorded history, the church has a record of responding poorly to those who challenged the status quo, with leaders often reacting condescendingly and sometimes violently (Rose, 1968). Opponents to change argue that the church must remain steadfast in its doctrine and methods in response to a chaotic culture, however, as T. Howland Sanks stated in his research, "Tradition itself is not static, [rather] it is dynamic" (Sanks, 2015, p. 299). Churches can and need to walk the fine line of remaining firm on the truth of scripture but do as Christ Himself did and go to the people and speak in ways which relate to them, often counter to traditional practices.

Another roadblock that appears when the above-described traditions move beyond mere preferences and habit is bias in many forms. Savvy consultants are equipped to handle this because

they do not have the personal attachment to the church body, so they are able to spot bias as it appears, particularly when the church members have become blind to its existence. This can be the obvious bias of race, social status, gender, and age, however, the more difficult bias for people to accept has to do with cultural bias and the church's response to the needs of people around them. "Sect-church theory explains that religious organizations range along a continuum from complete rejection to complete acceptance of the cultural environment" (McKinney, 2015, p. 15). Some churches flourish by rejecting bias of all kinds, while others are so set in their ways that they are oblivious to being biased in any manner. One of the things a consultant can do is unmask the congregation and ministry staff, exposing issues which run contrary to Jesus' life of love and inclusion.

The third common roadblock to church change is mostly on the practical level – fear of failure. Overcome this, and the resistance will give way to the ability to move forward. Fear of failure can be a ball and chain which holds church leaders and their congregations back from implementing innovative methods that would revitalize their ministry and reach more people with the gospel of Christ. As described above, congregation members often fear change because they simply believe that church should be "the bastion of non-change in a changing world, [however, because] pastors know that they have been hired to supply the good old stuff" (Stendahl, 1971, p. 392), they fear risking failure and the possibility of losing their livelihood if they make radical changes. Pastors and their congregations will often remain in the safe confines of the status quo because stepping out with new initiatives and failing could jeopardize their status in the eyes of the community and remove any influence which they have enjoyed. They know that when looking for advice on how to succeed, seldom does one organization look to another, or a person, who has failed.

A Consultant Meets the Challenge

Greiner and Poulfelt (2005) stated, "Hanging on to past practices and strategies will likely become a recipe for future disaster (p. 8)," which underscores the need for organizations to get past the roadblocks of tradition, bias, and fear of failure. To combat tradition, consultants have the skill to empower people to look beyond the way things have always been done and find new solutions to old problems, being encouraged at every step (Kimsey-House, Kimsey-House, Sandahl, & Whitworth, 2011). Bias can often be handled through the presentation of facts, information, data, and systems which directly point to solutions to persistent problems (Biech, 2009). Even the most biased church leader can often be swayed to a new way of doing things when a consultant presents objective realities and then appeals to the higher cause and ideals of Christ. Finally, Stoltzfus' (2005) research reveals that "sixty percent of U.S. pastors don't feel they have anyone in their life that they can talk to honestly about their job" (p. 86), which contributes to their insecurity and fear of failing. Consultants have the unique ability to offer a safe and confidential outlet for struggling pastors who may need to know that they are not facing the challenges alone.

Case Study: Family Church

Family Church was healthy and prosperous. It had a nearly 100-year history and had tripled in size over two decades and moved into a prominent and spacious new facility with high visibility in the community. There was no reason to believe that the church would do anything but continue to enjoy the blessings of God as it looked forward to the succession of a new lead pastor. With this event only a few years away, the current pastor, being highly influenced by successful business

people within the congregation, hired an outside consultant to perform an analysis of the current strengths and weaknesses of the organization, clarify mission and values, and set objectives for the future. The consultant was also charged with assisting the senior leader with the complex process of succession to an already-identified new leader.

For nearly two years the process of analysis, mission clarification, rebranding, and the implementation of comprehensive organizational restructuring took place, with the consultant being given broad influence in the decisions being made because of their extensive and successful experience in the secular business world. Generally, advice given and actions taken were sound and appropriate in an organizational context, however, as time progressed, it became evident that while the consultant was well-qualified and effective for a business environment, they lacked certain insights due to an incongruence of faith, a misunderstanding of the church's biblical values, and a lack of concern for the heritage of the church – a concern which is important to churches, though not necessarily to secular organizations. In the end, broad change initiatives were implemented and the succession completed, and the church has remained strong, however, not without the casualties of broken relationships, loss of talented staff, and departure of long-time members. Today Family Church is thriving, but only after a painful transition.

Cautions

The case study above described the negative situation which arose during the selection and hiring of a consultant at Family Church. Caution must be observed by churches regarding a dark side which can arise when church leaders choose to hire someone who is not aligned with the church's values, views, and mission, or when there is a lack of knowledge and understanding of how a church functions, not only from a standpoint of the heritage of the local ministry but also according to biblical guidelines. "Values are generally defined as an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable" (Rokeach, as cited by Ryu, 2015, p. 474) This concept also applies in an organizational context, especially to churches, and in this case, values were not fully shared. A "permanent dilemma of congruence" (Vveinhardt, Gulbovaite, & Streimikiene, 2016, p. 248) occurs when the church and the consultant do not share similar beliefs and values and can result in decisions being implemented in ways that run contrary to the servant leadership modeled by Jesus. While the concepts of rightsizing an organization (Hitt, Keats, Harback, & Nixon, 1994) and getting the right people on the bus (J. Collins, 2001) are applicable to both secular and faith-based organizations, the ways they are implemented are quite different. Compassion and care take on greater importance in an organization such as a church that espouses its priority as the welfare of its people, as does the understanding that churches are sacred places in which the people, purposes, and properties must be treated differently than at most businesses in the marketplace (Rose, 1968).

One last caution to church leaders as they choose to employ a consultant is that the act of hiring a consultant may be an irritant to the rest of the church staff and lay leaders. While it is understood that an outside voice is typically better accepted than that of someone from within the team due to the "prophet is without honor at home syndrome" (Foden, 1991, p. 52), people may still feel threatened, undervalued, and nervous about their standing as a result. It is important to put them at ease, reassuring them of their importance to the team and highlighting the additional skills and perspectives the consultant brings to the table which will benefit everyone.

Who Ya Gonna Call?

It is the position of this writer that the best and most qualified consultant for any church is first, someone who has put their life in the hands of Christ, experienced a call to ministry from God, and is experienced in working in the actual trenches of local church ministry. Secondly, they must be competent (Passmore, 2012) in not only the technical knowledge of organizational leadership and facilitation of change initiatives (Hartwig, 2016), but also possess a competence of congruence as it relates to the culture, history, mission, doctrine, and values of both a local church and the church in general. Furthermore, they should adhere to ethical standards such as those set by the Institute of Management Consultants and their coaching counterparts Christian Coaches Network and the International Coach Federation.

Final Thoughts

It is the hope of this writer that church leaders can be persuaded to utilize the expertise and energy a consultant can provide, however, within the guidelines of caution outlined in this paper. It was stated in the case study that Family Church is thriving today, however, they had to get through a painful period before doing so. With that in mind, it is also the hope of this writer that by taking into consideration the cautions provided, other churches can avoid similar pain.

The heart of this writer, as a consultant to churches, is to first and foremost see churches and their leaders as God sees them (Stoltzfus, 2005), flawed but loved, and critical in the mission of restoring to mankind a relationship with God. The second goal is to help them execute Standish's 2007 concept of Spirit-active leadership, which proactively considers all possibilities, places them before God in prayer, and seeks God's way over their own (Standish, 2007). This will be achieved by combining reliance on the Holy Spirit, seeking wise counsel from many advisors as Proverbs instructs, utilizing sound and savvy business practices, and practicing compassion and care for the people when resistance arises. It will take a special level of humility from all parties, but will be well worth the effort.

About the Author

John serves as an executive coach, church leadership advisor, and strategic and creative consultant. He holds a doctorate in strategic leadership and a master's degree in organizational management. He is a published writer, adjunct professor for multiple universities online, workshop leader, and has been a full-time pastor for 25 years. In conjunction with his final project for his doctorate, he published the book *The Humility Factor: Healthy Churches are Led by Humble Pastors*, in which he challenges church leaders to reevaluate how they hire their pastors.

He and Karen live in Northern Colorado and were married right after college. They have three Millennial children!

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Rediscovering the Basics for an Employer of Choice

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Middle Market Methods

Leaders must develop expertise in executing by proxy to accomplish scale. These skills are acquired by experimenting with options available for the business model, tempered by the dynamics of the ecosystem in which the business competes. The people who leaders empower to derive results form a fraternity of stewardship in transforming strategy into results. Attracting, retaining, and motivating talented people to whom such empowerment is vested must be a continual leadership priority. While people are complex machines, leaders too often over-complicate the interpersonal dynamic. Revisiting some axiomatic principles within a practical organizational architecture may prove useful for institutionalizing competitively comparative "employer of choice" credentials.

O ne of my past consulting clients is a fountain of disruptive innovation. By definition, "disruptors create a market where none existed" (Christensen, 2015). The client's product development manager expressed concern that one of the team professionals was a flight risk. Being familiar with the cultural dynamic in the company—and the employee in question—I concurred with the assessment. I asked the product development manager what it would cost to replace the skillset for the perceived flight risk professional. Answer: The salary for a replacement professional would eclipse that of the existing professional. Then, I asked the product development manager what impact losing this individual would have on the team. Answer: Profound. The brevity of the product development manager's answer spoke volumes of non-verbal communication. I did not need to introduce the point of a multiplier effect. I could see in the manager's eyes the epiphany of the argument's progression to the financial implications for the entire organization. Final question: Why do you think this person remains in an undercompensated position? There was no response to my question. I allowed the deafening silence to simmer before offering an explanation.

Cash compensation plateaus as a motivator after accomplishing "sufficiency." In Abraham Maslow's hierarchy of needs, this approximates safety (Maslow, 1943). In Frederick Herzberg's two-factor model, sufficiency is hygienic, i.e., sufficiency removes a demotivator but is not a motivator (Herzberg, Mausner & Snyderman, 2019). The product development manager overlooked fulfillment in the nature of the work, substantiated by recognition as the prime

motivator for the flight risk professional. Indeed, someone else was taking credit for the flight risk professional's unique contributions to the firm's success. The points resonated. Now what?

Over the history of the company, the two personalities in question had been promoted and mismanaged into the prevailing conflict. It was not necessary that they be best friends. However, it was necessary that they trust each other. Clearly, they did not. Moreover, the conflict spilled over into the rest of the organization to foment factionalism. The impact on the company was a productivity tax, a phenomenon thoroughly argued in Stephen M.R. Covey's book, *The Speed of Trust: The One Thing That Changes Everything* (Covey, 2006).

Unfortunately for both the individuals and the organization, the collateral damage of these types of scenarios cannot be easily undone. The *offender* and the *offended* modeled an intriguing behavioral trait: insecurity. However, each placated their insecurities quite differently. The *offended* party's insecurity was mollified by recognition. The *offender's* insecurity was assuaged by power. Neither the primary players nor their supervisor recognized the symptoms or the root cause. The supervisor did not ask for help until the tension had reached DEFCON 1—military speak for imminent nuclear war.

Corollaries of this scenario prevail in scores of entrepreneurial organizations. Such need not be the case. Like it or not, business cultures have familial dynamics. In some instances, the company may be a family surrogate. Indeed, Heather Boushay makes the point in *Finding Time: The Economics of Work-Life Conflict* that many professionals spend more of their waking hours on the corporate clock than they do with their purported loved ones (Boushey, 2016, p.8). However, as opined by Martin Winbolt-Lewis in *Bedside Manna Revisited: A Perspective on Patient Centered Care*, when facing mortality, few people lament needing to spend more time at the office (Winbolt-Lewis, 2014, p. 115). This article offers some practical considerations to accentuate employee fulfillment by matching the person with the position.

Culture, Purpose, Vision and Values

The marquee deliverable of my private equity-focused consulting practice is something branded as the Value-creation Roadmap^{TM} ("VCR"). The VCR is a deliverable whose opportune timing is within a month of a private equity sponsor consummating an investment relationship in a portfolio company. The target market I prefer to pursue is generically described as the lower middle market. As I discuss in my book, *Value-creation in Lower Middle Market Private Equity*, there is no universally accepted definition for the lower middle market (Lanier, 2015, p. 8). Therefore, I rationalized such a definition: earnings before interest, taxes, depreciation, and amortization ("EBITDA") of $5-25 million per annum. EBITDA is a measure of cash flow for servicing debt in a leveraged capital structure. This is tantamount to a small business definition that other sources rationalize in terms of employees, revenue, or some other criteria.

I like this target market because of the higher relative opportunity to create enterprise value. I admire entrepreneurs because they persevere and prevail despite the seemingly conventional wisdom that something cannot be done. Moreover, unless the founding entrepreneurs came from a larger, more institutional organization, they may operate amid execution hazards with something Jung (1916) described as unconscious ignorance. Ignorance differs from stupidity. Whereas ignorance may be corrected by education, stupidity lasts forever. My lower middle market private

equity firms share similar philosophical sentiments. Indeed, the lower middle market compares with norming on the business lifecycle curve of forming, storming, norming, performing, and adjourning (Tuckman, 1965; Tuckman & Jenson, 1977).

VCR success is defined by identifying the "vital (sic) few" initiatives that should propel the organization toward their economic goals. Providentially for me, the vital few often falls in my consulting practice strike zone, resulting in my reengagement for assistance. My clients are already comfortable with me; thus, the prerequisite interpersonal dynamic box is already checked. As evidence, I submit that I average three deliverables per portfolio company.

The VCR module always commences with cultural foundational elements of purpose, vision, and values. Purpose explains why we come to work. Vision encapsulates where we aspire to go. The covariance between the two is that by excellently executing corporate purpose over time, businesses should get closer to realizing their vision. For each statement, I coach leaders to keep it to six or less words. The reason is rooted in psychology. Retention degrades precipitously as word count increases (Ruckmick, 1920, p. 69). Since the ideal is self-management, stickiness is essential.

There is an intended casualty: mission statements. Mission statements were a worthy precursor and catalyst to purpose and vision evolution. However, they are tantamount to a museum relic. I was gratified when I encountered Donald Miller's similar conclusion amid his poignant perspicacity in *Building a StoryBrand: Clarify Your Message So Customers Will Listen* (Miller, 2017). Especially in a hyper-dynamic communications ecosystem turbocharged by social media, effective messaging must be clear and concise. Mission statements may be bloated; thus, they may have crossed the Rubicon as ineffective management tools. I am gratified that two clients during my consulting tenure have accomplished three-word purpose statements. Coincidentally, both are top performers in their industries. Vision statements are considerably more challenging to craft in fewer words than purpose statements.

Values are the criteria by which employees comport themselves in the corporate culture. Wise leaders admonish their employees to hold themselves and others accountable for "living the values." All companies have values. Few of my clients have memorialized them. I typically conduct an informal and unscientific experiment upon the advent of a VCR engagement. I passively encounter the business model by "walking around" to observe interpersonal dynamics. This becomes the hypothesis about the client's three dominant corporate culture descriptors. The results of the subsequent blind survey in pursuit of the three prominent corporate values is juxtaposed with my hypothesis. To my satisfaction, leaderships styles that emphasize "living the values," despite the absence of their memorialization, correlates with my hypothesized short list. In practical parlance, comporting oneself with genuine concern for colleagues and customers is self-evident.

Corporate and personal values must be compatible. When discussing values with management teams, I use Venn diagrams to critique compatibility between corporate and personal values. Consider Figure 1 which depicts corporate values as a subset of personal values and Figure 2 which depicts personal values as a subset of corporate values. Each could be understood as compatible

while one has greater scope than the other. Moreover, each preserves uniqueness about its own identity.
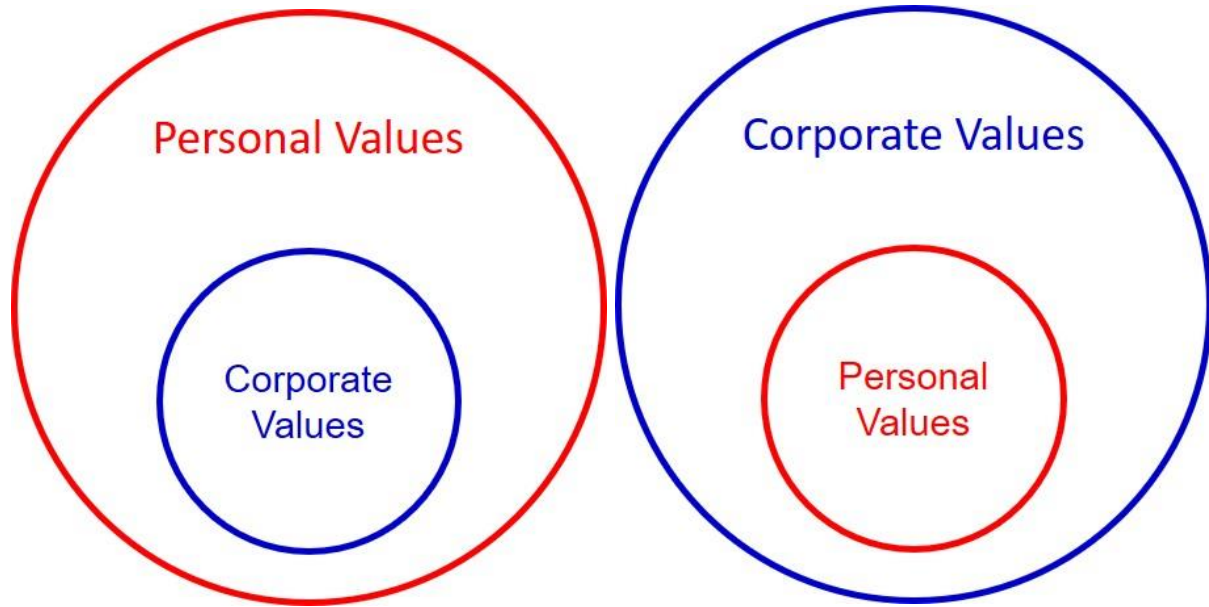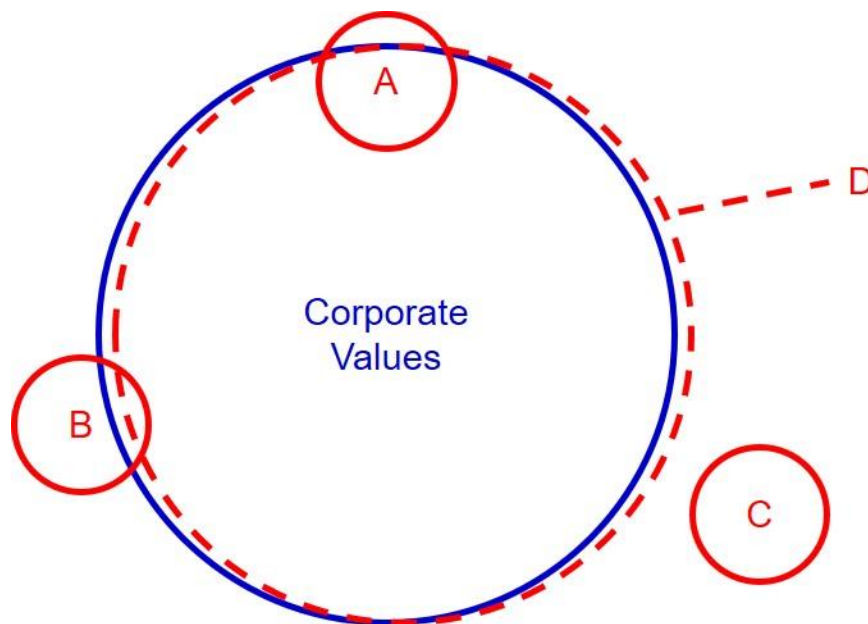

Figure 1

Figure 2

Figure 3

Next consider Figure 3 whereby the red A, B, C, and D circles depict individual values versus the blue corporate circle values. Circle A could be compatible with corporate values because it mostly overlaps. The question regards the degree to which the non-overlapping values are at odds. Since

the majority of Circle B lies outside of corporate values, cohabitation may be suspect. Circle C depicts the most likely incompatible scenario whereby corporate and personal values have nothing in common.

Circle D could mask something that may be problematic: a person defining himself/herself solely by group membership. The lack of diversity can lead to unintended consequences such as myopia and groupthink. Janis (1972) enumerated eight symptoms of groupthink: perceived invulnerability, group rationalization, belief of moral superiority, pejorative descriptions for nonconformists, peer pressure, conflict capitulation, assumed unanimity, and accentuated cognitive dissonance. History is punctuated with bad outcomes emanating from this scenario, including Nazi fascism. Perhaps, in less threatening examples, cults come to mind. Collectively, the Venn diagrams make the argument for values compatibility and diversity.

Part of the VCR values exercise includes this question: "What is the litmus test for whether a company lives its values?" The 80/20 for responses to this question miss the mark. The answer is whether the company hires and fires by them. Nothing subverts purported values worse than indulging "bad behavior." Returning to the introduction of this article, the organization referenced failed the litmus test. Values will be revisited in this article when discussing performance management.

Reality check: Are employees connected with purpose, vision, and values?

Strategy and Tactics

Corporate strategy is all too often over-complicated. The consequence is underachievement of the business model. People must pursue the strategy, but how may they if the strategy is convoluted?

Strategy addresses a simple question: "What is the business going to do?" Michael Porter of the Harvard Business School summarizes strategy in simple terms of product or cost: (i) general product strategy or focused product differentiation, or (ii) general cost leadership or focused cost leadership (Porter, 1980). Michael Treacy and Fred Wiersema also promote a simple model in *The Discipline of Market Leaders* (Treacy & Wiersema, 1995). This model resonates better with my clients. The model posits three business model foci: (i) the product/service, (ii) the delivery medium, and (iii) the customer relationship dynamic. Businesses must be good enough in all three to survive. However, Treacy and Wiersema's research substantiated an either/or decision for differentiation. They referred to product/service differentiation as innovative, operational differentiation as excellent, and customer relationship dynamic differentiation as intimate. Pharmaceutical and high-tech companies provide examples of innovation. Supply chain wizards such as Amazon are operationally excellent companies. Concierge medicine reflects customer intimate characteristics.

In small business, there is commonly room for improvement to be good enough in all three Treacy and Wiersema categories. Among my clientele, this challenge meets little resistance. However, the sparks fly when leadership teams debate the singular focus on differentiation. Among the biggest surprises across my clients is the divergent perspectives on what differentiation is—or should be—

for their businesses. In complement of the necessity to identify the focus for differentiation, the exercise produces alignment.

Clear signals are a leadership priority. Simplicity is a virtue. My philosophy draws from the Curly Washburn weathered cowboy character played by Jack Palance in the movie, *City Slickers*. Urbanite Mitch Robbins, played by Billy Crystal, was wrestling with a midlife crisis. Curly shared his philosophy by raising his index finger to explain that "one thing"—an individual's unique and defining priority (Smith, 1991). Businesses have an analogous challenge. Differentiation is not "us, too." Rather, it is "we in contrast to all other options."

With strategic differentiation established, tactics become the logical pivot. Tactics answer another simple question: "How will we pursue our strategy?" The options are numerous. However, resources—human or otherwise—have finite capacity. Limiting the number of initiatives is a best practice to assure that the ranks are not overwhelmed to the point where the only measurable outcome is frustration.

Reality check: Are the employees clear about strategy, tactics, and their execution roles?

Organizational Design

At this juncture, the cultural foundation is laid. Moreover, differentiable strategy is clarified and the tactical priorities are established. The next framing question is: Can the organizational design predictably, reliably, and robustly deliver results in scale? The answer is predominantly "no" for small businesses. The only question is degree of severity. Lean manufacturing principles attack this enemy daily. Removing today's growth constraint, i.e., bottleneck, only accelerates discovery of the next growth constraint. This is essentially the chronic challenge posited and addressed by Eliyahu M. Goldratt in *The Goal: A Process of Ongoing Improvement* (Goldratt, 2016).

Another framing question stewards the argument: If the business mysteriously were three times as big tomorrow morning, would prevailing management principles suffice? This is an alternative route for getting to the "no" for the previous framing question. During 17 years of consulting to small business, I have never heard "yes." The solution algorithm considers three variables: people, processes, and tools. Commentary on people will be deferred until the next section.

Process describes the workflow from product/service concept to cash. For some business models, workflow starts in a different spot. Disruptively innovative companies most assuredly start with concept because they invent products/services for which no established demand is validated. However, a wholesaler does not invent. Therefore, the wholesaler might start their cycle with marketing. Both aforementioned examples are gross oversimplifications that should not mask the point: each business model has a workflow, perhaps similar across competitors at a high level, but dissimilar at the granular level. There are established methodologies for improving workflow to reduce errors, accentuate scalability, and minimize resource consumption. Lean manufacturing, Six Sigma, and process reengineering are common disciplines.

Tools undergird good processes. Perhaps the most powerful tool is technology. Technology has profound implications for reducing labor costs. Automated check-out functionality at Home Depot is an example. As opined on Middle Market Methods website:

> Businesses should accomplish economies of scope and scale as they grow. However, absent a rigor for designing scalability, the opposite may happen. The first step is process improvement. The second step is technology enablement. Getting these two steps backwards means making deficient processes more efficient instead of scalable processes more productive (Middle Market Methods, n.d.).

Upon establishing the future state for the combination of processes and tools, managerial requirements come into focus. To wit, leaders know what they must manage. Ideally, it is a flatter, empowered organization. Coincidentally, this appeals to the future workforce: millennials. It is time to pivot to people.

Reality check: Will the business model productively scale?

Human Asset Requirements: Finding, Winning, and Keeping Talent

People! Predictable appropriateness of human behaviors has eluded mankind since Adam and Eve amid their banishment from the Garden of Eden. There is no Rosetta Stone tool for anticipating and deciphering all leadership challenges. People fail at work. However, there are two high-level categories to consider in evaluating the cost of failure: innovation and normalcy.

Innovative endeavors must embrace the possibility of failure in pursuit of something that satisfies latent customer needs. Jennifer Crusie put it this way;" If you haven't failed, you're not trying hard enough" (Cruise, n.d.). These failures are educational. By contrast, standardized processes for established products should enable people to produce high volumes of activity while minimizing errors. Of course, errors occur, but should be tolerated as a cost of doing business if within acceptable tolerance ranges.

Peter Drucker opined on many leadership principles in *The Effective Executive: The Definitive Guide to Getting Things Done* (Drucker, 2006). His points extended to people in new roles. Some failure may be inadvertently "manufactured" by placing people in new positions for which the fit may be lacking. Fit reconciles the resident skillsets of an individual with the requirements of the position. Fit may be understood in two broad categories: technical skills and behavioral skills. In some instances, the level of proficiency is inadequate, but the candidate may possess the aptitude and resolve to learn skills for performing as required by the job.

Overlooking fit issues is an abject leadership failure. Whether hiring for new positions required of the organizational design, or filling vacancies created by repositioning existing employees to better fits, hiring decisions must be made. This section is not intended to approximate the human resources manual, but rather emphasize chronic challenges.

Companies commence in a bad spot if they reactively hire. The temptation to settle may be overwhelming. Part of the antidote is forecasting hiring needs in the budget process. Many

companies, of course, do this. However, those same companies may not be engaged in proactive recruitment. Indeed, this may be a foreign concept. Proactive recruitment promotes the organization as a potential employer irrespective of an actual vacancy. Why then, would an employer do this before posting the position? The short answer is quantity and quality of candidates. The best candidates may not be actively looking when made aware of the company. However, their curiosity may be teased sufficiently to ponder the possibility—someday.

A job description is more than a compliance tool. It establishes a competency strike zone. A good job description includes both technical competencies and behavioral requirements for best fit candidates. Something I've added in recent years is the MBO (management by objectives) inventory for the first year on the job. Not only does this refine expectations for the job, but it influences the types of open-ended questions that interviewers should craft in anticipation of interviews. Speaking of interviews, beware the possibility that hiring managers are not trained. This needs attention. Two manifestations of this deficiency are possible, and neither is good. The first is non-compliance; the second is substandard results.

In short, the interview should be engineered to encourage the candidate to do most of the talking. The questions should be structured to reveal fit. Over several years of interviewing and providing interview training, I have inventoried a list of favorite interview questions, including:

- What do you know about the company?
  - What do you want to know about the company?
- What do know about the job?
  - What do you want to know about the job?
- What would your worst enemy admit is your greatest attribute?
- What would your best friend identify as your Achilles heel?
- What is your marquee accomplishment?
- What is the worst thing you ever encountered and what did you learn from it?
- What are you looking for in the next assignment, i.e., the ideal job?
- Compared to that ideal job, what is missing in your present assignment?
- What professional challenges keep you up at night?
- Describe your best fit position.
- Describe your worst fit position.
- What's the difference between leadership and management?
- How do you determine what you keep versus what you delegate?
- What is your talent pipeline strategy?
  - How have you implemented it?
- What is the best job you ever had and why?
- What is the worst job you ever had and why?
- What makes you angry?
- What is the toughest decision you ever made?
  - What were the consequences?
- Share an example of being unjustly criticized and how you handled it.
- What do you want on your tombstone?

- Relative to the company's "immediate priorities" as discussed during our conversation, please provide analogous examples of addressing such challenges.
- Assuming after arrival at the company, you decided the leadership team was wrong, what would you do?
- Why do you want this position?

Suppose the interviewing process produces the seemingly ideal new hire. How does the organization onboard the new employee? Onboarding prepares them for performing well in the position. This operative word is "prepares." This preparation should be juxtaposed with ZipRecruiters's top five turnover reasons:

1. lack of development/advancement,
2. lack of communication,
3. disconnect with managers,
4. managers do not value employee feedback, and
5. blaming the employee (ZipRecruiter, n.d.).

These reasons are traceable to managerial phenomena. Managers may attain their positions without being trained in how to manage. This turned out to be root cause for high turnover for one of my clients. The client struggled to comprehend the possibility: "But we hire from our competitors!" However, this incorrectly presumed that the job titles, workflow, and tools were identical. As it turns out, they were not.

Employers should not overlook cultural assimilation. As substantiated in the cultural arguments earlier in this article, it is not only what the company does, but why, and how. The favorite interview questions tendered above include catalysts that may reveal cultural compatibility—or lack thereof.

An onboarding "buddy" is another best practice to consider. A buddy from another department is paired with the new hire as a safe haven for questions that the new hire may feel inhibited to pose to department peers or supervisors for fear of looking unintelligent. A variation of the buddy system also applies to acquisition integration and addresses root cause of the predominant reason acquisitions fail to meet expectations: cultural incompatibility (Bradt, 2015).

Performance management is essential. Performance reviews are the bane of managers. This is part of the management training that many managers do not receive. No employee should be surprised by a performance review, yet managers often struggle to provide negative feedback. The phenomenon is even worse for millennials, who are predisposed to desire dynamic, immediate feedback. Kim Scott's *Radical Candor* affords both seasoned and neophyte managers a tome of wisdom around the simple elements for caring personally and challenging directly (Scott, 2017). Essentially Scott's version of radical candor accentuates the dynamic between leaders and followers to realize the latent potential in both.

A model that may work for managers borrows from the martial arts: enticing the employee to make the first move. Consider this choreography:

- Employee: "How'd I do, boss?"
- Boss: "How do you think you did?"
- Employee: "What do you mean? That is what you are for, isn't it?"
- Boss: "Not entirely. Self-awareness is essential to personal growth. Let's start with what you think. Then, I will confirm where we agree and share alternatives for where we differ."
- Employee: "This feels a little strange."
- Boss: "I understand. It felt a little awkward for me when I first received coaching from mentor. You'll get more comfortable over time with practice and our interpersonal dynamic will evolve. Are you game for giving it a try?"
- Employee: "Here goes. . . . . ."

A business culture must provide the governance architecture for productive interpersonal relationships. Both must be husbanded the same as plants, analogous to sunshine, water, nutrients, pruning, and grafting. "Voice of the employee" surveys are an appropriate tool. Fair warning. There is only one thing worse than NOT asking for feedback—doing NOTHING with the feedback.

For one of my clients attempting to do the right thing the right way, the response rate was trending lower concurrent with attrition trending up. Nothing in the responses hinted at root cause. The survey was blind, so flight risks could not be preemptively identified. Moreover, changing the survey to identify respondents is inadvisable. Besides, the flight risks were, perhaps, among those who did not respond.

I inspected the survey questions. They were in the strike zone of normalcy. However, a question that could shed light on root cause borrows from the Net Promoter® score principle: Would you recommend this company to your friends and family as a great place to work (Reichheld, 2006, 2004, 2003)? The additional feedback proved useful. Negative responses framed further investigation toward root cause. The company had been struggling with industry softness. The traditional salary increases to which legacy employees had grown accustomed dried up. However, the company had not been transparent about the challenge and employees filled the void with reasons that were not rooted in fact. The phenomenon straddled Herzberg's hygienic and motivation factors. First, diminished trust created doubt about market compensation, i.e., a hygienic factor. Second, the absence of communication spawned doubt about whether the work remained fulfilling, i.e., a motivating factor. This phenomenon is especially tragic when seasoned employees exit the company.

Reality check: Is the leader-follower dynamic capable of communicating effectively for things that matter?

Closure

This article provided ideas for institutionalizing an "employer of choice" culture. Clearly, there is more to the challenge than pithy phrases. Additionally, the architecture of the business model must align with growth aspirations. Moreover, employees with technical expertise and behavioral proclivities who meet the company's requirements need to understand their empowered

responsibilities in pursuing corporate strategy. This article only scratches the surface. Perhaps some readers of the article already use some of the ideas. However, the litmus test is whether the readers use most of the ideas—or some facsimile thereof—in addition to other great ideas to differentiably brand themselves among potential employers. Finally, even if that goal is presently achieved, beware. As imparted by Spencer Johnson, the cheese always moves (Johnson, 1989).

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The Role of Ethics in 21st Century Organizations

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In today's global business world many organizations have turned to unethical practices in order to maintain the organizations and continue to be competitive. An example can be found in the lawsuit of the City of Los Angeles against Wells Fargo that began in May 2015. The city alleges that the bank has set unreasonable sales expectations of employees, therefore, causing them to turn to unethical practices to meet quotas (Whitehouse, 2015). These actions have caused an adverse effect on the employees and community in addition to creating a negative view of Wells Fargo. However, Wells Fargo is not alone in these unethical practices. It has unfortunately become a norm in today's business world. But, can businesses be fruitful and ethical at the same time and if so, how? This article will address the importance of creating and maintaining ethical practices and recommendations in pursuing the establishment of an ethical organization.

Ethics is defined as a "reflective process" in which one attempts to determine obligations to and with others while maintaining one's personal rights and beliefs (Ciulla, 2004). There are three distinct types of ethics. Descriptive ethics involves discovering how people behave, think and feel in relation to morality (Fedler, 2006). Prescriptive or normative ethics calls for certain actions, behaviors, feelings and mode of thinking. It determines what is "normal" or "accepted." Lastly, metaethics concerns itself with the process of how people make decisions based on their beliefs (Fedler, 2006). In short, one's actions will be based on their personal beliefs, what is accepted within the group and their ability to make decisions within the environment that align with their beliefs (Schnebel & Bienert, 2004).

What Are Ethics and How Do They Affect Organizations?

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within the group and their ability to make decisions within the environment that align with their beliefs (Schnebel & Bienert, 2004).

Culture is derived from the espoused beliefs and values of the group to include ideals, goals, values and aspirations, along with rationalizations and ideologies that the group shares (Schein, 2010). An organization's culture is primarily determined by the values and ethics that are determined acceptable by the leader. Values and ethics then serve as a template for how business is conducted on a day to day basis (Schnebel & Bienert, 2004). The problem is developing a culture that truly utilizes proper ethical standards and understanding its importance.

Social Responsibility

As mentioned above, ethics involves a combination of determining obligations to others while maintaining one's personal rights and beliefs (Ciulla, 2004). However, in the 21st century, the 'obligations to others' portion of leadership ethics is becoming endangered. Leaders tend to be fueled by greed, selfish ambition and personal advancement rather than adhering to social responsibilities. Social responsibility is an area that goes hand in hand with the implementation of organizational ethics (Balmer, Fukukawa, & Gray, 2007). Society has developed an insatiable greed that often leads to attaining success at the expense of others (Garia, 2014). This insatiable greed is responsible for poor organizational ethics and unethical practices. It is then necessary to first and foremost remember that a leader's true role is to make decisions based on the betterment of society, not one's self (Northouse, 2013). Social responsibility is defined as a "business's obligation to maximize its positive impact and minimize its negative impact on society" (Ferrell & Fraedrich, 2016, pg. 32). While most businesses have a focus on profit, those that have a sole objective of maximizing profit are likely to lose sight of their social responsibilities (Garia, 2014). Leaders must ground themselves once more in their obligations to their communities. This will be the foundation for creating and maintaining an organization with high ethical standards (Adams, 2015). Success will be found in the focus of bettering communities, customer, employees and stakeholders, not in personal advancement.

So the question is, can an organization be profitable and ethical at the same time? Is there a balance between being successful and meeting one's obligations to society? Yes! Organizations such as Google, Kellogg and Xerox are living proof of this concept (Adams, 2015). All three well-known and successful companies appeared on the Forbes' "Most Ethical Companies" list for 2015. The award focuses on organization's that have missions and procedures revolving around environmental-friendly approaches to business practices (Shields, 2013). For example, Google's motto of "Don't be evil" seems to align with their business practices. The company's Google Green Program has donated over $1 billion to renewable energy projects and has decreased its own impact by investing in energy efficient buildings and transportation. The organization is also well-known for its extensive employee benefits package which includes access to free health care and treatment from on-site doctors, free legal advice, and free on-site nursery (Ferrell & Fraedrich, 2016).

Good Ethics Leads to Happy People

Research shows that ethical companies actually have a higher probability of being profitable (Ferrell & Fraedrich, 2016). Why is that? Trust is the key most relationships, even business relationship! One of the first beliefs formed about a stranger is whether they can be trusted or not (Hultman & Gellerman, 2002). In order to successfully maintain a customer base, customers must *trust* that they are being provided with reliable service and a reliable product. Therefore, with ethical practices, customers are more likely to feel that the organization is being genuine in their intentions and less likely to take advantage of them, therefore, creating loyalty (Parkhe, 1999). On the other hand, unethical practices can be demanding and costly in various areas of business (Ferrell & Fraedrich, 2016).

Making ethical choices results in lower stress for manager and employees (Ferrell & Fraedrich, 2016), while making decisions that conflict with personal integrity or beliefs can be highly stressful and unnerving (Schwepker, 2001). When business practices or procedures are setup in such a way where the employee feels that he/she has to choose between doing the 'right thing' or their job security, loyalty will be low, stress will be high and most likely customer service, and production will suffer. People like to feel that they are contributing to something that matters (Schwepker, 2001). Having the ability and support to make decisions that sit well in their spirit and heart will create motivation, loyalty, and dedication among employees (Hultman & Gellerman, 2002).

Maintaining ethical standards enhances leadership (Ferrell & Fraedrich, 2016). Attaining success while maintaining social responsibilities challenges the leader on higher a level than achieving success alone (Kidder, 2001). As a leader learns to create a balance between the two areas, they develop as a leader, person, and community member. The opportunity is then available to grow personally, spiritually and professionally, which is what is required to meet one's full potential. Overall, ethical conduct builds trust among the team and business relationships which will ultimately validate and promote good business practices which will lead to success (Ferrell & Fraedrich, 2016).

Creating an Ethical Organizational Culture

J.B. Ciulla, an expert in the field of ethics, offers that to learn more about an organization's ethics, look at how it treats people- customers, suppliers, and employees (Ciulla, 2004). So, the first step in creating an organization that has a solid ethical foundation is to look at the everyday interactions among people. Interactions that are not authentic in nature, productive or, well, unethical need to be changed. However, employees will need guidelines to understand the expected standards of behaviors.

Leadership must establish ethics policies and standards in order to provide a formalized set of rules for employee expectations pertaining to ethical decision making (Ferrell & Fraedrich, 2016). Keep in mind that everyone has their own set of morals and ethics (Parkhe, 1999), what may be acceptable to one person may be wrong for the person next to them. Therefore, the organization needs to be clear about what the specific requirements are for business practices and what behaviors are deemed acceptable. There must also be a sense of responsibility placed on the leader

and the team as individuals, to meet the obligations outlined in the policies. This *responsibility* comes from accountability (Ciulla, 2004).

Employees must embrace the idea of social responsibility for themselves (Garia, 2014). This is a concept that needs to be enforced immediately upon joining the team. Promoting and displaying a vision that enables the community to grow and prosper with the company will bring a sense of ownership to the employees (Garia, 2014). People will begin to understand that they are not just there to make a profit, but to better the world. As employees display ethical behavior consistent with policies, they should be visibly rewarded. In turn, those that make decisions that are unethical must have repercussions (Schnebel & Bienert, 2004). This offers a level of personal accountability for decisions.

Ethics training should be implemented through seminars, workshops, and programs to reinforce standards of conduct (Balmer, Fukukawa, & Gray, 2007). Training should address what actions the team is to perform (Wallis, 2010). Part of the training needs to focus on *how* to make ethical decisions. Not everyone knows how. The five suggested steps in making ethical decisions are 1) recognize a moral issue 2) get the facts 3) evaluate the alternative actions for different perspectives 4) make a decision 5) act, and then reflect on the decision (Ferrell & Fraedrich, 2016). Leaders should make themselves available to assist in reflecting and debriefing decisions, good or bad. This allows for learning and growth on everyone's behalf while giving the opportunity for positive reinforcement when appropriate.

Furthermore, protective mechanisms need to be in place that allows for discussion and reporting of ethical dilemmas (Wallis, 2010). Employees must know and feel that they will be supported when needed to maintain an ethical environment. When situations are reported, they must be handled in a manner that does not breed a fear of punishment or loss of job security (Schwepker, 2001). This is a significant portion of creating an environment that allows employees to make the 'right' decisions.

Ethical standards set the tone for organizational performance. Despite training and enforcement, many employees will look to see if the organization "walks the walk" as well as "talk the talk." It is, therefore, important that leadership model the expected behaviors during all interactions. This is one of the major factors missing in the 21st century. Leaders will say the right words, but their actions do not match (Garia, 2014). If employees see leaders do not take ethics seriously, then they will not either. Leaders then need to be a role model and be visible to show the importance of taking the ethical high road (Wallis, 2010).

Conclusion

Business ethics is a factor that has become scarce in 21st-century business practices. However, it is one that is needed in order to attain success and longevity for any organization. One must take the time to fully understand ethics and its importance in meeting the requirements of social responsibility. Then, it must be integrated into the organization's culture in such a way that it is at the forefront of all interactions and decisions. Through education, support modeling and enforcement, leaders can assist their teams in becoming an ethical organization that focuses on the betterment of people and communities while working towards the company's mission.

Organizations do not need to decide between being successful or ethical, but rather become successful by being ethical.

About the Author

Dr. Natacha Dolson is, first and foremost, a Christian, mother of three and Navy wife. She holds a master's degree in administration from Fairleigh Dickinson University and a Doctor of Strategic Leadership from Regent University. Natacha has over a decade of experience in leadership serving as a director various organization's that serve adults with intellectual disabilities. She is also the co-owner of Partners for Change, LLC – a consulting firm that is dedicated to ensuring organizations are functioning at their full potential. Natacha believes that by putting ethics at the forefront of organizational culture, not only is success attainable, but making a positive impact on the world is possible. People always say, "it's not your job to save the world." but Natacha always answers, "you're right, it's all our jobs." Questions or comments regarding this article may be directed to the author at: Natacha.Dolson@gmail.com.

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The Impact of Organizational Development (OD) Methodology on Leadership Training: A More Intentional Consulting Approach

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An effective means of influencing positive change in organizations, the Organizational Development (OD) methodology on leadership training can help business leaders employ effective assessment strategies and focus on the important rather than the urgent in addressing organizational challenges. Focused on exploring the underlying needs of their clients, OD consultants help define the real issues and root causes of their clients' concerns. OD Consultants who systematically engage their clients with these strategies while also gaining trust can develop long term successful relationships that impact positively over time.

More often than not, leaders are left to their own devices to determine organizational and developmental needs, often leading to yet another well-meaning workshop or training session. The problem is at its conclusion, attendees generally return to the workspace with similar, if not the same, obstacles and challenges still starring them square in the face! Have you ever considered how these decisions are made? What were the considerations for deciding that yet another workshop is the answer? Who should attend? What were the outcomes and results of the last session? How will it impact the organization? Why will this one be different? And the list goes on.

These questions, left unanswered, can lead to high dollar investments in quick solutions prior to properly identifying the problem. An incorrect diagnosis or no diagnosis at all of leadership and organizational concerns, prior to making expensive training decisions will likely lead to more of the same behaviors and actions and have minimal impact on organizational effectiveness. Thus, if you always do what you always did, you'll always get what you've always gotten!

Consider this dialogue: *They're just not doing what I need them to do. I don't seem to be getting through to them and productivity is not where it needs to be. We just aren't communicating! I'm talking, but they're aren't hearing me! I don't know if I have the right players on the team! Let's talk to HR about getting someone in here to train them in … you name it! I'm at my wits end! Let's get it scheduled and make it mandatory for all to attend! Blah, blah, blah …!!!!!!!*

Sound familiar?

Maybe with slight exaggeration; however, it is not uncommon for leaders make decisions about training needs with minimal assessment and understanding of the root causes of situations. Applying Band-Aid training will only cover the visible perceived problem. Uncovering the root causes with the help of an OD consultant could lead to better, more measurable results and a lot less frustration. While assessing the situation may not likely be a skill set of the leader, it is however a skill set for an Organizational Development (OD) Practitioner. Collaborating with an OD consultant who can help mitigate the situation, help plan change, and minimize risk may be a better option to consider.

Central to the notion of OD consulting is the ability to identify a problem, research, recommend a solution and help implement that solution. According to the Society of Human Resource Management Glossary, the goal of Organization Development is to increase organizational effectiveness through planned interventions related to the reinforcement of organizational strategies, structures and processes, resulting in improvements in productivity, achievement of goals and employee satisfaction (SHRM, n.d.). Consultants who include this goal in their practice contribute to leadership's most pressing concern – that is maintaining the organization's viability in a changing world. In this model, the consultant is concerned with the organization as a whole even when the current assignment is confined.

Organizations must go through the exercise of identifying and prioritizing what is important for their leadership team to excel. Ackermann & Eden (2011), suggest there is a strong tendency for the urgent to drive out the important. The OD methodology provides a way to identify and focus on the important and is viewed as a positive and critically needed capability to effectively enable a new culture and transition to a new operating model.

This article is cultivated out of my experience leading organizations and teams, training and development and organizational development consulting, as well as from associations with other consultants and clients. It also stems from current research on effective Organizational Development consulting. These experiences lead me to propose a means of clarifying the purposes of organizational development as it relates to training and development. When clarity about purpose exists, both client and consultant are more likely to experience a satisfactory engagement process.

The following subtopics are addressed in this article:

1. The Advantage of Utilizing Organizational Development Consultants
2. The Systemic Approach to Organizational Development
3. The Consultant's Dilemma of choosing between what needs to be done and what the Client expects to be done.
4. Deciding What-not-to-do in Alignment with What Would Jesus Do.

The Advantage of Using Organizational Development Consultants

Today the question isn't how many companies are using consultants but how many are not using consultants (Pellegrinelli, 2002, p. 229-233). Never has it been more important for leaders to position their organizations strategically for competing successfully in the future. The use of the OD process adds responsibility to the employees and leaders alike, to maintain open communication, and constantly reevaluate the needs of the organization. Consultants take on the role of process facilitators. The goal of process facilitation is to increase the client system's capacity for learning so that it can make its own decisions and fix its own problems. An organization that uses the OD model has developed a network of contact and communication with employees (Singh, 2005).

Often times the information a client needs differs from what the consultant is asked to furnish. Some leaders undercut their own effectiveness by sending mixed signals. This happens in a number of different ways. For example: a leader thinks out loud and some people take such words as a call to action but others do not; a significant gap opens between deliberate and emergent strategy or a leader highlights "key organizational priorities," and yet goes on to put more resources into other things (Hughes & Beatty, 2005). Still yet, some leaders don't differentiate among competing priorities at all, implying that everything is a priority. In such cases, others will be left to their own devices to know that's important, and poorly aligned actions are nearly inevitable.

Consultants have the responsibility to explore the underlying needs of their clients to help defining the real issue and root cause. To do so, he or she explores topics such as:

- What's not working well in the business?
- Past solutions and results
- Client ideas and suggestions toward a solution
- Plans for implementation
- How will the solution be socialized?

In doing so, the consultant increases the likelihood of gauging the client's readiness and commitment to change. Be careful to convey that reasons for engaging is not to discover what's wrong in order to assign fault but to encourage constructive ideas for solutions toward improvement. This is critical since a solution to the wrong problem may not be helpful to anyone! Benefits of effective OD programs are myriad. Several conditions that must be present if an OD intervention can have any meaningful chance of bringing about the desired change (Dyer, 1989):

- ✓ The OD effort has to be connected to other parts of the organization.
- ✓ The effort has to be directed by appropriate managers and guided by competent change agents (OD Professionals).
- ✓ Owners and managers should show their commitment to OD at all stages of the effort, including the diagnosis, implementation, and evaluation.
- ✓ Owners and managers need to show employees how OD efforts relate to the organization's goals and overriding mission.

When an organization has stable methods in place for communicating and implementing change, it is better equipped to stay proactive in the industry.

Successful OD is collaborative and future-oriented. When this is the case organizations can improve effectiveness, achieve goals, build capacity, and creatively manage challenges and change. An added advantage of utilizing OD consultants is that we often provide a different perspective and have a less biased view of the organization's problems and needs.

The Systematic Approach to Organizational Development

OD consulting is much more than giving advice. OD consultants focus on developing the structures, systems, processes, and people within the organization through a variety of activities, including organizational assessments, executive and employee development and coaching, mediation and conflict resolution, operational review and process improvement, retreat planning and facilitation, strategic and operational planning, team development and facilitation, and customized training.

The practice of OD is grounded in a distinctive set of core values and principles that guide behavior and actions. OD efforts basically entail two groups of activities: "action research" and "interventions." Action research is a process of systematically collecting data on a specific organization, feeding it back for action planning, and evaluating results by collecting and reflecting on more data. Data gathering techniques include everything from surveys and questionnaires to interviews, collages, drawings, and tests. The data is often evaluated and interpreted using advanced statistical analysis techniques. The OD process can be viewed as a sequence of phases – entry, contracting, diagnosis, data collection, feedback, implementation, and follow up.

The systemic approach to OD highlights the value placed on collaboratively engaging clients in the process of clearly identifying their needs and developing action plans that outlines a path to success. Because of the limited awareness of the availability of OD services, organizations may experience threats related to the lack of understanding of the value of OD as a systematic approach to achieving organizational efficiencies and synergies. OD consultants like to leave behind something of lasting value. Consultants facilitate learning by including members of the organization in the intervention's processes. Client engagement in the process will promote opportunities to aid members in identifying learning needs (Steele, 1975, pp. 11-33 & 190-200).

The Consultant's Dilemma

Because there are various client roles in consulting projects, the consultant needs to be able to manage the different types of clients and their different interests, influence, and levels of participation regardless of the mode of consulting. In doing so, the consultant has a dilemma of choosing between what needs to be done and what the paying client expects to be done. A frequent dilemma for experienced consultants is whether they should recommend what they know is right or what they know will be accepted. Yet others may wonder if they should do 'what's inspected or what's expected'? Professional etiquette supports the notion of the consultant recommending and the client making the final decisions of whether and how to implement.

Consultants beware that effective implementation requires a level of trust developed throughout the engagement. Being preoccupied with our own agendas is a recipe for distrust (Bleak & Fulmer, 2009). After all, "*clients pay attention to us only if we first pay attention to them*" (Green, 2006, p. 27). You develop trust and respect by building personal relationships as well as treating everyone with respect. Trust is not something you can take for granted. It may take months or years to build, and unfortunately, you can lose it with one indiscretion! Keep your word, tell the truth and be transparent. Some important ethical guidelines for consulting during organizational change include:

1. Do no harm to your client.
2. Keep client information private unless the client or law requests otherwise.
3. Do not create dependence by you on your client, nor by your client on you.
4. Anticipate and avoid conflicts of interest (for example, representing two opposing interests at once).
5. Do not act in the official capacity as an advocate for your client.
6. Do not go beyond your own expertise.
7. Do not skip the discovery phase of consulting.
8. Treat others the way you want them to treat you.

To avoid unethical behaviors, you also should develop strong self-awareness about your own biases and assumptions and about the limits of your own expertise. This self-understanding is critically important (Carter, 2006).

Deciding what-not-to-do in alignment with what would Jesus do

> *"But the Helper, the Holy Spirit, whom the Father will send in My name, He will teach you all things and bring to your remembrance all things that I said to you"* - John 14:26 KJV.

Christian work is not a specific type of occupation but rather an attitude that sees work "not primarily as a thing one does to live, but the thing one lives to do" (Sayers, 1942, p. 89). The essence of organizational development methodology and strategy is choosing 'what not to do' and an effective leader knows when to act or stand still. As a Christian consultant, the Holy Spirit is the Teacher, Helper, Advocate, and Guide. He is the source of spiritual understanding, enabling Christian living. My goal has always been to integrate principles of spiritual philosophy, ethical disciplines and Biblical insight into my consulting practice. A blend of organizational development, leadership and spiritual worldview has proven very effective in leading clients through challenging and complex organizational change initiatives. The intent is never to attempt to push spiritual beliefs upon clients. Consulting should begin and end with the business strategy and objectives in mind; it is however, important to maximize the potential for a compatible consulting relationship. When the use of a consultant is seen as a strategic imperative tied closely to the strategy and needs of the business, excellent organizational results can follow (Bleak & Fulmer, 2009).

Creating the future is not a purely abstract concept. Successful organization development (OD) is a collaborative effort. Clients should recognize that unless recommended solutions consider the big picture, they may be impossible to implement or may create further challenges in the

organization. Therefore, consultants must work to provide consultation, diagnosis and interventions aimed at achieving congruence among the components of the organization.

With the calling of a consultant comes great responsibility. Clients expect consultants to provide accurate, sound, ethical advice with the utmost integrity. If you want the client to continue to seek, pay, and act, they must trust you! Consultants must be sure the message is received and clients experience the relationship as intended. As a practice, once a consultant's words are aligned with actions, clients will begin to trust them, as well as seek and follow their advice. Nothing creates genuine trust better than focusing on the client, not as a means to your ends but as an end in itself (Green, 2006, p. 28). Consequently, without communication based on trust, respect, and integrity in the eyes of others; there is little chance that persuasion can be successful" (Conger, 1998, pp. 24-25) and signing that 'new contract' or retaining the 'current' contract may be out of reach!

You teach a little by what you say. You teach most by what you are. When a person is given authority, he is in a legitimate position to exercise control and influence. For some this is ego-building and leads to autocracy (Engstrom, 1978, p. 100). Consultants must exemplify in their own behavior the behavior they expect of others and display honesty and integrity in all relationships. A good character suggests an ethical foundation that makes our audience trust us and be more receptive to what we say (Barrett, 2011). In turn, the higher the chances will be for a more compatible consulting relationship; and the more likely it is that collaboration will be successful and the consultant will be invited back! Someone once said, "your best client is the one you still have!"

Conclusion

There are a variety of strategies that lead to empowerment in organizations. They can be directed toward individuals, work groups, or the entire organization. Drucker (1997) once issued this warning: "knowledge constantly makes itself obsolete" (p. 20) implying that neither people nor organizations can rest on past laurels or strategies. The systemic approach to organizational development highlights the value OD places on engaging clients in the process of clearly identifying their challenges and developing action plans that outlines a path to success. In general, organizations that wish to achieve a high degree of organizational change will employ a full range of interventions, including those designed to transform individual and group behavior and attitudes. Whatever the process, the consultant must be able to help the client to help himself.

In general, organizations that wish to achieve a high degree of organizational change will employ a full range of interventions, including those designed to transform individual and group behavior and attitudes. Typically, organizational development programs will simultaneously integrate more than one of these interventions. Future success may be realized by those who continually build and use knowledge to the fullest extent possible; that may well include external guidance from a knowledgeable consultant skilled in shifting mindsets from the status quo and getting the organization to see through multiple lenses.

When asked what advice he would offer to a new consultant, Block (2010) admonished to narrow your focus. Don't try to be the all-purpose consultant. Find out what you care most about and what you have a gift for, and let the world know about that. The need to create relationships will

be key. If we meet the client's need in a way that is consistent with our brand, expertise, and experience, we can create exciting new revenue streams; as well as make a difference in the lives of individuals, businesses and organizations.

What Marvin Weisbord writes in "The Consultant's Dilemma" is that we always arrive in the middle of somebody else's movie and leave before the end. It's someone else's movie (story), you're arriving in the middle (there's a past and a context that you don't know but need to learn), and it will go on long after you leave. You'll always have more to learn, and if you're curious enough you'll benefit from the inevitable mistakes and enjoy the journey (Linden, 2010). Something to consider the next time a client simply asks for yet another training class!

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Managing Organizational Culture and Design During Succession

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An organization's culture and design are central to who the organization is, what they do, and how they do it. They offer consistency and expectations for employees and set the standards for output. Essentially, they are critical to not only the operations of the company but also their success. Change is inevitable and a part of growth, learning, and success. Through the course of an organization's existence, it will undergo changes in culture, design, and leadership. The strength of the current culture and design will determine the organization's ability to maneuver successfully through the changes they are or will undergo. However, when leadership itself changes, it is imperative that part of the succession planning involve safeguarding the key components of the current culture and design, while slowly implementing *intended* changes. Without proper planning and implementation, employees will begin to feel insecure and unstable which could influence the overall well-being of the company. It is, therefore, important for strategic teams to understand the importance of culture and design, the impact a succession can have on the organization, and develop a plan to manage these factors during succession – either planned or unplanned.

S uccession planning is a key component in the life cycle of an organization. Specifically, it ensures that as leadership transitions from one leader to another – regardless of the reason –the transition would be seamless, and the organization would be in a position to not only survive but also to thrive. Leaders have traditionally transitioned for many reasons for example, promotions or demotions, new hire to the organization, voluntary or involuntary termination, a lateral move from one part of the organization to another or "progress in place" which is when an employee is developed in their current role (Rothwell, 2016, pp. 31-32). However, in today's global marketplace, there are additional reasons why leaders transition like outsourcing, process redesign, organizational redesign (or reorg), to establish talent pools, to temporarily trade personnel, or to establish talent pools, acceleration pools, two-in-the-box arrangements or "competitive skill inventories of high potential workers outside the organization" (Rothwell, 2016, pp. 33-34).

When leaders transition the organization is impacted in two critical ways. First, it is natural for the organizational culture to change as each individual is uniquely different and brings with them their own personal values and ideals. Second, the organization or department may undergo changes to its design or structure as each leader has a vision that they believe would position them for success in the marketplace. The key to ensuring these changes do not have a negative impact on business operations is due in large part to a leader's ability to manage them so that the organization remains successful at providing the marketplace with their products or services.

What is Organizational Culture & Design?

Culture and design are main elements of an organization. Assuming that the organization undergoing succession is a well-established entity, there is a good chance that it already has both engrained into its everyday processes. It has already defined who the organization is, what they stand for, and how they do things. As new members - particularly leaders - enter the organization, their viewpoints may impose on the current standing elements and therefore indirectly threaten the employees. To avoid this, it is important to understand the significance that these two main elements have, especially when undergoing a major change such as succession.

The design of an organization is composed of the goals, strategy, structure, process, people, coordination, control, and incentive (Burton, Obel, & Håkonsson, 2015). It concerns itself with designing the optimal structures of accountability and responsibility to execute its established strategies (Jones, 2010). Any organization that intends to function efficiently and effectively will require a fitting set of fundamental design principles. If the configuration of a company that does not fit its needs, it can easily lead to opportunity losses as well as threaten the efficiency, effectiveness, and longevity of the organization as a whole (Jones, 2010). Therefore, it is important for leaders to education themselves on the organization's needs prior to making any changes to the configuration.

There are four distinct building blocks that can be utilized to build the proper configurations for the organization: Matrix; Functional; Simple; Divisional. Choosing the best configurations involves determining the group's focus on functional specialization versus product/service/customer orientation and building the best design around its needs (Burton, Obel, & Håkonsson, 2015, p. 71).

Functional
Specialization
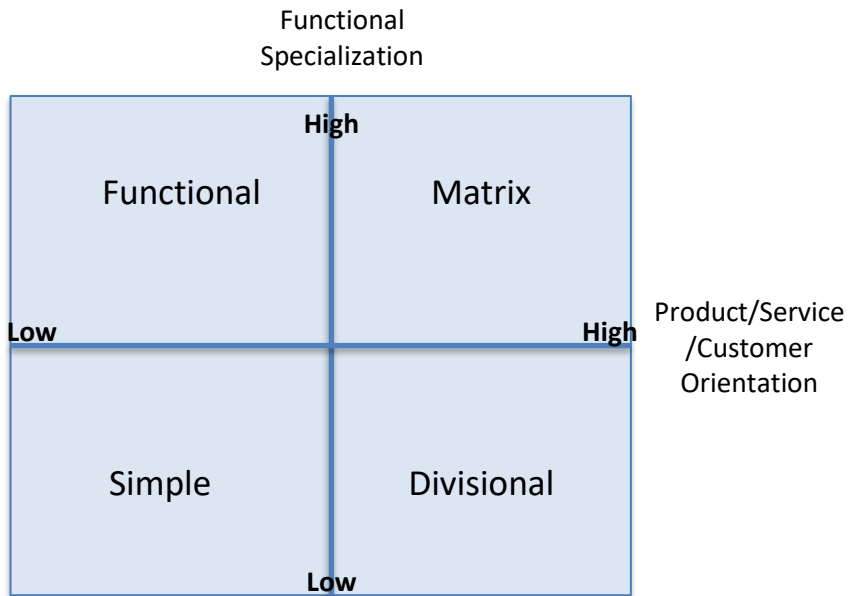
An additional step of defining and identifying design is to understand the coordination, control, and information and knowledge systems that currently exist (Jones, 2010). Coordination and control systems are defined as "the systems that integrate, or tie together, the various sub-units of the organization". Information and knowledge systems are the methods that decision makers access meaningful data (Burton, Obel, & Håkonsson, 2015, p.187). With a change in leadership, these systems are often adjusted to increase information flow. However, two choices need to be made prior to any changes being implemented. First, how formalized are the systems intended to be? Second, how centralized are the control and coordination systems intended to be? (Burton, Obel, & Håkonsson, 2015, p.190). Depending on the answer to these questions, the leaders can then determine which coordination and control space is most appropriate.

While the design focuses on processes and information flow, culture makes up the 'personality' of the organization. It can be defined as a

> Pattern of shared basic assumptions learned by a group as its solved problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems

(Schein, 2010, p.18). Basically, it defines the expectations and norms of the team as it reflects the mentality, work ethic, and values of the group. Culture establishes how members will respond to everyday issues of survival, growth, adaptation, and learning (Schein, 2010). Organizational culture is unique to the organization and can offer a competitive edge (Cameron & Quinn, 2011). There are three levels of culture: Artifacts; Espoused Beliefs and Values; and Basic Underlying Assumptions (Schein, 2010). Each offers a valuable piece of what the shares values of the members include. According to Schein (2010, p. 24), a leading author in the field of organizational culture, the three levels can be summarized in the following manner:

1. Artifacts
   a. Are visible structures and processes
   b. Observed behavior
2. Espoused Beliefs and Values
   a. Ideals, goals, values, aspirations
   b. Ideologies
   c. Rationalizations
3. Basic Underlying Assumptions
   a. Unconscious, taken-for-granted beliefs and values

Artifacts can be observed and identified by any person who enters the physical environment of the company. This level of culture is often not looked at as part of the culture but does speak volumes for itself. For example, the physical layout of an office can speak on how the organization functions and prioritizes. It is important to note both the espoused beliefs and values along with the basic underlying assumptions as they are two very different components. Espoused beliefs and values are more of how the organization would like to be, in other words, the ideal. On the other hand, basic underlying assumptions are those processes or procedures that are not formal, but rather are "just how things are done" (Schein 2010).

Within the organization, macrocultures, subcultures, and microcultures could also potentially exist. These often develop within departments, divisions, and silos and are mini cultures within the larger organizational culture. They develop due to the different focuses and priorities that each group has within their daily functions and can, at times, cause disconnection or lack of information flow to outside groups (Cameron & Quinn, 2011). It is, therefore, important for leaders to decipher between organizational culture versus the culture of a subgroup to really understand the various factors that keep the organization 'rolling.'

As a result of the overall culture and current happenings, one will note what is referred to as the "climate" of the group. This is often directly affected by major changes within the organization (Schneider, 1990). This involves more of the "vibe" of the group depending on stress levels, workloads, motivation, and happiness than the actual values, beliefs, and processes. If one is not paying close attention, some of the climate can be interpreted as part of the accepted and expected behaviors.

Culture is how your organization will determine what is deemed acceptable in terms of solving problems of external adaptation and internal integration (Schein, 2010). While many organizations today understand and accept the importance of culture, many do not grasp the necessity in developing an atmosphere that appeals to all employees yet remains functional. An organization's culture can drive performance if properly utilized. Obtaining assistance from experts in the field will assist leaders to tap into a wealth of resources on what works and what can stop productivity right in its tracks.

What is Succession and Why Should I Care?

The former CEO of Medtronic, Bill George, posited that "One of the most important things leaders do is to prepare for their own succession" (Henderson, u.d.). So, what is succession planning? It

can simply be defined as "the practice of identifying and developing in-house candidates" (Delves, 2011) for leadership positions. "It can also be defined as a process which ensures the continued effective performance of an organization by establishing a process to develop and replace key staff over time (King, 2005). Succession planning does not necessarily have to be specific to only the most senior level officers of the organization as it is important to include mid-level managers in the succession planning process as well. Regardless which level is targeted it remains a fact that "without a strong succession-planning program, companies are not prepared to fill openings created by retirements or unexpected departures, nor are they able to meet demands for additional corporate leaders resulting from growth" (Delves, 2011). In fact, the legal editor at XpertHR U.S., Marta Moakley stated that "the greatest risk in succession planning is failing to engage in the process at all" (Gurchiek, 2015).

Succession planning is influential to organizational performance in many ways with the most critical component being that it identifies future leaders – whether they are employees who already have current skills or have the potential to develop those skills – who can either move up in the organization or transition to other positions (Richards, 2016). The second benefit to the organization is not only does it save them money on external recruiting, but it also spares them the cost of onboarding and training a new hire. Third, succession planning identifies "in advance where there may be gaps between what employees need to know and what they currently know - competency gaps" (Richards, 2016). Fourth, it ensures that the organization takes a deliberate and intentional approach to ensure there is diversity in its leadership pipeline and fifth, succession planning ensures the continuation of new perspectives and innovative ideas throughout the organization instead of recycling old ones.

Change is Hard, But Manageable

Change is inevitable and necessary for growth and productivity. However, it is also very difficult, especially in an organizational setting. During succession, an additional challenge comes into play as the organization has become accustomed to the leadership style of the previous leader and is now being forced to adapt to a new person and perhaps style. Therefore, a large challenge leaders will face is approaching employees in a manner that will produce acceptance versus distrust and discomfort. Ultimately, the new leader has the responsibility to motivate followers to want to be a part of their team and follow their direction (Palmer, Dunford & Akin, 2009).

It is normal for successors to come in and want to hit the ground running. However, the best approach is to spend time learning the elements, people, and values of the group first in order to build knowledge and trust. It is also important that leaders focus on core principles during the integration process to show that the major parts of the organization will not change. This offers a sense of stability and familiarity (Cameron & Quinn, 2011). As much information as possible should also be shared with the members so that they feel a part of the changes and not victims to it. Leaders must remain aware of their every action and reaction along with every spoken and unspoken word (Schein, 2010). Any inconsistent signals from the leader will send a surge of uncertainty and mistrust that will be difficult to recover from.

Resistance to change should be expected and planned for. Preparing the group for the change should be part of the succession planning in order to make the transition smoother for all involved. Utilizing a structured management approach from the beginning of the change, recruiting the

support of current senior leaders, managers and frontline supervisors will assist in getting the rest of the team onboard (Collins, 2000).

Successors should remain as transparent as possible and offer formal statements on their philosophy and direction for the organization (Collins, 2000). However, current members of the organization should also be consulted for concerns, ideas, and aspirations in order to create a team relationship. Another avenue to develop this relationship is for leaders to be 'on the floor' with the group as much as possible to experience the culture, processes, and procedures of the organization first hand to be better informed for future decisions.

Improper Implementation & Planning

When succession occurs at any level of the organization and leadership changes hands, effective management is critical to ensuring there are no short or long-term hiccups in the organization's operations. But, the world is not perfect, and neither is any leader and even though there may be a strategic plan in place, it can be difficult to plan for every possible scenario. One of those uncertainties is improper management during succession which can have a significant impact on the organization. It can also be career limiting for the leader in question if their improper management results in large losses to the organization's profit margin.

There are several ways an organization could be impacted as a result of improper management during succession. Some of those are:

- Loss of employees (including high potentials and high performers) across the organization
- Loss of shareholder value or profit margin
- Loss of customer or partner relationships
- Loss of stakeholder and industry confidence
- Potential exposure to a merger or an acquisition
- Additional costs to recruit and onboard new employees following the departure of existing staff (Fraser, 2009).

Tips to Being Successful During Succession

Preparation- Creating a Learning Culture

The best way to manage culture and design during succession is to properly prepare for the change ahead of time. Creating a culture of succession readiness requires the current leaders enforce mannerisms that are 'change ready' and enables employees to achieve and sustain success as independently as possible (Jones, 2010). This means creating a learning culture in which members are able to adapt quickly to change and learn the new expectations while maintaining everyday functions. Research shows that organizations with a high capacity for learning do better during successions with little to no disruption (Charan & Colvin, 2001).

Clear Communication & Consistency

It is unlikely that the organization will adjust to and trust a new leader 'blindly.' Therefore, the leader will need to make an effort to show the members that he/she has their well-being and success as a priority. This can be accomplished through communicating values, views, ideas, goals, and visions and maintaining consistency between one's words and actions (Charan & Colvin, 2001).

Slow & Steady Change with Purpose

Changes will naturally take place as they always do during successions. With new leaders, come new ideas, thought processes, and styles. However, changes need to be made slowly so as to not overwhelm the team. Talent must be retained though the design may be adjusted. It is then important to ensure that the following remain in place:

- Cultural alignment
- Value congruence
- Commitment to common goals
- Teamwork
- Key elements of the organization (Charan & Colvin, 2001).
-

By maintaining these key factors, leaders have a foundation to build on the current organization's history and successes while moving it to new levels of achievement.

However, changes should not be made without a deliberate purpose. It is essential that leaders understand that culture is not something an organization *has*, but rather what the organization *is*. Making unnecessary changes could sacrifice elements of the organization that are what they are well known for and are credited for past successes. Changes should be based on what will assist the company to be in alignment with internal and external needs in addition to what will assist in attaining the highest levels of efficiency and effectiveness (Cameron & Quinn, 2011).

You Can Do It!

There is not a one-size fits all approach to successfully manage the change that succession brings to the organization. This is because every organization is different, regardless of industry, and the strategy that works for one may not work for another. "In some cases, a company may have to move some people along quickly, in order to expose them to a broad range of experiences, and possibly to fill vacancies" (Baldwin, 2000).

There are different ways that organizational leaders can mitigate the risk of improper or ineffective management during succession. One of those ways is to ensure both current and future leaders are on the same page. This can be accomplished by ensuring the change management process includes certain key components as the graph below indicates. It is also important that these components be used when communicating succession and change management to the organization as a whole for the purposes of consistency in messaging.

Managing Change
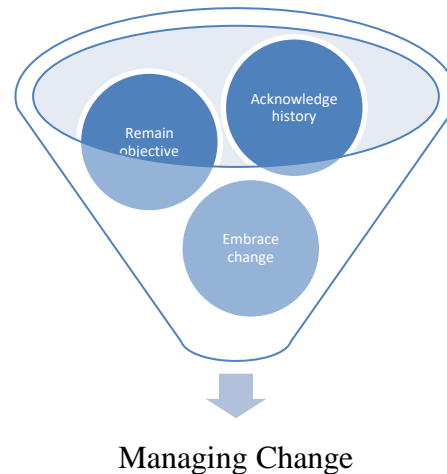
Another way to manage the change in organizational culture and design that occurs as a result of succession planning is to find metrics to determine whether the organization's succession planning program is a success. Some metrics that leaders are encouraged to track are:

- The number of positions filled by succession candidates - this will provide information on how thoroughly the organization's bench strength is being utilized. This information should be prioritized beginning with the most critical and pivotal roles and then moving toward the less-critical ones
- The number of candidates actually in the pipeline – this number should provide an accurate reflection of whether there is enough talent in the pipeline to handle a variety of different roles and contingencies. It is important for leaders to understand that the optimal number will depend on factors like turnover rates, but it will reflect whether there is enough talent in the pipeline to handle a variety of contingencies, including the loss of succession candidates to key positions
- Documentation and measurements of how and where (in the organization) the succession plan is implemented. If the plan is in the process of evolving, that should be noted as well along with what key portions are being updated
- Metrics related to business outcomes that are managed by succession candidates. The organization's high potential or high performing employees should be in the pipeline and the best way to determine who they are is by tracking the business outcomes that they have managed. When capturing this data, if the information indicates that a succession candidate is transitioning to other roles so frequently that they have little opportunity to be successful in their current role, then this fact should be noted as well
- The manner in which managers are being held accountable for ensuring succession planning is occurring and how they are developing employees to ensure they can be a part of the organization's pipeline.
- (ATD Research, 2015).
- Succession planning is a tool that should be "a part of the process of preparing for the future of your company" (Baldwin, 2000). Regardless of the size of the organization or the industry it identifies with, the objective of the succession planning process is to ensure that there is an internal pipeline of "well trained, broadly experienced, well-motivated people

who are ready and able to step into key positions as needed" (Baldwin, 2000). Leaders must not only understand the importance of this program but they must also be equipped to manage the organizational changes that occur as a result of it.

About the Author

Marcelle has 15+ years of experience assisting clients to collect and analyze workforce and recruiting metrics. She is skilled in evaluating business landscapes and implementing projects and policies that enable organizations to integrate inclusion and provides leaders with the tools and strategies that equip them to move from discussing inclusion to integrating it. As an analytical strategist she understands the value of partnering with key stakeholders to identify opportunities that increase overall organizational performance. Marcelle also has a background in academia that includes both the design and facilitation of MBA courses in Cross-Cultural Management, Leadership, Organizational Behavior, and Diversity in Organizations. Her consulting firm, Partners for Change specializes in organizational culture, leadership development, diversity and inclusion, performance management and strategic planning. Marcelle received her B.A. from Georgia State University, her MBA from American Intercontinental University and her Doctor of Strategic Leadership from Regent University. Questions or comments regarding this article may be directed to the author at: marcellewd@gmail.com.

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Church Consultants

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Church consulting began centuries ago but has become somewhat lax on several issues. This article will clarify the definition of church consulting by first reviewing the history of church consulting, followed by developing a clear definition. The article will then turn to skills and competencies needed for such a career in church consulting, concluding with a review of options for church consultant certification including secular business certification, finishing with some action steps church consultants can take to instill integrity for authentic, credible consulting.

Bellman is not at all encouraging about a career as a consultant:

Consulting is a much maligned profession—and for good reason. For one thing, it is too easy to enter the profession. All it takes is the cost of some stationery and a business card. The term consultant is also used to cover a wide range of sins. Out-of-work executives call themselves consultants while they are between jobs, brokers of financial products call themselves consultants to mask their aggressive selling efforts, and, in general, when people take our money and we are not quite sure we got anything of value in return, we call them 'consultants.' The fundamental problem facing the consulting profession is that of integrity. This holds whether our consultants operate on their own as external consultants or are internal to a company. In fact, the larger the consulting firm and the larger its reputation, the greater our distrust."(Bellman, 2002, p. xiii)

Though harsh, Bellman's words ring true. Add to the above issues the problems faced by church consultants—resistance to change being one of the most difficult problems—and consultants understand the necessity for some standardization of competencies in the sector.

With approximately 300,000 houses of worship in the United States (Bedell, 1993) and an estimated 3,000 consultants working with those churches (Los Angeles Times Staff, 2013; Sataline, 2013a, 2013b) we presume training in ecclesial effectiveness has occurred. Taking a small sampling of about one hundred church consultants from a Google search, one finds expertise in the five major segments: (1) Information Technology; (2) Strategy and organization; (3) Marketing; (4) Operations management; and (5) Human resource management (Greiner &

Poulfelt, 2010, p. 166). Consulting services tend to fall under operations management (financial, fundraising, building new facilities, or ministry growth, etc.) advertising on the side they also do strategy development. A few academic, or former academic consultants pursue the specialty of strategic planning, and so far, in this brief search, just one consultant claims an expertise in strategic foresight consulting.

The purpose of this paper is to clarify the definition of church consulting by first reviewing the history of church consulting and developing a clear definition. This article will then turn to skills and competencies needed for church consulting, and availability of certification for church consultants, concluding with some action steps church consultants to create a church consulting certification.

The History of Church Consulting

The secular world of consulting may reach back as far as Gaius Maecenas in the first century B.C. who consulted Augustus. In the 13th century, Thomas Aquinas is thought to be a consultant stating, "May those in need of independent guidance have the courage to seek counsel and the wisdom to distinguish good from bad advice" (Kitsopoulos, 2003, p. 16). Notice, the skills mentioned can apply to any consultants, coaches, pastors, mentors, or counselors.

Scripture provides numerous stories of consulting. Dembitz & Essinger convey the story of Moses and Jethro to illustrate the earliest consultant.

> *Exodus 18:13-27 has Jethro—Moses' father-in-law—advising Moses to stop trying to be the only person who gives the people advice because this is too exhausting for Moses and means that the people are kept waiting many hours. Instead Jethro counsels Moses to select capable men from the people and appoint them as officials who can decide all simple cases, with Moses himself only deciding the most difficult cases. Was Jethro the worlds' first management consultant? Possibly. (Dembitz & Essinger, 2000, p. 10)*

Sprinkled throughout the Old Testament are kings seeking consultations with prophets, priests, and wise men. For instance, King Ahasuerus (Esther 1:13-14 NRSV) sought out advice from sages regarding the fate of Queen Vashti. The New Testament church found Paul's consultations with them beneficial, such as in Acts when "he went through Syria and Cilicia, strengthening the churches" (Acts 15:41 NRSV), and "the churches were strengthened in the faith and increased in numbers daily (Acts 16:5 NRSV). Biblical consultations made the church stronger as it grew in number, and in leadership, as exemplified in 1 and 2 Timothy and Titus, when Paul advised the two leaders how to better lead their churches.

Defining Church Consulting

Definitions of church consulting vary. Doctoral candidate, Smith, found three definitions: (1) "One who assists the congregation in identifying and breaking out of existing cycles and in allowing the church to find viable alternatives to its current situation" (Bullard, 1980); (2) "The process where a person or persons provide insights and recommendations to improve the overall health of a church, or to provide [expertise] in a specific area of church need" (Rainer, 1980, p. 4); and (3)

"Coaching or any form of Christian partnership that has a goal to fulfill the great commission" (Bandy, 1980). As a fourth option, Smith developed his own definition: "The process whereby an individual or individuals with presumed expertise for facilitating the effectiveness of a ministry or ministries, in recommending a plan or effecting some strategy, provides advice and/or encouragement to the local church(es)" (Smith, 2006, p. 9).

Another strong definition is that of Peter Block, who delineates consulting as "a person in a position to have some influence over an individual, a group, or an organization but has no direct power to make changes or implement programs" (Block, 2011, p. 38). Articulating a demarcation between managing/doing and influencing/advising is vital. As Greiner & Poulfelt put it, "consulting involves the independent study of a client issue, and often times with assistance in implementation, but not with taking over the managerial function" (Greiner & Poulfelt, 2010). When consultants get involved in the actual management function, it can lead to a conflict of interest and more media attention than most consultants want to deal with. For our purposes, the definition will be:

> A church consultant is a God-follower who holds teams and personal relationships as sacred and has some influence over a pastor, leadership team, or church due to personal experience, formal and informal training, and certification but has no direct power to make changes or implement programs or ministries.

Skills Necessary for Church Consulting

Church consulting requires distinct skills and competencies to serve houses of worship, though the skills of a management consultant must also exist. As Macdonald discovered, churches are different than businesses. For instance, business consultants live in the world of "performance indicators or measures of efficiency. … The very order and efficiency that is central to so much consultancy advice sits awkwardly with an ecclesiastical tradition. … Most consultants would be unable to offer much of value" (Macdonald, 2006, p. 418). Yet, more churches are seeking the assistance of consultants, even though they have "little tolerance in the church of peddlers of fad and fashion" (Macdonald, 2006, p. 418). Church consultants, then "are found through personal recommendations and individual networks" (Macdonald, 2006, p. 418). The church consultant is "someone whom people in the church will respect and whose skills they will value as essential" (Macdonald, 2006, p. 418).

On the other hand, experts in the field of management consulting identify the following necessary competencies for all consulting, and thus applicable to church consulting:

- Ability to manage client relationships
- Ability to manage teams
- Ability to play positive politics
- Ability to help expand client relationships
- Ability to work through others and make them productive
- Ability to manage ambiguity
- Ability to manage time horizons
- Ability to earn people's trust and confidence

- Ability to give advice without being assertive or patronizing
- Ability to deal with personnel conflict
- Ability to manage and facilitate meetings
- Ability to supervise others so they want to work with you again
- Ability to get the best out of those in support or administrative roles
- Ability to get someone in a more senior role to want to help you
- Ability to say no to a senior person or client
- Ability to get feedback from others (Greiner & Poulfelt, 2010, pp. 102-103)

Stroh adds, "listening, not telling is one of the most valuable skills in the consultant's repertoire" (Stroh, Johnson, & Loyola University–Chicago, 2008, p. 72); "interpersonal skills" (Stroh et al., 2008, p. 91); "time management skills" (Stroh et al., 2008, p. 186); "interviewer skills" (Stroh et al., 2008, p. 200); "planning skills" (Stroh et al., 2008, p. 365); "project management skills" (Stroh et al., 2008, p. 368); and "change management skills" (Stroh et al., 2008, p. 402). These competencies would certainly be necessary, no matter what organization the consultant contracts to serve.

An often-overlooked skill for consulting is extrinsic and intrinsic motivational competencies. What makes church consulting extraordinary are intrinsic skills and abilities. In fact, Baard suggests "consultants from the discipline of psychology, as opposed to general business advisors, would appear uniquely able to serve [churches] … since more complex intrapersonal dynamics are involved in intrinsically or self-motivated behaviors than in extrinsically driven ones" (Baard, 1994, p. 19). Thus, church consultant competencies describe "one's innate desire to pursue growth, to be optimally challenged as to current skill or knowledge level, and to experience personal effectiveness" (Baard, 1994, p. 23), including, "relatedness, … caring for others, and being cared for by them in return" (Baard, 1994, p. 23). Smith adds competencies for church consultants include "cross-cultural competency" (Smith, 2006, p. 337), and "doctrinal integrity and spiritual sensitivity" (Smith, 2006, p. 338).

The key to church consultancy – doctrinal integrity and spiritual sensitivity – comes through personal recommendation and individual networks, as Macdonald suggested. A consultant must understand each church's doctrinal similarities and differences as well as hold spiritual concerns as sacred. For instance, in a church that believes strongly in the institution of marriage as only male and female, a consultant would not encourage the church to create ministries to the LGBTQ community. The consultant would lose credibility in a heartbeat if they attempted such advice. However, the opposite is also true. The church consultant must not condemn the church that embraces LGBTQ communities. The church consultant must hold the same values of doctrinal integrity of each individual church and their members, as well as spiritual sensitivity to that church's doctrine or expression of spirituality. Perhaps in church consulting aligning values is more important than competencies, as one of Macdonald's church clients wrote, "If the client does not accept the consultant's value system, he is unlikely to give that person credibility" (Macdonald, 2006, p. 418).

In priority order, church consultants must first know and follow God daily. Second, they must value the church's doctrinal integrity and expressions of spirituality. Third, they must embrace the intrinsic skills of self-awareness, growth, knowledge, personal effectiveness, caring for others, and

allowing others to care for them. Finally, church consultants must also refine their competencies in management consulting, including their technical skills in their specialty area.

<h2 style="text-align:center">Church Consulting Certification</h2>

The first program offering certification in church consultation was the Charles E. Fuller Institute between 1980 and 1984. In 2006, Smith found nine consultant training or certification programs either under development or currently offered (Smith, 2006, p. 179). Twelve years later all but one has retired and the rest of the individuals and their ministries either no longer exist, or no longer certify, as is the case for Natural Church Development (NCD). NCD never has trained or certified consultants but used Coachnet to certify their coaches.

Today, several certification programs are available following training by the organization. Research did not result in finding lists of church consulting certification, so the results identified here come from a Google search for "church consultant certification." Others may exist without a website, or without the search parameters used. The website options, listed in alphabetical order, demonstrate the breadth of certification available today.

Some Church Consultant Certification Options

The Center for Congregational Health. The Center for Congregational Health is a ministry of Wake Forest Baptist Health's Faith Health Division. They also provide consultant training, though one must have a member log-in to have access to the information. Training costs between $1,665 and $1,765 (including room and meals) for one course on "Consulting with Faith Communities, but no certification information appears on their website.

Church Life Resources. Church Life Resources, co-founded by Wayne and Sherry Lee in 2004 with 300 persons participating in educational and certification cohorts, primarily connected to the Pentecostal or Assembly of God churches, though many others have benefited from their training. Four sessions compose the training certification process ($700/session), plus an online Essentials Training. No mention of renewal of certification was on the public website.

The Effective Church Group. Founded by Bill Easum in the 1980s, this program has expanded to include noted experts with hands-on experience. This group serves many denominations, has written over thirty books, and has been around over 30 years. Training is available, but no certification appears on their website.

NACDB Certification (NACDB). NACDB is a 501(c)(6) nonprofit organization that exists "to connect like-minded firms by educating and equipping them to serve and provide resources to faith-based markets and customers." Their vision "is to integrate biblical values into the creation of facilities that positively impact the Kingdom of God," and their values include integrity, excellence, and teamwork. The organization operates with a leadership team, board, and education committee.

Consultants dealing with buildings may obtain certification through NACDB (National Association of Church Design Builders), although the only requirement prior to training is that individuals become a member of the Association first. Their website contains no competencies or

skills necessary prior to or after certification. Their purposes are to educate the church and help each other become better at what they do (NACDB, 2011). Anyone can become CCC (Certified Church Consultant) after a 2-day training costing $750. Certification is good for two years, with annual refresher courses available to extend certification for two years (NACDB, 2011).

Society for Church Consulting (SCC). Envisioned by Dr. Thom Rainer and Tom Harper when Church Central's consultant training launched, Dr. Rainer withdrew in 2006 to become the new president/CEO of LifeWay Christian resources. The SCC launched in 2007 and became a professional association nonprofit in 2010. Since 2016, SCC provides training and steps toward certification online, by DVD, and at live training events across the country. Prior to certification, one must become one of two levels of membership: Basic for $139/year; or Premium for $395/year.

A certified church consultant must (1) be a society member in good standing; (2) have a minimum of five consecutive years in consulting work OR complete adequate training (levels 1-5 with the SCC or equivalent training by another body); (3) Submit a 1,000 word paper on philosophy of consulting; (4) Submit two consultation reports; (5) Submit three signed ministry reference letters; and (6) agree to abide by the Consultant's Code of Ethics (Society for Church Consulting, 2017). The initial certification fee is $189 with renewal, including SCC membership at $238.

Some Secular Consultant Certification Options

Association of Accredited Small Business Consultants (AASBC). The AASBC is the only global association focusing on training and certification of small business and SME consultants. The awarding of the first certifications comes after becoming a member and passing a basic exam indicating global competence. The cost for both the initial year fee and certification is $499. Annual renewal dues are $149 (AASBC, 2018).

CMC – Global. This is an international membership organization and network of the management advisory and consultancy associations and institutes worldwide, who have a common purpose and shared values and goals. The CMC designation developed, established, and promoted globally gives recognition to those certified as having a common body of knowledge and competencies (CMC - Global, 2018).

IMC USA Certification (IMC USA). As a member institute of CMC – Global, one of the reasons IMC USA exists is for certification. Once a consultant joins the institute, encouragement follows to pursue certification as evidence of their commitment to management consulting as a profession. Some of the Certified Management Consultant (CMC) certification requirements include 3-years' experience as a full-time consultant; a degree from a four-year college; five satisfactory references from officers or executives of client organizations; written summaries of five client assignments and a presentation to a panel; written responses to an engagement case study and a presentation to a panel; a qualifying written examination and an oral review; and a written examination and oral interview on the IMC Code of Ethics and ethical aspects of consulting (IMC USA, 2018). Three streams of certification apply to IMC USA's options: Basic, Experienced, and Management levels. Member pricing for the initial application is $350 with an annual change of $395. Triennial re-certification is required at the cost of $150.00 (IMC USA, 2018).

Why not just use the options of secular certification for church consulting certification? The processes are in place with some intense requirements, including for renewal certification. The only Church Consultant Certification process that comes close to the stringent requirements of secular certifications is the Society for Church Consultants, requiring renewal every two years. However, no indication of special competencies specific to church consulting seem apparent such as psychology, doctrinal integrity and spiritual sensitivity discussed earlier.

Church leaders and consultants do a disservice to God's church to not ensure competence in consulting. Certification indicates the consultant has completed training and has attained a certain level of competence and will continue to grow in their skills in consulting. Former pastors, weary of the role of pastor, should not assume they can hang a shingle to become a church consultant. While they may have the competencies of doctrinal integrity and spiritual sensitivity, they may not have systems, structure, or strategic knowledge to lead other church leaders in the direction of growth and health.

Next Steps

As the secular world of consulting has found, certification requires consultants to continually grow in their skills, to think broadly and globally, and to constantly challenge their own assumptions. Consulting, whether church or business, requires people skills—consultants who put relationship before almost anything else. What can we as growing consultants do? Here are a few steps to ensure church consultants work toward certification.

Step 1: Identify foundational competencies for Church Consultants. What skills must church consultants develop to be successful? This paper has identified at least some knowledge of psychology would be helpful. Developing doctrinal integrity and interacting with spiritual sensitivity also strengthen a church consultant. What other skills or competencies are mandatory for church consulting?

Step 2: Decide certification option. With both Church and business certification possible, which should Church Consultants support? Both are possible, though most Church Consultants have not the time nor the resources to invest in more than one, especially initially. Adding credibility to the career through certification can help protect the church from unscrupulous consultants taking advantage of organizations not accustom to hiring consultants. Certification should also indicate specialty areas, such as finance, children's ministry, etc.

Step 3: Sustainable Certification. To provide certification for a few years and quit does not help instill confidence in the process. One possibility is working with a secular business certification to develop a specialty area for nonprofit or, preferably, church consulting as it requires a different set of skills. The likelihood of sustainability of certification from an industry standard would only boost church consultants' credibility.

Conclusion

As the secular world of consulting has found, certification requires consultants to continually grow in their skills, to think broadly and globally, and to constantly challenge their own assumptions. Consulting, whether church or business, requires people skills—consultants who put relationship before almost anything else. To ensure church consultants become certified, here are a few steps to get conversations started:

Step 1: Identify foundational competencies for Church Consultants. This paper has identified at least some knowledge of psychology would be helpful. Developing doctrinal integrity and interacting with spiritual sensitivity also strengthen a church consultant. Identifying other competencies needed for church consulting will strengthen and help hold church consultants accountable.

Step 2: Decide certification option. Both church and business consulting certifications are available. However, some Church Consultants have not the time nor the resources to invest in more than one, especially initially. Adding credibility to the career through certification can help protect the church from unscrupulous consultants taking advantage of organizations not accustom to hiring consultants. Certification should also indicate specialty areas, such as finance, children's ministry, etc.

Step 3: Sustainable Certification. To provide certification for a few years and quit does not help instill confidence in the process. One possibility is working with a secular business certification to develop a specialty area for nonprofit or, preferably, church consulting as it requires a distinct set of skills. The likelihood of sustainability of certification from an industry standard could boost the credibility of church consultants.

Church Consulting is a privilege and honor. Providing certification of consultants can help consultants stay current on issues and options while offering church leaders assurance that the consultant is both competent and committed.

About the Author

Karen Cress is currently pursuing a doctorate in strategic leadership at Regent University while starting her own consulting firm, Culture Shift, LLC, after years of employment in a variety of pastoral positions. Karen has worked successfully as a consultant, senior executive, director, and pastor. Questions or comments regarding this article may be directed to the author at: karen@cultureshift.co.

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Leadership Coaching: A Cross-cultural Exploration

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Many questions arise for the aspiring leadership coach. This article explores common questions particularly concerning potential growth, understanding, and measuring coaching value, identifying opportunities and challenges in the coaching industry, as well as the importance of having coaching experience, certification, and credentialing. The authors interviewed coaches from both Malaysia and North America to assess commonalities and differences. The results indicate there are diversified perspectives on coaching standards and practices within each country. The coaching profession has many opportunities as well as challenges. Emerging coaches should place emphasis on experience and knowledge, as coaching clients tend to place more importance on the coaches' experience, knowledge, and the value they obtain from the coaching activities when seeking a qualified coach.

Is coaching still a fad or a matter-of-fact? The 2012 International Federation of Coaches' (ICF) survey says the global coaching industry is now estimated at US $1.979 billion revenue with 47,500 professionally trained coaches worldwide (ICF, 2012). The good news is the coaching trend is still growing in increasing fees, hours, clients, and revenues on both sides of the world. Table 1 is a snapshot comparing the coaching industry between North America and Asia based on ICF's 2012 survey:

Table 1.

Region	North America	Asia
Coaching revenue	US$707 (35.7%)	US$95m (7%).
Professionally trained coaches	15, 800 (33.2%)	3,300 (7.0%).
Growth Rate	23%.	29%

As aspiring coaches, we are interested in obtaining a clearer perspective of the coaching industry relating to the value coaching brings to organizations. We are keen to know the challenges and opportunities available for new coaches. Our interest inspired us to interview seven American

coaching practitioners; six via email and one via telephone. In Malaysia, we also conducted interviews with three Malaysian coaching practitioners; a Polish coach as well as an aspiring Polish coach residing in Malaysia. The interviews consisted of email interviews with the exception of a Skype interview. A profile of all interviewees is presented in Appendix A.

We focused our interview questions on potential growth, understanding and measuring of coaching values, as well as identifying opportunities and challenges in the coaching industry. We also explored the importance of having coaching experience, certification, and credentialing. We started the interviews on February 4th and finished on March 11th, 2015. The interview questions are listed in Appendix B, and the following report identifies the most common themes amongst participating coaches.

Opportunities for Coaches

"Coaching is growing at 23% in American and 29% in Asia" (ICF, 2012)

Interestingly, the general sentiments from the coaches of both sides of the world believe most of the people in their respective countries are not aware of coaching activities. The Malaysian coaches suggest introducing and promoting coaching presence by way of holding free-preview, coaching fair, collaborating in corporate social responsibilities, or offering mini-talks for the profit or non-profit organizations.

However, the coaches from America and Malaysia believe the coaching opportunities in both countries are considerably different. The American coaches, working in a relatively mature coaching industry, recognize occasions to establish a common standard to develop and standardize their profession. Further, Marcie Thomas (ACC, BCC, CCC), an Executive Director of the Christian Coaches Network International, believes she sees opportunities for coaching. "Coaching is trendy right now but ill-defined." She adds "Coaching is trendy in that it is an effective modality that empowers and elicits results not typically experienced in advising, mentoring, or supervision. However, because of its adaptability and usefulness in various disciplines such as business, human resources, and psychology, coaching cannot yet be defined as a separate discipline."

In contrast, the emerging Malaysian coaching sector sees coaching opportunities in terms of market penetration for widening the coaching segments. Dorota Zinkiewiez, an aspiring Polish coach residing in Malaysia, believes coaching may help managers in their decision-making as well as developing managers to be better leaders in leading the Gen Y and younger workforce. Simon Yap, an ICF-ACC sales capacity coach, agrees with Zinkiewiez's observation that the emerging young workforce tends to favor a non-directive approach to learning and development. Yap also notices that coaching is increasingly becoming popular as a communication and living skills tools with working adults, young graduates, retirees, and housewives.

Coaching Values

"Coaching challenges the coachee to develop self-awareness and self-confidence, thus creating insights leading to new capacity in leadership development" – Kay Bower

Coaches from both sides of the world believe they contribute to the organizations' tangible values. These highlighted values can easily be remembered through the acronym SIDE:

- Strengthen bench strength
- Increase profit
- Decrease operational cost
- Enhance productivity
-

The American coaches mention they also help in improving intangible benefits such as improving integrity, compassion, and commitment to the organization. Significantly, coaches create trust in the coachees. Kay Bower (PMP, MBTI, MP), an American qualified coach, points out that coaching challenges the coachee to develop self-awareness and self-confidence, thus creating insights leading to new capacity in leadership development. Kingston Lee, a Malaysian certified profession coach, adds that coaching impacts beyond work life in helping the executives cope with their personal life issues.

Coaching Challenges

"Coaches are calling themselves coaches but are not qualified" – Veronica Holcomb

Both the American and Malaysian coaches believe the coaching industry faces the challenges of coaching competency and creditability. They note that some people are practicing as coaches but they are not trained as coaches. Veronica Holcomb (MA, BCC) states "Coaches are calling themselves coaches but are not qualified."

Michael Heah, the pioneer of coaching in Malaysia, states that many "Asian coaches tend to focus on getting the goal fast [rather] than spending a little more time on the process itself." He stresses that a little more effort on the process could help to deliver bigger results for the client. On another matter, Heah, who is an ICF Master Certified Coach, believes "Practical coaching combines mentoring and consulting when the need arises. However, a good coach will know when this has to stop for coaching to take over."

Several American coaches mirror Michael's opinions that culture influences the coaching concept and process. Blanche Wallace (DSL), an American director and coach, remarks: "Cultures and languages are the main roadblocks to obtaining global coaching reach as well as in understanding workforce diversity."

Coaching as a Strategic Tool

"Coaching is a 'United Nation' approach that synergizes good leadership and management practices within local practices and adhering to global standards" – Kingston Lee

The American coaches interviewed unanimously agree that coaches need to present coaching services as a strategic proposition value to organizations, including providing a Return on Investment (ROI) on coaching. Lori Auten (ACC), CEO of a consulting group, also suggests coaches use research statistics, anecdotes, or testimonies to demonstrate ROI. Yap, agrees in using ROI to present coaching value proposition. Wallace adds, "Coaching is a strategic management

methodology. Coaches can offer coaching as a strategic tool to facilitate their global strategic and leadership development across their global branches."

How do coaches assess value or ROI?

Both America and Malaysia coaches believe it is important to capture or measure the value coaching brings to the organization. Malgorzata Grabarczky, a Polish ICF-ACC residing in Malaysia, believes coaching adds value when it becomes part of the organizational culture. Even though all coaches agreed upon the importance of measuring the value of coaching, only a few coaches indicated that they do assess the value or ROI. Grabarczky measures coaching results using Marshall Goldsmith Stakeholder Coaching tools. On the other hand, Yap and Zinkiewicz recommend using the Kirkpatrick model or similar model for measuring the effectiveness of the coaching process for global organizations:

$$ROI = \frac{\text{Business results x \% of the impact of the coaching}}{\text{Cost of the coaching}}$$

Furthermore, Grabarczky emphasizes that the type of assessment used depends on what type of coaching and to what levels. In addition to the type of assessment, several common themes emerged concerning what should be included in capturing the ROI for global organizations. This included topics such as:

- Improved individual performance
- Job satisfaction
- Retention
- Financial improvements
- Improved soft skills such as people interaction, conflict resolution, other skill development
- Personal, team, and organizational goal alignment
- Satisfaction with the coaching program.

What about Certification, Credentialing & Experience?

"Credentials are a means to prove you have met the standards of competency for the industry as a whole as compared to [certifications] distinct requirements of your training school, which vary greatly" – Marcie Thomas

Thomas provides an excellent summary of the difference between certification and credentialing to clarify the often ambiguous terms:

Certification	Credentials
Prepares you for a certain level of skill proficiency as defined by the school/program.	It is a voluntary process of validating knowledge, skills, and abilities beyond the scope of your coaching school.

Measures your skill development against school/program standards.	Uses standardized requirements for coaching skills proficiency.
Shows that you have satisfactorily met the requirements of your school/programs.	Measures your skill development against the industry standard.
Typically awarded at the school level when the student has met the requirements of the school; may or may not be recognized.	Are nationally recognized because they are awarded by a 3rd-party, unbiased.

In addition to the clarity of terms, the perspectives concerning the importance of holding some certification or credential varied across both American and Malaysian coaches. Some coaches think it is essential to have a coaching qualification, while others believe it is just an asset and experience is more vital.

Lee agrees stating, "It is very important if the coach wishes to increase his or her coaching rates. Further, having a coaching qualification assures the organizations they are hiring coaches who are professionally trained to coach and can deliver the expected coaching services." Cathy Alford (MA, PCC), an American coach, affirms there is "no substitute" for coaches attaining professional training. Cathy adds, "Coaches should be held to a standard, as other professionals are, because our work with others requires certain core competencies that only develop through training and experience." Thomas notes, "It is absolutely important if coaching is to be respected as an industry and as a skillset…common standards help clarify the industry and bring a level of self-regulation and ethics."

On the other hand, some coaches do not find it important to hold a certification or a credential. Although Bower believes it is important, she states there is only "limited value to having a credential…as there is not yet a globally accepted standard credential" and many organizations do not ask if she holds credentials.

"It is more important to have a strong list of references who can vouch for one's coaching effectiveness" – Mary BigMountain, Leadership Coach and Air Force Pilot.

Coaches Holcomb and Zinkiewicz believe recommendations and networking are very important. Holcomb emphasizes "Certification and credentialing are not as important as skills in terms of getting results from your clients. However, they are important if you want to get hired. However, even more important for getting business are recommendations and networking. Here, one needs a strong track record for people to assign credibility to you."

Yap thinks it is important for a coach to have a coaching qualification, but to a client, it does not matter. Yap states, "Adding value is more important to them; Clients tend to assume someone who claims himself as a coach is trained professionally and certified as a professional coach."

Interestingly, many coaches seem to have a different viewpoint when asked about coaching certification, credentials, and experience from the client's perspective. They all agreed that experience was an important factor to the client. However, certification or credential are dependent

on how 'consumer-savvy the client is', but many clients do not even ask about certification, as many people still do not even know what a coach is or does.

Is Coaching Profession for You?

As a growing and emerging industry, the coaching profession has many opportunities as well as challenges. We can deduce from these interviews that there are diversified perspectives on coaching standards and practices both within each country as well as internationally. This is an area the coaching industry will need to determine what, if any, proficiencies are viable for the coaching profession. As new coaches, we will also need to address the question of "what are the reasons for upholding coaching standards?" particularly when considering that many organizations or clients do not ask about credentials or certifications.

Coaching organizations, such as International Coaching Federation (ICF) and International Association of Coaching (IAC), are taking great strides to address these concerns and establish globalized competencies. It is vital to further research and address concerns of ambiguity such as terminologies, certifications, credentialing, and other competencies if hopes are to establish a globalized profession. Thus, new and emerging coaches may consider both local and global best practices, especially when coaching internationally.

At this point, it appears that coaching clients put more emphasis on their coaches' experience, knowledge, and the value they obtain from the coaching activities. However, one thing remains clear for prospective coaches - experience providing valuable coaching to clients will help to establish one's coaching practice. Nevertheless, new and emerging coaches should also consider placing emphasis on gaining professional coaching qualifications, as professional training will help coaches' practice to become more professional and ethical in their coaching professionalism.

About the Authors

Amy Olson is a leadership coach and consultant with many years of leadership and management experience serving various industries such as education, government, non-profit, faith-based, and private corporations. She is a Doctor of Strategic Leadership from Regent University's School of Business and Leadership and can be contacted at aolson003@nc.rr.com.

Janice Tan completed her doctorate in Strategic Leadership (majoring in Leadership Coaching) from Regent University in 2017. Her DSL Project is "The Right-Fit Leadership Coaching: Leveraging Western and Eastern Principles and Practices for Success." It introduces the Diversity Coaching Model as the Right Fit Coaching Model, a balanced leadership coaching practice, using the Western way of explaining leadership coaching but utilizing Malaysia's cultural values and within the local cultural context.

The Diversity Coaching Model is a coaching tool to harmonize the diversity cultures, multi-generations workforce, multi-ethnicities, or group coaching the coachees bring into the coaching space. The diversity Coaching Model focuses on harmonizing values and transformational leadership. Dr Janice Tan can be reached at Janice@aliveconnection.com.my.

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Appendix A

Acknowledgement of Contributors

The authors of this article would like to acknowledge our interviewees' contribution to this article.
We greatly appreciate them taking time off from their busy schedule to collaborate with us. Thank
you! Author bios are presented represent the individual at the time of the interviews.

Dr. Blanche Wallace, Director, DSL Coaching Group
Dr. Blanche Wallace is a Leadership Coach and Director of the Dynamic Strategic Leadership
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integrated coaching methodology referred to as Neuro-intelligent Coaching. [SM] For training or
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Cathy Alford, MA, PCC, Owner & President of LifeWorks Coaching
Cathy is a Leadership and Strengths Coach credentialed with the International Coach Federation
and certified as a Gallup StrengthsFinder® coach. She works with individuals and teams to identify
strengths, team dynamics and growth opportunities for success. She has taught Coach Training at
Columbus State University and served in pharmaceutical sales management for over 23 years. She
is a contributing author in the book, *Inspired Women Succeed* and the author of *If Only We Could
Talk: 3 Simple Steps to Parent-Teen Conversations.*

Dorota Zinkiewicz is coach aspirant and is taking part in Certified Coaching Associate program.
Zinkiewicz is planning to become professional coach within organization. She has 10 years
previous experience in HR.

Dr. Kay M. Bower, PMP, MBTI, MP, Member, Christian Coaches Network International
Through Koinonia Coaching & Consulting, Dr. Bower works with pastors, church teams, nonprofit
leadership and teams, and individuals to help them achieve God's purposes with excellence.

Kingston Lee Shiang Loong is a Certified Professional Coach (CPC) from Corporate Coach
Academy. Lee is currently serving as Assistant Secretary (2014/2015) with MACC. Lee believes
that coaching can help one to scale higher in all areas of life, community and for this country.

Lori Auten, CEO, Focus Consulting Group
Lori Auten is the CEO of Columbus, Georgia-based Focus Consulting Group, a firm that provides
professional coaching, business consulting, group facilitation and leadership development. Ms.

Auten is an Associate Certified Coach through the International Coach Federation.

Marcie Thomas serves as the Executive Director of the Christian Coaches Network International and is a strong advocate for advancing the ideal of professional Christian coaching. Marcie is an ICF Associate Certified Coach, a Board Certified Coach through the Center for Education and Credentialing. She is also a Certified Christian Coach. She earned a BS with honors in Psychology. Marcie is a member of the International Coach Federation, the Institute of Coaching, the Institute of Coaching Professional Organization, and is the past Secretary for Maryland ICF Chapter. In addition, Marcie serves as the Pastor of Lenox Community Fellowship, a Full Gospel, non-denominational church in Lenox, Missouri.

Malgorzata Grabarczky is an executive coach and trainer. She is an ICF Associate Certified Coach, a Certified Executive/Leadership Coach of Marshall Goldsmith Stakeholder Centered Coaching and Business Trainer with more then 20 years of professional experience.

Marella Tobolt (Mary) Big Mountain, Doctorate in Applied Leadership (May 2015) from Regent University, Air Force Pilot and Leadership Coach. Marella Tobolt Big Mountain has coached at all leadership levels from executive-level to entry-level employees and at all levels in between. Marella has worked with government, military, civilian and corporate teams as well as with individuals to bridge gaps in perspectives and expectations--all while achieving record-setting improvements in the areas of safety, schedule, cost and performance.

Dr. Michael Heah is the CEO of Corporate Coach Academy, a leading coaching school. He is also Chairman of the Malaysian Association of Certified Coaches. He is also an ICF Master Certified Coach.

Simon Yap Wing Kwee is a sales capability coach. Simon is affiliated to the International Coach Federation (ICF) Global; and Malaysian Association of Certified Coaches (MACC). Yap is the founder of Minds & Senses Coaching Academy. He clocked more than 500 coaching hours in practice helping business leaders, senior managers, and Heads of Department shaping up their business acumen, leadership presence, and coaching performance in accelerating organization success. He loves what he does.

Veronica Holcomb, MA, BCC, VJ Holcomb Associate, Inc.
Veronica Holcomb is a pioneer, leader, and expert in the field of leadership development. She is the author of Ready, Set, Grow, a speaker with the American Management Association, a Certified EQ Mentor, and Feedback Specialist with the Center for Creative Leadership.

Appendix B

Interview Questions

1. Briefly describe what attracted you to the coaching industry and what is your coaching niche?
2. What are the top three (3) opportunities you see for the coaching industry today?
3. What can coaches do to establish coaching as a viable option for organizations?
4. What are the top three (3) challenges for the coaching industry today?
5. What are the current more global roadblocks for coaching in organizations?
6. What values do you see coaches contribute to organizations (profit and non-profit)?
7. What role should coaching have to add value to organizations growth?
8. How would you classify a coaching initiative in a global organization in order to convince leadership of its value?
9. Do you measure coaching value? If so, how?
10. How do you measure Return on Investment (ROI) for coaching? (If different from previous question).
11. What should be included in a Coaching ROI for global organizations?
12. How important is holding a certification or credentials as a coach?
13. What are the differences between certified and credentialed coaches?
    a) Would it make a difference outside of the United States to hold one or the other, or to not hold one at all?
    b) Why do you think it makes a difference?
    c) Where do you think it would make a difference?
        14. Do you hold or plan to hold a certification or credentials as a coach?

Bringing Your Offering: Strengthening the Talent Table

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Belem, LLC

The Master's hand fashioned each of us with a unique set of talents to assist in building the Kingdom. This paper explores the benefits of a relational covenant between the organization, individual, and professional coach coupled with the Clifton StrengthsFinder® assessment as organizations put their greatest asset, their people, to work. When strengths are uncovered and mobilized, it bridges the gap between our worldly work and God's handy-work, creating a breeding ground for increased engagement and collaborative relationships. As individuals and organizations embrace and encourage strengths, they empower, energize, and maximize the workforce. Strengths development allows contributors to bring their best offering to the talent table, crafting a purposeful competitive advantage and an opportunity to generate a healthy bottom line; managing performance by design rather than default.

In a fast-paced, ever-changing work environment where the bottom line is the measure of success, many leaders are spinning on an unsustainable hamster wheel lost in the day-to-day tasks. They often fail to produce acceptable organizational growth to include growing their greatest asset, their people. The immediate need leans towards numbers to reach, deadlines to meet, and creating monetary value for shareholders leaving little time or room to bridge the gap between organizational success and the human factor.

Tom Rath, author of *Strengths Based Leadership*, suggests organizational growth is dependent upon developing its employees first through bringing the right people into the fold to accomplish its goals, but also investing in their strengths and needs. As organizations realize the requisite to elevate employees to that of a contributor through strengths development, the individual, team, organization, and Kingdom will prosper. Utilizing the Clifton Strengthsfinder® tool, organizations craft a purposeful competitive advantage, generating an engaged, synergistic, sustainable workforce and the opportunity to yield a healthy bottom line as they manage performance by design rather than default.

The Work Mindset

Mindsets are deeply embedded in each individual and essential to becoming a collective culture. Creating a collective culture takes individuals committing to be fully in, responsible, and obligated

to organizational success. Mindsets also uncover how all levels of the organization gage "work." An accurate assessment of measuring one's work is to ask if it aligns with God's calling to further the Kingdom (Witherington, 2011). Work must have meaning, be purposeful and just because we are made in God's image. Hence, our work must emulate God's work (Ryken, 2002; Witherington, 2011). However, studies show individuals view of work can be very different. According to Witherington (2011), man either designs their plan for work without contemplating God's purpose for them or works hard in honor of Him.

Pew Research Center's, *The State of American Jobs* 2016 report implies the economy has been responsible for reshaping both work and society, which affects how people think about their skills and training. This research suggests not only is more preparation needed to achieve career success, but 54% of the Americans polled feel it "is essential" to continually upgrade and develop their skills, while 33% say it "is important, but not essential." Only 12% suggest on-going training will "not be important." The research additionally identifies 72% of the respondents stating, "…a lot of responsibility falls on individuals to make sure that they have the right skills and education to be successful in today's economy." The PEW report is more than analyzing percentages; it uncovers the mindset of today's workforce and points to the importance and responsibility of the organization to partner with their people to identify development needs and implement a strategic approach to keep both the organization and the individual engaged.

Employee Engagement

What is engagement and is it important in the workplace? Gallup® considers engaged to mean "involved in, enthusiastic about and committed to their work and workplace." It is also defined as " a positive attitude held by the employee towards their organization and its values…works with colleagues to improve performance…is a two-way street between employer and employee" (Crabb, 2011, pp. 27-28), and "gets to the heart of what really matters to employees" (Kaye & Crowell, 2012, p. 165). The *Business Dictionary* gives a deeper understanding to the definition of employee engagement as the:

> Emotional connection an employee feels toward his or her employment organization, which tends to influence his or her behaviors and level of effort in work related activities. The more engagement an employee has with his or her company, the more effort they put forth. Employee engagement also involves the nature of the job itself - if the employee feels mentally stimulated; the trust and communication between employees and management; ability of an employee to see how their own work contributes to the overall company performance; the opportunity of growth within the organization; and the level of pride an employee has about working or being associated with the company.

Moreover, Gallup's® *State of the American Workplace* report suggests there is confusion understanding engagement.

> Employee engagement is not the same as engaging employees. Employee engagement is the *outcome* of actively engaging employees through a strategy that drives improved performance --achieving engagement is simply not as easy as putting together a survey to measure employees' level of engagement (Gallup®, 2017, p. 66).

Most companies provide surveys to gain knowledge, but do not heed the results to develop their people or, pledge change to their employees with little to no follow through (Gallup®, 2017; Kaye & Crowell, 2012).

Interestingly, Gallup finds only 33% of employees are engaged at work. This number on engagement has remained between 26% in 2000 and 32% in 2015, with a 1% increase in 2016. Likewise, 51% of the employees are not engaged, and 16% are actively disengaged. This means an astounding 67% of the employees in your organization are either showing up for work just going through the motions or, they are already mentally out the door. According to the US Department of labor in 2012, this disengagement "costs the economy $300 billion annually" (Kaye & Crowell, 2012) with more recent research determining it is "between $90 billion and $1.2 trillion per year" (Harter, 2017). Harter and Adkins (2017) assert 51% of the employees polled are either watching for openings or searching for new jobs. The top reasons for leaving their current employment are:

- Career Growth Opportunities
- Pay and Benefits
- Manager or Management
- Company Culture
- Job Fit

This concurs with the research of Kaye and Crowell (2012). How can we change this? Research suggests organizations report "increased engagement and achievement" when clients pursue strengths development (Quinlan, Swain & Vella-Brodrick, 2011), which also leads to experiencing overall well-being and optimism (Passmore, 2012). When strengths are uncovered and mobilized, it beautifully bridges the gap between our worldly work and God's handy-work, creating a breeding ground for increased engagement and collaborative relationships. Gallup® maintains, the longer an employee stays at their job, the more opportunity they have to do "what they do best every day." Therefore, organizations must weigh their current employee engagement against what research has found and see where changes can be made or improved upon.

Collaborative Contributors

According to 1 Corinthians 12:14-26 we are one body with many members, each working together. Cohesive groups are more likely to accomplish group goals and feel a sense of belonging than those who lack cohesion and work against each other (Moore, Kizer, & Jeon, 2011). Lyons (2012) maintains trust brings about cohesion, igniting team dialogue, spontaneity, and an unstoppable team. There is value in determining the make-up of individuals and comprise a team with complementing strengths across categories to bring cohesion (Rath, 2008). Imagine, rather than being told what or how you will contribute to a team, you were asked where your strengths lie and how you could best use them for the assignment, or, given an assignment and confidently complete it with excellence? This is the sweet spot for those who know and effectively activate their strengths. By doing so, it honors God in the way that is pleasing to Him. It is here where the conversion from employee to contributor occurs, engagement is found, and collaboration begins.

When employees emerge as contributors, they affirm and appreciate their own and others' differences, naturally strengthening over-all relationships instead of managing discontent and disengagement within their work walls. When contributors develop and increase collaborative, goal-oriented relationships, a talent team is born. A talent team is one who functions like a well-oiled machine because it is versed and immersed in strengths. This team dynamic stretches beyond brick and mortar walls, and into the virtual environment where many of today's teams are connected "24-7" across the globe.

The Jagged Offering

The Master's hand fashioned each of us with a unique set of talents to assist in building the Kingdom. We are not created well rounded, but rather have masterly crafted jagged edges, which are unique to each individual, not meant to be smoothed away, but become a foundational springboard to advance our strengths (Winseman, Clifton & Liesveld, 2008). However, if we are unsure of what those talents are, they cannot be activated proficiently. On this premise, to build the Kingdom begins first with knowing your talent, and then bringing those talents as your personal offering to the talent table.

According to Merriam-Webster, the definition of an offering is:

a) The act of one who offers.
b) Something offered; especially a sacrifice, ceremonially offered as part of worship.

The Bible declares, give with a cheerful heart (2 Corinthians 9:7), what we are able according to God (Deuteronomy 16:17). In Philippians 2, Paul calls us to do nothing out of selfish ambition or vanity (v. 3) and value others above self (v. 4). Therefore, based on scripture, we are to bring our offering cheerfully and unselfishly, as we work on behalf of God, not our earthly masters (Colossians 3:23) to fulfill His good (Phil. 2:13).

In the workplace, there are numerous untapped, missed personal connections. The Greek philosopher Aristotle believed, "The whole is more than the sum of its parts" and this remains true for the talent team. Building goal-oriented relationships in the workplace brings excitement and synergy to the talent table. Workplace relationships, which are forced for the sake of the team rather than through work fellowship, produce tension and distrust. Success occurs through creating purposeful partnerships and establishing a cooperative approach by identifying individual strengths. Cooperative efforts allow people to have a common purpose, promote transparency, stability, and predictability (Kouzes & Posner, 2012).

Our work is Christianized through the Spirit, the one who guides, sets boundaries and embeds gifts within us (Witherington, 2011). This cooperative partnership as Ryken (2002) contends, gives insight to understanding; it is with and through God that our work for the Kingdom exists. When an individual feels "magnetic influence"; a pull that finds them performing a repeated activity learned with ease and all sense of time can become lost as they are engrossed in the pursuit, signature themes are at work (Winseman et al., 2008). When we allow ourselves to be submerged in ours and others' strengths, we honor our authentic self, honor authenticity in others, and honor

God. As authenticity emerges, the right fit composition at the talent table brings opportunity for strategic collaborations, and highly functional teams and organizations.

A Kingdom Partnership

Organizations seek to employ or un-employ a leadership coach for different reasons. Ineffective coach-client relationships are the reason half of all assignments are terminated (Boyce, Jackson, & Neil, 2010). The relationship between an organization, individual, and coach is a covenant; a trusting partnership, each positioned to give of self and together work for the good of the Kingdom.

Figure 1. The Covenant Partnership
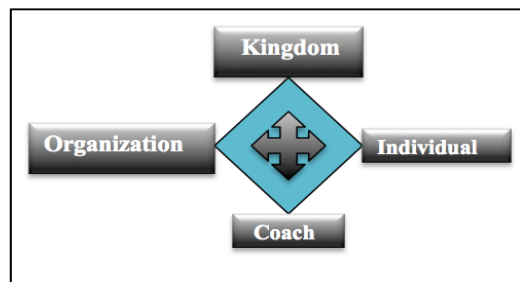
Trust and commitment are necessary to build relationships (Boyce et al., 2010; Chidiac, 2013; Collins, 2009; Ehin, 2013; Kaye & Crowell, 2012; Kouzes & Posner, 2012; Lyons, 2012; Morgan & Hunt, 1994; Rath, 2008). Relationship building through trust and commitment is supported by and reflected in the International Coach Federation (ICF) and the Christian Coaches Network International (CCNI) competencies as standards for the coaching industry. Regardless of a coach's education or certification, these competencies as well as the Code of Ethics are the foundation and beginning point for best practice coaching.

A "good fit" coaching dynamic centered in trust assists clients to maximize their potential and provide an environment for transformational development and change to occur. A transformational coach brings out excellence in others by recognizing the spirit of excellence, challenging others to identify what their talents are, and how they are using these talents to contribute to the world (Umidi, 2005). A successful outcome with any coaching engagement will be found in the relational factor through direct interactions (Chidiac, 2013; Lyons, 2012; Rousseau, Aubé, & Tremblay, 2013). A good match includes rapport and commonality, which leads to trust. In a trusting, supportive environment where sensitive information is shared without judgment, assumptions are challenged allowing the client to expand their thinking and create significant outcomes (Boyce, et al., 2010).

As a practice, coaching is a "powerful way to amplify" organizational learning (Frankovelgia & Riddle, 2010, p. 125). Coaches who engage in coaching conversations, tapping into strengths, become way-makers for their client and the organization as a whole. They become champions as they create awareness around personal strengths, which may have been stifled, missed, or incorrectly understood by the client. They purposely focus their client through a new set of eyes, leading by strengths rather than weakness. For clients, the outcome of coaching is process

dependent, with the process being dependent upon the relationship and commitment to the result. Clients who are willing to give themselves to the process and put in time and effort will meet with success.

Leveraging the Links

Coaching for today has to go beyond coaching for performance or spot coaching but seek to use the practice as a true developmental tool to reach individual goals that also align with the organization. When organizational objectives are linked to individual development outcomes, coaching becomes a high-value tool and competitive advantage for 21st century global companies. Developing a coaching culture is an organizational benefit, with coaching not just for top executives, but is part of developing organizational capabilities (Chidiac, 2013). As coaching is pushed down and throughout the organization, it maximizes both the individual and organization's potential for success.

Further, when managers as coaches help their people through creating awareness, it improves engagement, but also becomes an example of how coaching is used through everyday conversation. They too can apply these skills as a way to meet, maintain, and sustain the organization's objectives. When coaching becomes the norm instead of the exception, a coaching culture is born. Both Hunt and Weintraub (2007) and Anderson and Anderson (2011), posit the need to capitalize on organizational coaching, which when done right, creates a cascading effect throughout the organization to provide a direction to lasting change. As the culture trickles down throughout the organization, it will produce and improve work performance, business management, time management, and team effectiveness according to research conducted by the International Coaching Federation 2016 Global Coaching Client Study.

A desirable environment for developing a coaching strategy is one that is conducive to learning and understands the strategy's value. Nevertheless, leadership can have the greatest strategy, but unless organizational culture is aligned, it will most likely fail or stall at best (Schneider, 2000). In order for team leadership to be successful, "the organizational culture needs to support employee involvement," which is done over time (Northouse, 2009, p. 288). Strategies must be organizationally and learner specific because not all leaders and followers learn, perceive, or adapt to the same set of circumstances in the same way.

Effective leaders consistently develop other leaders to assist in accomplishing organizational goals (Collins, 2009). These leaders learn to perform at peak performance levels and become vital contributors. When individuals are strengthened, so are their organizations (Collins, 2009; Rath, 2008). Barbara Green, of *Career Partners International*, argues, "The success of today's leaders should be measured by how well they engage and develop others, and how well they contribute to organizational performance and sustainable momentum for their companies." This statement sets the bar for leaders and demonstrates how we as coaches can assist our clients in this area. To do this, leaders and coaches must understand and analyze what it takes to motivate and create synergy within the organizational walls. To create a sustainable workforce, a full commitment is necessary at all hierarchy levels and ingrained in the fabric of the culture. This begins with senior leadership advocating for coaching as a viable, professional development tool, but also supporting coaching initiatives with financial resources (Hunt & Weintraub, 2007).

Moreover, ROI has consistently been the measuring stick for organizations to determine the worth of their investment. It is crucial for coaches and consultants to understand strategic objectives and what success looks like to leadership (Anderson & Anderson, 2011). When a coaching culture strategy is successfully implemented, the organization will see a positive return on their investment in both tangible and intangible measures, both equally important as described by Anderson and Anderson (2011). The ICF Global Coaching Client Study opines 86% of the companies polled say "they at least made their investment back" and 96% would repeat the coaching process again. Grant (2012) contends ROI is just one element of measurement and although organizations seek to justify the expense, they must come to the realization they are not just a money-making machine, but also a social and psychological environment. The Gallup® Global Study on ROI found 29% increase in profit for strengths-based workplaces, along with increased employee and customer engagement, productivity, and sales (Rigoni & Asplund, 2016). This same study found decreased employee turnover and safety accidents.

Clifton StrengthsFinder®

Strengths tell the story of a person; uncovering and bringing awareness to answer the question of why we act, think, and say what we do (Rath, 2008). Workplace contributors learn to bring out excellence within themselves and their workplace through strengths coaching. It is up to organizations to hire for fit, but also create meaningful development opportunities for their people. A coach versed in strengths can expose raw, underdeveloped talent and help the client raise what is raw to a level of maturity where proficiency can be achieved. As the client understands the impact of this knowledge and begins to work at being their best, they learn to do more of what they are good at. While coaches seek to initiate and assist in moving employees towards contributor status, the Clifton StrengthsFinder® assessment can help advance the process.

StrengthsFinder® is a web-based assessment developed by Don Clifton PhD, the father of strengths-based psychology and pioneer researcher who spent forty years studying great leaders (Gallup®, Rath, 2008). The assessment is composed of 177 pairs of potential self-descriptors, such as "I read instructions carefully" versus "I like to jump right into things." The descriptors are on anchoring ends of a continuum. The participant is given 20 seconds to choose and respond to the best personal descriptor and to what extent it lies. Initiating a first reaction with little time to allow the brain to formulate a debate as to what may be the right choice is a strategic attribute of this assessment. Although the assessment is designed to be completed by those with an "eighth-to-tenth-grade reading level" with little or no problem, alternative accommodations may be requested and arranged on a case-by-case basis with Gallup® to include turning off the timer (Winseman et al., 2008, p. 246). Upon completion, the report generates a list the individuals Top 5 out of 34 strength themes disseminated in four possible domains as outlined in *Strengths Based Leadership* by Tom Rath (2008). These domains include:

1. **Executing**: These are the "catch" an idea and "make things happen" leaders.
2. **Influencing**: This is the take-charge leader who speaks up, and sells ideas on a broad scale.
3. **Relationship Building**: These are the glue sticks. They hold the team together and make it greater than just the sum of its parts.

4. **Strategic Thinking**: The analyzer and information absorbers are future focused, but also keep everyone else focused.

The assessment report is only the beginning to understanding the power of the StrengthsFinder® assessment. The magic unfolds when the coach and client partner to unpack, strengthen, and proactively work the StrengthsFinder® results. This work is like casting a lamp to the client's feet to light their path (Psalms 119:105). As with any assessment, debriefing with a professional coach is crucial. This aids the client in understanding the findings and coaches the client towards using strengths strategies in the workplace. Assessments can be full of information and a way to offer insight to a client and coach; yet, the value becomes diminished if a coach has little experience or is not certified in interpreting the results (Nielsen, 2016).

StrengthsFinder® is a simple, effective tool, but at the same time has a complexity that is wittingly present. Gallup® research indicates only 1:33 million participants will emerge having the same Top 5 Strength sequence. This differential is astounding and exciting to suggest just how unique we are as individuals, but this goes much deeper. An individual contributor may have the same foundational Top 5 strengths as another, but because of their uniqueness, they are typically used and expressed in different ways.

Setting the Talent Table

High performing organizations average an employee engagement rate of 70% (Gallup®, 2017). Building a high-performance organization is an ongoing process. When the organization strategically builds for strength, it is essential to look at who has what theme, but also, what they do best in order to create confidence and align the correct individual with the right assignment. To build a strong, effective, collaborative, sustainable workforce, the process must begin before selection and hiring and continue into succession planning. An organization that establishes and manages performance by design rather than default creates a foundation, inviting in success at the onset through a strengths approach. This design sets the individuals, teams, and organizations up for success.

Below is an example of a contributor talent table where all four strength domains are accounted for. This includes the task and the contributor whose dominant theme and offering match the task. According to Rath (2008), it is up to each team member to understand and appreciate the diversity of the team, while gaining an understanding of each member's strengths. This creates an engaged, collaborative, trusting, peak performance talent team. The example below identifies one talent theme per team member. However, it is important to remember there are four other themes for each team member that build additional strength into the talent table.

Table 1.

The Talent Table: Collaborative contributors by design (Adapted from Sorensen &
Crabtree, 2001)

Team Task	Contributor	Theme	Offering
Group Selection & Recognition	Anthony	Individualization	Aligns fit with person
Leadership/Vision	Shannon	Futuristic	Builds the vision
Presents For Team	Tara	Woo	Sells the idea
Goal Setting/Measurements	Charlie	Strategic	Sets goals & timelines
	Diane	Maximizer	Prioritizes, stimulates group excellence
Communication	Ike	Communication	Gets the word out
	Phyllis	Arranger	Updates and circulates to-do list
Accountability	Kelly	Responsibility	Keeps team on track-follow up

In today's global arena, developing people is not only necessary as this research has determined, but is expected, and if God is in the presence of our work, no matter what position we hold, it becomes great (Ryken, 2002). From a spiritual sense, Winseman et al., (2008) informs, when we "deny our talents and instead focus on our weaknesses, on some level, we are telling God that we know best…he made a mistake in gracing us with our unique mix" (p. 12).

Moses, Aaron, and Miriam

As the Parable of the Bags of Gold instructs in Matthew (25:14-30), each of us has a responsibility to use what we are given, even if it is "less than" what another has received. This responsibility can be found in the unique offering we bring to the talent table as God works within us for His purpose (Phil. 2:13). This is demonstrated and described in Exodus as God provided a team for Moses first through Aaron and adding Miriam to "multiply their effectiveness exponentially" (Winseman et al., 2008, p. 27). Each of these prophets, were crafted with a unique purpose and talent; where one lacked, the other found strength.

God used Aaron to speak influence over the Pharaoh for his brother Moses. As Moses focused in the present shaping and readying the Israelites through God's Commandments, Miriam focused on the future, giving hope for the anticipated celebration of their liberation (Friedman, 2004).

Miriam as her brother Aaron, were both gifted with strong relationship talents; Aaron through peace making and Miriam forming a human relation network (Friedman, 2004). In Exodus, the display of collaboration and collective strengths of Moses, Aaron, and Miriam are keenly disseminated in the StrengthsFinder® domains of executing, influencing, relationship building, and strategic thinking. By using their strengths, these shepherds guided God's people out of slavery in Egypt to the edge of the Promised Land.

Conclusion

Strengths knowledge is important for professional coaches. This knowledge is demonstrated when the coach looks through a strengths lens and explores and brings out the best in their client. Through goal setting and implementing actionable strategies, the coach is positioned to "facilitate and accelerate development and performance" (Rigoni & Ashplund, 2016, p. 2). The strength of coaching lies in "asking rather than telling, acknowledging, and calling forth" the client to see their achievements even in the light of adversity (Umidi, 2005, p. 67). As a whole, organizational awareness, insight, and collaboration are transported to higher levels when leaders realize dominant strengths play an important role in their success and a competitive advantage is established. When goal-oriented relationships and collaborations are implemented and achieved, a collective culture and sustainable workforce is created.

A collective culture promotes increased engagement and confidence in individual and team abilities (Banai & Tulimieri, 2013). Having individuals functioning at their best to build the Kingdom takes a partnership between the organization, individual, and a coach to bring a well-crafted contributor and their jagged offering to the talent table. Strengths-based coaching and team building is a way to promote individual and organizational success, moving away from gender, generational or cultural bias; seeing the person clearly through the eyes of talent, which is rooted in each of us by and for the Creator. The concept of strategically implementing strengths to increase employee engagement and workplace partnerships initiates bridging objective with a purposeful fit and our worldly work with God's handy-work. By utilizing the Clifton Strengthsfinder® tool coupled with professional coaching, individuals and organizations embrace and encourage strengths to empower, energize, and maximize the workforce. Together, they craft a purposeful competitive advantage and the opportunity to generate a healthy bottom line by managing performance by design rather than default.

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The Relationship of Coaching ROI to Biblical Kingdom Living

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Academic literature argues against financial ROI as the sole metric for coaching effectiveness, in favor of well-validated, distal organizational and individual outcomes (Grover and Furnham, 2016; Wright, 2015; Grant 2012; Theeboom, Beersma and van Vianen, 2014). Two years of research on the links between coaching, and distal organizational outcomes, emphasizing engagement, well-being and work-life balance, carries deep implications for the kingdom impact of coaching in the marketplace. Workplace coaching has the potential to deliver organizational outcomes such as increased workplace engagement (Arakawa & Greenberg, 2007), decreased stress (Gyllensten & Palmer, 2005), and increased well-being (Grant, 2012); and individual outcomes such as increased performance, coping, and well-being (Hawksley, 2007; Bell, Rajendran and Theiler, 2012; Theeboom, Beersma & van Vianen, 2014). Academic literature holds strong implications for workplace coaching and presents the opportunity to examine how coaching impacts well-being to facilitate biblical kingdom living.

This research paper not only carries significant implications for organizational coaches, corporate decision makers, and HR directors to justify the common costs of coaching interventions; it also carries implications for marketplace ministry and ultimately for biblical kingdom living.

I n its global context, the accelerating pace of change has increased workplace stress and increased conflicts between employees' work, personal and family lives. Kossek, Lewis and Hammer (2010) posit work-life demands caused by four factors have led to increased workplace stress, lower work-life balance, and higher work-life conflict (pp.5-6). These four factors are:

1. Interconnectedness of economic systems, due to the global recession of 2008/09
2. Higher workloads (or overwork) due to understaffing
3. Offshoring of jobs "exacerbating work-life issues in developing countries or transitional economies" (Gambles et al., 2006)
4. Changing technology enables employees to work 24-7, blurring boundaries between work and family, and requiring a need for "work-life initiatives to support integration" (p. 5).

Bell, Rajendran & Theiler (2012) posit the conditions that necessitate organizational change are evidenced by "the pressure of market-driven globalization and an unwavering demand for growth and efficiency"; and causes "large-scale organizational change, such as restructuring, downsizing and government funding cuts" (p. 25).

Due to the Butterfly effect (one change in one part of a system, no matter how small, can affect the other parts of the system), the turbulence inherent in the convergence of these factors has trickled down from the organization's environment to the organization itself, affecting the work and personal lives of employees. Changes in the organizational environment have caused an increased need for organization change, perpetuating workplace stress and work-life conflict, while decreasing levels of well-being, work-life balance and engagement. Organizational decision makers, particularly in human resources, work to push back and increase levels of well-being, work-life balance and engagement (as evidence shows these three variables impact not only each other but also performance (Simpson, 2009; Crabb, 2011). Work-life initiatives, and well-being and engagement programs address workplace stress, and have, in recent years, connected the three aforementioned outcomes to organizational strategy.

It is important to introduce four key terms that this paper will reference: well-being, engagement, work-life balance, and shalom.

Well-being

Well-being is defined as "not only the absence of disease and reduced physical functioning, but the presence of positive physical, mental and psychological states of being (Sears, Agrawal, Sidney, Castle, Rula, Coberley, Witters, Pope and Harter, 2014, p. 357). Well-being involves "high levels of a number of facets of psychological well-being, including self-acceptance, purpose in life, positive relations with others, environmental mastery and autonomy (Ryff & Keyes, 1995)" (Grant, 2012, p. 5). The author's research regards wellbeing in the five categories delineated by Gallup-Healthways (2014): purpose, social, financial, community and physical wellbeing (p. 2).

Engagement

In a literature review of engagement at work, Simpson (2009) defines employee engagement as "the individual's involvement and satisfaction as well as enthusiasm for work" , while referring to work engagement as "a positive, fulfilling, work-related state of mind that is characterized by vigor [high levels of energy and mental resilience while working], dedication [being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge], and absorption [being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work" (p. 1018). Towers Watson (2012) introduces the concept of sustainable engagement which "describes the intensity of employees' connection to their organization, based on three core elements: the extent of employees' discretionary effort committed to achieving work goals (being engaged), an environment that supports productivity in multiple ways (being enabled), [and] a work experience that promotes well-being (feeling energized)" (p. 5). Aon Hewitt (2012) defines employee engagement as "a measure of employees' willingness to give their discretionary effort to help the organization achieve and exceed its goals" (p. 1.)

Work-life balance

Bell et al. (2012) indicate that work-life balance is "the degree to which an individual can simultaneously balance the emotional, behavioural and time demands of both paid work, family and personal duties (Hill, et al., 2001)" (p. 26).

Shalom

The concept of shalom, which applies to both individuals and organizational communities, exists as a religious concept that is grounded in the person of God, and is a gift from God (Harris, 1970, p. 14). The term 'shalom' is ordinarily translated as 'peace' and occurs 249 times in the Old Testament (Wald, 1944, p. 22). Harris (1970) points out that peace is "listed more than once as one of the fruits of the Spirit (Gal 5:22, et al.) A person does not pursue peace in order to realize salvation. The gift of peace is a fruit of God's gift of salvation…" (Harris, 1970, p. 50). The root meaning of "shalom" is "to be whole, sound, safe", and the concept implies the idea of totality (Harris, 1970, p. 14). Implicit in the concept of shalom is a focus on intangible, spiritual outcomes that manifest in areas such as material prosperity and general well-being (Wald, 1944).

The Impact of Organizational Change

Harris (1970) posits "anything that contributes to wholeness makes for shalom. Anything that stands in the way disrupts shalom" (p. 14). Organizational change disrupts shalom. The current situation in organizational life reveals two disruptive organizational problems that are caused by the accelerated pace of change happening on a global scale: conflict and stress.

Problem 1: Change Causes Conflict

Shalom implies a focus on relationships. It is important to note, "shalom" is a common greeting for those they regard as true brethren and is used by people of Semitic background in the Middle East (Harris, 1970, p. 13). The greeting is impossible if any barrier lies between the two people.

On an organizational level, change causes conflicts specifically between individuals and their employing organizations. In discussing coaching as a change management strategy, Burke (2011) posits that effective coaches mitigate conflict by integrating individual needs with organizational goals, which places the coaching in "a unique position to help the individual and the organization renegotiate a new psychological contract…[as] an attempt to integrate individual improvement objectives with organization change goals." Burke's (2011) choice of terminology ("integration") implies that coaching, as a change management strategy, also functions as a conflict management strategy. When integration does not take place, it can increase the level of work-life conflict employees and managers experience. Work-life conflict[1] "occurs when involvement in one domain, for example work or personal life, interferes with involvement in the other domain (Hanson, et al., 2006)" (Bell et al., 2012, p. 26). Effective coaches not only mitigate work-life conflict, but they also position coaching as an organizational solution, in addition to an individual solution.

Problem 2: Change Causes Stress

Unresolved conflict in the workplace contributes to employee stress levels. Here is why that is important. Bell et al. (2012) and Grant-Vallone & Ensher (2001) emphasize the importance of recognizing the work-life spillover dynamic in employees' lives, where positive or negative situations that occur in one domain of life spillover into the other domain. A simple change at work can result in workplace stress that spills over into an employee's personal life. Similarly, an employee's personal, financial or family problems can spillover into the workplace and show up in their performance.

Studies of work-life balance and work-life conflict over the past 20 years have revealed that workplace stress is a predictor of both the work-life balance and work-life conflict constructs (Bell et al., 2012, p. 26). "The few studies that have investigated correlational predictors of work-life balance and work-life conflict suggest that stress plays an important role" (Bell et al., 2012). High levels of job stress, which lead to ill-being, have been linked to decreased work-life balance and increased work-life conflict among different occupations, especially where "an individual lacks the coping resources or uses ineffective strategies to cope with stress" (Bell et al., 2012).

Problem 3: Workplace Stress causes organizational problems

Bell et al. (2012) indicate that "higher levels of work related stress can lead to organizational problems, such as low productivity, increased absenteeism and turnover, as well as individual employee problems, such as alcohol and drug abuse, and ill-being (Jamal, 2005; Mostert, Rothmann, Mostert & Nell, 2008)". Low work-life balance is linked to undesirable well-being outcomes such as "higher absenteeism and intention to quit...employee burnout, job stress, poorer physiological and psychological health, substance abuse, and diminished family functioning" (Bell et al., 2012, p.26). Satisfactory work-life balance was also linked to non-work outcomes, such as life, family, marital and leisure satisfaction and family performance" (Bell et al., 2012). Given this data, one can pose the question "what is the real problem, on both the individual and organizational level, given the frame of the Christian leader?

Problem 4: Workplace Stress Causes a Lack of Shalom

When virtues such as wholeness, general well-being, inner peace are developed in individuals it "makes for shalom in the community" (Harris, 1970, p. 15; Wald, 1944). Similarly, factors that disrupt shalom in the individual, also disrupts shalom in the community. The literature implies that a lack of shalom exists in the workplace because of stress on individual well-being. Evaluating the organizational problems in light of shalom, one can infer that coaching provides a solution. Coaching mitigates the disruption of shalom.

The remainder of this paper will draw appropriate connections between coaching and shalom, within the context of ubiquitous change, and through the increasingly important organizational outcome of well-being; one that links to the previously stated concepts, and to engagement and work-life balance.

Coaching as a Solution

Christian leaders and workers spend between 40 and 80 hours in the marketplace each week (Christensen, 2005). Mattera (2013) calls for a way to support Christians in the marketplace under these circumstances. Coaching provides a way to support the Christian mission in the marketplace through the pursuit of total well-being. The discipline of coaching can reduce the gap between organizational members and total well-being.

Impact on Workplace Stress and Work-life Balance

Coaching positively impacts the root problems of workplace stress and work-life balance. The literature makes it clear that "well-targeted workplace coaching has the potential to deliver a wide range of positive outcomes among those increased workplace engagement (Arakawa & Greenberg, 2007), decreased stress (Gyllensten & Palmer, 2005) depression and anxiety, increased resilience and well-being (Grant et al., 2010)" (Grant, 2012, p.5). Grant's (2012) research establishes that "two important variables for coaching in organizational settings are well-being and workplace engagement", and suggests a Well-being Engagement Framework, or WBEF, to measure coaching effectiveness in organizations (p. 5). Hawksley (2007) links coaching and work-life balance, explaining that "coaching can be used as a strategy to help individuals initiate and maintain changes such as implementing strategies to achieve work-life balance", also including managing work-related stress among significant benefits (p. 35).

Results of Increased Shalom

The concept of shalom aligns with the idea of biblical kingdom living. The Septuagint connects the word "shalom" with the word "eirene" (Harris, 1970, p. 36). As it appears in Romans 14:17, the word "eirene", which translates as "peace", is grounded in the Old Testament concept of shalom (Harris, 1970). Longenecker (2016) explains that in Romans 14:16-18, "Paul… sets out the overriding concerns of "righteousness", "peace" and "joy in the Holy Spirit" as being the basic and essential matters having to do with "the kingdom of God" – that is, with a truly Christian experience. He does so in opposition to those thoughts, comments, and actions that were dominating what was then going on in Rome" (p. 1008).

The connection between shalom and virtues of God's Kingdom also applies to the business environment and economy of the United States, one that has become taken with the idea of economic prosperity, and sometimes at the expense of employees. Harris (1970) explains that "…shalom often includes the idea of material prosperity...[and] [m]aterial prosperity is often linked with spiritual well-being" (p. 27). In a present-day organizational analogy, Paul would juxtapose the Kingdom virtues of peace, righteousness and joy, with the focus on the Big Five of American Business: performance, productivity, profitability, efficiency and effectiveness. He would say to business leaders "to be effective, you have to pursue Kingdom virtues and the Big Five will follow", according to Matthew 6:33 where the author exhorts the ancient Christian community to seek the Kingdom of God and His righteousness as a top priority, which results in the provision of economic resources. Within the Kingdom of God construct, peace and shalom are implied. Longenecker (2016) captures the essence of Paul's exhortation positing "…the apostle's injunction in these three verses is that believers in Jesus should not twist matters regarding "the

kingdom of God" into "a matter of eating and drinking," but, rather, they should focus in their thinking and living on "righteousness, peace and joy in the Holy Spirit" (Longenecker, 2016, p. 1008). The pursuit of shalom aligns with an increased concentration on spirituality in the workplace, which has become more prominent in recent years.

During a typical workday, the effects of change test the expression and possession of shalom in the lives of employees and leaders. This occurs especially when stressful situations emerge, and employees are tested through conflict. Shalom is not merely a conceptual type of peace that operates in a vacuum, sans conflict, where nothing goes wrong. Shalom is tested amid conflict, as it is peace held in tension as the "present possession of the Christian" (Harris, 1970, p. 51). Conflict, which is both inevitable and a producer of stress, puts shalom to the test.

Measuring the ROI of Coaching

Marketplace Value of Coaching

Evidence that coaching links to organizational strategy through key performance indicators (KPIs) and organizational outcomes provides more incentive for decision makers to care about coaching. With common costs of a coaching intervention between $15,000 and $75,000 for a six-month intervention, human resources directors need solid evidence of coaching effectiveness and "the impact of coaching on distal organisational outcomes" (Grover and Furnham, 2016, p. 5). This evidence extends the trust building process by answering the underlying question "how does coaching apply to what I care about?"

Effective coaches engage questions such as "why would a company or a corporate decision maker care about coaching? What makes considering well-being and engagement, even work-life balance, worth their time?"

The Importance of Wellbeing to Financial Performance

Wright (2015) links the distal organizational outcomes of wellbeing, engagement and work-life balance to employee performance, organizational strategy and competitive advantage by explaining "the importance of well-being to the financial performance of a business is increasingly recognized by investors, who are looking at well-being and engagement levels as leading indicators of performance and market value". McCarthy, Almeida and Ahrens (2011) provide an exemplary answer in a study that establishes a link between wellness programs, key performance indicators (KPIs) (p. 183), and marketplace success (p. 187). Their study, which delineates categorical examples of well-being program components, provides an example for coaching ROI. Among the highest benefits of well-being programs were job satisfaction (45.5%), staff retention (35.2%), employee engagement (32.3%), productivity (32%), coping with change (31.7%), and reduced absenteeism (28.2%) (p. 187). Researchers are constantly producing new evidence to prove that coaching links to organizational strategy, as it impacts engagement, well-being and work-life balance (Timms, Brough, O'Driscoll, Kalliath, Siu, Sit and Lo, 2015, p. 595; Alvi, Hussain, Tahir & Gondal, 2015, p. 3637)[2].

Measuring Coaching ROI using Distal Organizational Outcomes

Because profit undergirds business, financial ROI appears to be the best way to measure coaching effectiveness. However, evidence points to alternate ways to gauge how coaching impacts an organization and its employees. Currently, coaching ROI is experiencing a paradigm shift from financial ROI to distal organizational outcomes. The literature makes a case against financial ROI as sole metric for coaching interventions (Grover and Furnham, 2016; Wright, 2015; Grant 2012; Theeboom, Beersma and van Vianen, 2014). Grant (2012) argues that "financial return on investment (ROI) is an unreliable and insufficient measure of coaching outcomes" that can lead to both substantial underestimation and overestimation of coaching impact (pp. 1,3). In a meta-analysis of individual coaching effectiveness in an organizational context, Theeboom, Beersma & van Vianen (2014) posit that financial ROI, presents considerable limitations when measuring the effectiveness of coaching interventions.

Recent research pushes for coaching to align with what Grover and Furnham (2016) refers to as "distal organizational outcomes". In a study that investigates coaching effectiveness, Theeboom et al. (2014) examined "well-validated, more distal indicators of functioning in addition to individual level outcome categories/: performance/skills, well-being, coping, work and career-related attitudes and goal-directed self-regulation (p. 3). Given recent scholarship and evidence, the use of financial ROI as the sole indicator of coaching interventions has proven ineffective in favor of using well-validated, distal organizational outcomes. Distal organizational outcomes are becoming an alternative to not only measure the "ROI" of coaching, but more aptly, a method to evaluating coaching effectiveness.

Job Stress and Costs to Physical Well-being

Bell et al. (2012) posit that the increasing job stress, caused by market-driven globalization and large-scale organizational change, is "negatively impacting employees' work and personal lives" (p. 26). On a wide scale, the literature has linked stress to "adverse effects on employees' psychological and physical well-being in many occupations...[and it] represents a large emotional cost to employee wellbeing and puts a considerable financial burden on organizational performance (Blackburn, Horowitz, Edington & Klos, 1986; Skakon et al., 2010)" (Bell et al., 2012, p. 25). In a discussion on cognitive appraisal and how stress and coping impact work-life balance, Bell et al. (2012) posit "high stress leads to ill-being especially where an individual lacks the coping resources or uses ineffective strategies to cope with stress (Hardie et al., 2005, Lazarus & Folkman, 1984; Lazarus & Launier, 1978)" (Bell et al, 2012, p. 27). Hawksley (2007) links the coping outcome of coaching to reduction of stress and increased wellbeing (Bell et al., 2012).

Closing the Gap

In its global context, change has increased workplace stress and ultimately has a negative impact on well-being. This global situation presents an opportunity, especially for the Christian leader, to rethink business priorities. The classical management perspective prioritizes performance, productivity, profitability, efficiency, and effectiveness as the highest aims in business. While these indicators are all important to the life of an organization, Christian leaders sense, and believe, there is more to the story.

Theoretical Framework

In a survey of available coaching literature, the themes of well-being and engagement, and work-life balance, repeat in a nearly inconspicuous fashion, embedded in the literature. Prominent links exist between well-being, employee engagement and work-life balance. The interaction between coaching and work-life, well-being and engagement represents the convergence point for my research for this project. Wright's (2015) article supports my theoretical framework by drawing on the relationship between those three constructs. In addition to stating that well-being is a key driver of engagement, Wright (2015) posits work-life balance is a key driver of well-being, drawing a link between the three constructs, and positions one-to-one coaching as a strategy employers use to provide support to employees.

Wright's (2015) article was not based on an empirical study, and no other articles or studies were available that explored how coaching impacted work-life balance, engagement and well-being. No articles or studies found, directly and explicitly examine the relationships at the intersection of coaching and these three constructs. Most articles emphasize how stress negatively impacts well-being, however, the emphasis on how coaching counteracts stress and increases wellbeing is less prominent. The absence of empirical research on these constructs represents a gap in the literature. This presents an opportunity to study and measure the impact of coaching on well-being, work-life balance, and engagement.

To address the gap, the author developed a set of theories/theoretical framework that emphasizes the link between well-being, engagement, and work-life balance, and integrates the concept of work-life coaching in pursuit of individual and organizational shalom. Seven foundational hypotheses underscore the framework:

1. Engagement is a driver of employee performance.
2. Well-being is a driver of engagement.
3. Work-life balance is a driver of well-being.
4. Workplace stress is positively impacted by work-life balance.
5. Work-life coaching[3] positively impacts work-life balance (by increasing self-efficacy and coping resources),
6. Work-life coaching reduces the negative impact that stress has on employees, managers and leaders.
7. Decreased levels of workplace stress positively impact shalom on an organizational and individual level.

The concept of shalom links to the increasingly important organizational indicator of well-being, which links to stress, engagement and work-life balance.

Connecting Shalom and Coaching

Shalom encompasses well-being, and an indirect link exists between coaching and well-being through the construct of work-life balance. Hawksley (2007) directly links coaching and work-life balance, explaining that "coaching can be used as a strategy to help individuals initiate and maintain changes such as implementing strategies to achieve work-life balance", also including

managing work-related stress among significant benefits (p. 35). Bell et al. (2012) list counseling among strategies to reduce job stress and increase wellbeing. The link Bell et al. (2012) draws between counseling and work-life balance, combined with the synonymy Burke (2011) establishes between counseling and coaching, holds important implications for coaching practice in organizational settings, and as a link between coaching and the work-life dynamic.

Additionally, work-life balance has been found to increase well-being. Drawing on Work-life Spillover Theory (Zedeck, 1992), Bell et al. (2012) arrive at relevant theories and findings regarding both positive and negative impact of work-life balance on distal or indirect (but strategic) organizational outcomes. The outcomes include, but are not limited to, increased wellbeing and decreased job stress (Bell et al., 2012, p. 26).

Recent literature has also linked well-being and engagement. A number of studies report a link between well-being and engagement (Heifetz & Wood, 2014; Bakker, Schaufeli, Leiter & Taris, 2008; McCarthy et al., 2011). More importantly, studies show evidence of wellbeing as a key driver of engagement (McCarthy et al., 2011, p. 187; Heifetz and Wood, 2014; Wright, 2015). Heifetz and Wood (2014) describe wellbeing as "the catalyst companies need to cultivate engaged, thriving employees who perform at their best everyday", adding "when companies add a well-being focus to their engagement program, it has an accelerating effect". The data shows that "focusing on engagement and well-being together helps companies maximize productivity."

Implications, Emerging Trends and Practical Steps

The literature carries deep implications for integrating coaching with work-life initiatives to positively impact workplace stress, well-being and engagement. Moore (2007) argues that "organizations that provide long-term work-life balance cultures, create employee-company loyalty and positive employee attitudes to work" (Bell et al., 2012, p. 26). Listed below are implications, emerging trends and practical steps for companies and practitioners.

Integrating Coaching with Work-Life Initiatives, and Well-being and Engagement Programs

Increased job stress has led to an increased study of work-life balance and work-life conflict in the last two decades, resulting in "an increased need for employee work-life balance initiatives" as consequential job and work-related stress is "negatively impacting employees' work and personal lives" (Bell, Rajendran & Theiler, 2012, p. 25). Kossek, Lewis and Hammer (2010) argue for the mainstreaming of work-life initiatives positing that:

> as the workforce is becoming increasingly diverse, employers who are able to adapt to these demographic shifts can realize a higher quality workforce, which enhances organizational performance by adding value to the firm thereby enhancing competitive advantage (Kossek and Friede, 2006). Cost savings also ensue from having lower turnover and higher discretionary performance, particularly when bundled with other human resource practices, such as high commitment or high-performance work systems (Berg et al., 2003). Employee engagement perspectives arise based on the notion that work-life initiatives reduce stress, and increase

personal and team resilience. This enables employees to cope with growing pressures from fast-paced environmental change in ways that are sustainable for their well-being and enhance the organization's performance (Ollier-Mallatere, 2010, this issue). Both the high performance and the engagement views are grounded in assumptions of beneficial effects from integrating work-life initiatives with internal organizational or external environmental systems, which further illustrates the value of bringing them into the mainstream (p. 5).

An anticipated outcome of this project is to inspire HR managers to integrate work-life coaching into work-life initiatives to provide added value and ROI, certain questions emerge such as:

- How can coaching be integrated into our current HR and organizational initiatives?
- Given that every organization is different, what KPIs would a coaching intervention need to positively impact to get the most return from our investment?
- How will this integration impact the external coach, along with his/her pay rate?
- How open are organizations to coaching employees on personal life topics, meanwhile trusting that work-life spillover theory will initiate positive spillover between work and personal life?
- What can be done to ensure that our organization sees a significant return from our coaching investment into our employees?

Coaching as Sustainable Engagement Strategy

Parker, Schroeder, Bowler & Muldoon (2006) point out the importance of strategically reengaging employees during times of volatile change, which is of particular importance given the current external environment of organizations. In fact, the concept of engagement is trending towards a search for solutions that produce what Crabb (2011) describes as "internalised engaged states", or *sustainable engagement,* among organizational stakeholders (Sustainable Employee Engagement, 2013; Towers Watson, 2012; Simpson, 2015; Adamson, Dixon & Toman, 2012; Simpson, 2009). Alvi, Hussain, Tahir & Gondal (2015) conducted a study that found a significant correlation between employee engagement and work-life balance stating "work-life balance has a positive significant impact [on] employee job engagement" (p. 3639).

Crabb (2011) establishes coaching as a sustainable engagement strategy that "helps employees produce a type of sustained engagement or "internalised engaged states...mindsets and attitudes that foster employee engagement". Crabb (2011) also posits employee engagement, well-being and resilience as three drivers of individual level peak performance within the workplace. Coaching represents one strategy to sustain engagement among employees, managers and leaders in the workplace.

Creating A Coaching Culture

An employee's relationship with their manager is an important factor in their levels of well-being, engagement and work-life balance (Wright, 2015; Parris, Vickers & Wilkes, 2008; Gallup, 2015). As organizations establish coaching cultures, an increasing number of managers find themselves coaching their employees. According to Ramstead and Reese (2016), coaching cultures increase

manager effectiveness by "unlocking an individual's potential to perform…[and] creating a learning culture that teaches employees to find innovative solutions on their own, or in teams [and] focus on learning instead of teaching]. Taken together, these inputs result in increased employee engagement, reduced employee turnover, and increased morale and productivity (Ramstead & Reese, 2016). For managers to operate effectively in this role, Leonard-Cross (2010) calls for an increased focus on coach training to produce internal coaches that are both credible and effective (p. 37). Even in peer coaching situations, short-term training programs on key coaching competencies (active listening, direct communication, etc.) have provided support to workers on all levels who want to engage colleagues in coaching conversations.

Facilitation as Resolution

The discipline of facilitation is also referred to as process consulting or facilitative consulting, consultative coaching and/or group coaching. Facilitation outcomes closely align with coaching competencies as listed on the ICF website. Facilitation is used for conflict resolution and consensus building, with the end goal of producing a specific deliverable, outcome or process (Wilkinson, 2004). It can be applied in a number of situations and is extremely useful in vision and strategy development (Wilkinson, 2011).

The facilitation skillset is a value-add for coaches, especially helping coaches to implement Burke's (2011) theory of integrating organizational goals with individual needs. A coach who effectively fulfills the role of a facilitator/consultant prior to beginning a coaching intervention can help an organization to renegotiate the psychological contract between employer and employee. This process of renegotiation and integration can bring ministry to the workplace in the form of healing and forgiveness, in the pursuit of shalom on an organizational level.

Conclusion

The global problem concerning the accelerated pace of change resulting in increased workplace stress demands a set of comparable solutions. This is no small problem, and a global problem demands a world-class solution. For the Christian leader, that solution is found in the concept of shalom, a spiritual outcome of coaching – on both an individual and organizational level. Christian leaders, coaches and consultants are called to a higher purpose than to pursue profit. Although profitability ensures a business' longevity, other organizational indicators and Biblical principles ladder up to profitability. By pursuing shalom, both individually and organizationally, leaders and employees pursue on of the highest spiritual aims – an aim that is grounded in the Kingdom of God, and that penetrates even the workplace to facilitate biblical Kingdom living.

The well-being construct directly links coaching to shalom, both on an individual and organizational level. Well-being also contains direct links to sustainable engagement, which focuses on internal engaged states that facilitate employee engagement (Crabb, 2011), and to work-life balance. Well-being links indirectly to learning and development, on at least a conceptual level, through employee engagement. Further research is needed in this area to fully explore the connection, and effects between constructs.

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[1] The literature often defines work-life balance as "the absence of conflict between work and family or personal roles" (Bell et al., 2012). Because balance and conflict are coexisting constructs, "an individual can experience high levels of both concurrently (Balmforth & Gardner, 2006; Hanson, Hammer, & Colton, 2006; Wayne, Musisca, & Fleeson, 2004)" (Bell et al., 2012, p.26).

[2] There are many reasons other than well-being and engagement that would make and HR director or other corporate decision maker care about coaching. Learning and development is one reason. However, learning outcomes link back to engagement (Ramstead & Reese, 2016; Ciporen, 2015; Pappas & Jerman, 2015; Leonard-Cross, 2010; Jones, Woods & Guillaume, 2016; Cox, 2016), and purpose wellbeing (Gallup-Healthways, 2014).

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[3] Work-life coaching is a paradigm where coaching is delivered by an external or internal coach, encompassing a broad scope of work-life topics.

Using Coaching Skills to Lead

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As the profession of coaching grows, so does the need for the use of coaching skills by those who lead in organizations, communities and life. Recognizing that all leaders will not desire coach certification or in-depth training, the authors believe teaching coaching skills to improve efficiencies and conversations is a necessity. Toward this cause, as Executive Coaches, the authors teach coaching skills to leaders as a part of the Emerging Leaders Coaching Experience as well as using the InDiCom Coaching Model from the book, *Coaching for Commitment,* to students in the Master's of Organizational Leadership at Columbus State University in Columbus, GA. Research shows the use of internal and external coaches brings value to organizations. If the process of coaching is valued, then the authors believe the use of coaching skills should be used by all leaders and not just those who are certified or credentialed as a life profession.

S uccessful coaching is a conversation of self-discovery that follows a logical process and leads to superior performance, commitment to sustained growth, and positive relationships" (Coe, Zehnder and Kinlaw, 2008, p. 8).

Coaching has become a broad term since the inception of the International Coach Federation in early 1990. While organizations may recognize the value of coaching, those who invest into coaching services may be limited compared to the potential benefits associated with coaching. One constant motive for employing coaches is to enhance behavior and self -awareness for the purpose of improved business and interpersonal success.

Why is Coaching Important?

The Executive Coaching Survey, produced by Sherpa Coaching in Cincinnati, Ohio, has conducted twelve years of market research with coaches, authors, educators, and researchers to help us understand the use of coaches and the measurement of success.

In the 2017 Survey, they found the value of coaching to be firmly established due to the maturing of the industry. The authors state, "coaching started trending from mediocre to very high 10 years ago, and quickly leveled off. For eight straight years:

> Over 90% of respondents rated the value of coaching as somewhat or very high.

> From 2011-2014 it was over 95%. We stopped asking the question because the answer was clear (Executive Coaching Survey, 2017 p. 10, Retrieved from Sherpa Coaching online).

It can be useful to identify positive and negative trends of coaching benefits. A consistent finding is that coaching skills are effective at developing others and creating dialogue that is authentic and rooted in discovery. If coaching skills are valuable to an organization, the compelling question is how to incorporate coaching skills as an essential part of leadership development, using it as an alternative to hiring internal or external coaches for all desired development.

Teaching Coaching Skills to Leaders

In organizations, coaching skills make the biggest impact when those in leadership effectively shift from the roles of Manager, Instructor, or Mentor to one who uses coaching skills, regardless of a role or title. Far too often, we see strong and capable individuals promoted from within because of their success in current roles. At times, promotions send the message that, "since you did this job well, you will lead people well." Without proper leadership development, and the authors feel this must include coaching skills, we may see great employees now manage from a place of doing more of what they did earlier rather than maximizing the individual talents of people whom they lead. Coaching skills is a tool that allows anyone to be a better leader because they are able to appreciate and benefit from allowing others to provide input from their perspective without a manager telling or executing from a place of management.

Teaching Coaching Skills in a Learning Institution

The concept of using coaching to lead others was the driving reason to include coach training in the Servant Leadership Masters Degree program at Columbus State University in Columbus, Georgia. Because employee engagement and high effectiveness are results of using coaching, it made sense to include it in servant leadership as coaching always comes from a place of the person being coached (PBC) knowing themselves best and servant leadership leads from a place of respect and preference for others.

For several years, the curriculum offered 42 hours toward coach certification that meant students would leave the program with more than half the educational hours required by The International Coach Federation to make application for an ICF credential. While the training taught in-depth

coaching skills and prepared one to become a certified coach, the application did not match the need of most students. Of 40 students, two continued training and became certified coaches. The significance of the training program, however, should not be lost in the numbers of only two certified coaches. Feedback from the majority of students, anecdotally as well as in the official evaluations, rates this class as one of the favorites and most valued in the Master's of Organizational Leadership program.

This feedback led the authors to explore a program that could be shifted to meet the broad range of students who desired to be effective servant leaders and saw the value of using coaching skills. Their varied professions and interests offered a unique opportunity to expand coaching into their world rather than certifying students as coaches. Being passionate about the benefits of coaching and hearing examples of how students were using coaching skills personally and professionally, the authors created a curriculum, *The Leader As Coach*, as a part of the Masters of Organizational Leadership program under the Servant Leadership track. The focus is to train students to incorporate the art of coaching skills into their daily interactions. While the InDiCom system – *Involve – Discover - Commit* – is the process described in the book *Coaching For Commitment,* the authors built other components into the curriculum to round out the benefit of coaching. Some of these include:

- An Overview of Coaching as a Profession
- A Comparison of Coaching, Counseling, Mentoring and Consulting
- ICF Core Competencies & Sherpa Data
- Coaching Skills Inventory (an assessment to measure current coaching skills given early and late in the semester)
- Coaching Skills: Trust, Listening, Biases, Powerful Questions, Values, Process, GROW Model, Saboteurs
- Guest Lectures & Guest Coaching Sessions (2)
- Peer Coaching
- Coaching Presentations

The authors found it most helpful to strategically teach coaching skills as a part of a broader concept of leading through serving. While coaching skills serve others through keen listening, questioning and accountability, the authors believe there has to be a heart of service to motivate toward each conversation being one where we believe the best about the person being coached. If we, as leaders, apply the principles of servant leadership, coaching becomes a natural flow of listening and asking the best question with an intention of supporting the other person in a complete way. The curriculum carries this theme throughout every class.

An essential element of developing sharp coaching skills is practice. It is expected each student will coach a peer outside of class for a minimum of 5 hours as well as experiencing at least 8 hours of in-class coaching. Consistent feedback tells us one of the favorite components of the class is the opportunity to coach guests. On two different occasions, volunteers bring a topic unknown to the student and the student uses coaching skills to help the move forward toward their goals in individual sessions. This is the best application of coaching skills in a real-world setting as it is spontaneous and requires the student to draw from skills without the benefit of preparation or

familiarity. The timing between the two sessions allows the student to coach around accountability and success.

Measuring Outcomes

A misperception is that certified coaches in certain settings can only use coaching. We found when coaching skills are learned and executed efficiently; any one in any setting can use coaching for more effective conversations. Students who have participated in this class range from profit, non-profit and Captains in the Army. Emphasis is placed on the motivation for using coaching skills as opposed to simply asking questions. Listening to be fully engaged and believing the best about each person being coached (PBC) helps to develop a more relational approach to conversation, even if the conversation is not an official coaching session. We teach that anyone in any role can shift the dialogue by using coaching skills with an authentic appreciation that each person holds answers that can contribute to success.

As a part of measuring outcomes, each student completes the Coaching Skills Inventory (CSI) (Coe, Zehnder, and Kinlaw 2008) (Appendix A) at the beginning of the semester and at the end. The Inventory assesses a student's current skills in the following areas:

- Manager
- Instructor
- Mentor

Once a student is aware of how they lead in conversation, it is easier to apply coaching skills to move the desired state of Coach.

Results consistently show the students improving so by the end of the semester when they retake the Inventory, we see the majority of students making the shift to that of Coach. This means they have learned and are apply the coaching skills of:

- Involve
- Discovery
- Commit

(Coe, Zehnder, and Kinlaw, 2008).

In the most recent class of 29 students, Table 1 documents the shift. While we would love to see everyone move further to the column of coach, we recognize 80% of the class are officers in the Army and while coaching skills can be valuable in this setting, certain scenarios will require different types of leadership. With that in mind, even these students grew in their skills and consistently report back that it is possible to use coaching skills even in what many may perceive to be a directive profession.

Beginning of Semester			
Manager 8	Instructor 5	Mentor 9	Coach 1
End of Semester			
Manager 4	Instructor 3	Mentor 11	Coach 6

Anecdotal feedback from previous students through the years further confirm the expectation of using powerful listening skills and asking the next best curious question facilitates learning and employee engagement. Many former students return to share their positive experiences with current students. Implementing the use of coaching skills within an organization is effective and more cost effective as an alternative to hiring outside coaches.

Experiential Learning

Outside of the master's classroom, teaching coaching skills to managers at two different College of Nursing programs demonstrated the value of coaching when working to improve communication and effectiveness. The Director and her leadership team went through coach training and began using the skills with other faculty and students. Positive results began to surface very quickly as faculty began to use coaching to work together on projects and other initiatives. Two key faculty members, who previously were unable to communicate effectively, surprisingly reported back to share their conversations changed and each felt heard and understood. Their work showed a positive shift not only in the results, but also in the manner in which they communicated and treated each other.

This example is one of many that demonstrate why the authors believe coaching skills is one of the most valuable components of effective work groups. It creates space for each person who uses coaching skills to better listen to verbal and non-verbal communication and uses questions to clarify and seek out a deeper revelation and create forward moving action in a positive way. The result is people feel heard, understood and taken seriously, and success is achieved in a more powerful way.

Emotional Intelligence speaks to the four elements of being emotionally mature. They are: *Self-Awareness, Self- Management, Social Awareness and Social (Relational) Management*. It is likely that a person who develops and regularly uses coaching skills will also increase emotional intelligence as a product of becoming a better communicator through the process.

Conclusion

Recognizing the value and success of internal and external coaches has created an acute awareness that all leaders can use coaching skills in daily interactions to demonstrate better success toward goals and personal growth. Our commitment is to continue to offer coaching skills to every leader to improve conversations. Susan Scott (2002) powerfully states, "While no single conversation is guaranteed to transform a company, a relationship, or a life, any single conversation can." We believe in coaching and we believe any conversation that includes coaching skills can be that single conversation that can make the shift to greatness.

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Coaching for Performance: The Art of Coaching Distant Professionals

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Coaching is about improving performance. Coaching online faculty provides two unique challenges for the prospective coach: the individuals being coached are all highly educated, and all are located at a distance. It is proposed that coaching this unique group of individuals in this distinct context will require combining effective, service-focused leadership, with multiple coaching approaches. Servant leadership requires a focus on the follower, which is an approach favored by the highly educated faculty member, as it demonstrates a level of respect that has been earned through academic achievement. Additionally, these educators value coaching that comes from those above them on the organizational chart, as well as peers who have shared experiences. The relational focus of the Christian Scriptures provides a nice template for those who follow Jesus, who demonstrated the ability to listen intently, foster critical thinking, and teach in multiple settings – all of which are important for distant faculty members.

C oaching, regardless of context, is about one thing: improving performance. However, there are many different forms, styles, and perceptions of coaching. The word itself can be used ambiguously. This paper is intended to serve as a resource to heighten academicians' knowledge and understanding of what is crucial to consider when attempting to coach highly educated members of a team who work from a distance, as is the case with online education faculty members. It is also important to create motivation within the faculty member being coached, which requires a follower-centered leadership approach. Servant leadership is an example of such a follower-focused leadership approach, which provides validation for the faculty and opens the door for coaching.

As many organizations establish coaching programs, people have very different perceptions of what that role might actually entail. A coach is expected to ask questions to identify areas of deficiency and is focused intently on the future and long-term benefits for the organization.

Coaching typically relates to a certain need or task that requires improvement. Consequently, managers often depend on coaches to empower members to become more independent and self-reliant. This thinking directly aligns with a famous quote from Benjamin Franklin, "Tell me and I forget, teach me and I may remember, involve me and I learn."

One might ask, "Is it the attitude and transparency of the coach that motivates followers to do well?" More importantly, do coaches have to possess a certain level of experience, genuineness, and creativity in order to successfully perform in their role as a coach? When dealing with highly educated followers, what makes one coach better than another? Is it the disposition or demonstrated compassion of the coach that allows him or her to better understand what is needed when leading others? Research indicates that coaching an individual or group at a distance can create certain barriers. Is there an internal desire or specific mindset that allows a coach to successfully adjust to a particular culture or structure that is different from the standard *face-to-face* setting? All coaches know the process entails much more than simply leading a group. It demands creativity, patience, wisdom, and innovation. Coaches in any organization produce better results when serving in an inspirational, motivated, and compassionate manner. Are these traits the key for successfully coaching from a distance?

As coaching is a powerful tool for leaders to utilize and enhance employee performance, it also delivers practical approaches to strengthening relationships. It fosters an awareness of opportunities for change, focuses on unlocking the strengths of others, and offers an appreciation for each member of a group. Do coaches have to think strategically? Absolutely! Seeking positive approaches in working with members versus *telling* them what to do is a much healthier method to use when addressing any situation where coaching is needed. Moreover, reflecting on past successes can provide a foundation for future effective coaching practices (Suess & Clark, 2014). In regards to faculty, who hold key positions in a university, it is vital that they are coached adequately and granted a feeling of community with other faculty members who share the same common purpose. Being that part-time faculty members generally hold a full-time position elsewhere, they are typically wise in sharing professional insights and experiences while teaching (West, 2010). However, it is imperative that they receive ample training, adequate resources, and opportunities for awards and recognition. Regular coaching and empowerment throughout their tenure is necessary. Yet, who should serve in the role as a faculty coach? Is it one person or more; such as a leader coach vs a peer coach?

Time is one factor in life that coaches seem to struggle to manage and attempt to control. Rogers (2003) suggests factors which may contribute to the development of sufficient processes include: innovation, communication channels, time, and social networks. The adoption of significant processes and effectiveness in delivering them are major criteria to consider when planning on-line training for faculty. Adoption relates to how many people are using the various online teaching tools and effectiveness relates to the depth of how well the faculty are using technological tools within their online teaching strategies. Adoption without effectiveness will hurt students' learning outcomes and, in turn, the reputations of both the faculty members and the institutions with which they are affiliated. Therefore, academic leaders who serve as coaches should be included in the design of training programs, which specifically address online faculty requirements, such as course set-up, classroom management, and engagement.

In regards to coaches following a certain protocol for training purposes, the trainees' knowledge and skills are enhanced and better developed. While richly developing each member, it is vital that continued support, motivation, and a congenial environment for learning and growth is provided. A deficiency in skill determines whether or not a member needs coaching to complete a specified task; whereas, a deficiency in motivation pertains to one's willingness to master a task and may require coaching. An organization's environment must welcome and support each member as they receive training and intervention. Does coaching faculty at a distance occur during the on-boarding process only or should it occur daily, weekly, or indefinitely over time? Certainly, ongoing coaching demonstrates a commitment to standards and a concern for faculty effectiveness in performances.

Romisowski (1981) proposes a systematic framework which guides the improvement of online faculty development. He notes that in terms of the adoption consideration, some faculty members have the appropriate skills and conditions for teaching online, yet they do not have any incentive for doing so. This could lead to the problem of having few early adopters. Training may help in some small way, but it is not going to address the real issue. Faculty members' concerns may be that their traditional courses will be cannibalized once they move to teaching online—-which presents the perception that good performance is punished—or they may fear that they will not receive the same kind of recognition for teaching online as they could for teaching traditional courses. Some faculty may fear that they will have to invest more significant time in designing online courses. Experience has proven that these concerns can be easily addressed by affording appropriate recognition, an equal or greater teaching stipend, and instructional design support. When planning to develop faculty, organizations should consider the following (Romisowski, 1981, p.18):

- Does the institution maintain a user-friendly learning-management system?
- Does the institution maintain effective communication channels which allow all faculty to share their online teaching experiences and best practices with other cohorts?
- Does the institution form/implement an effective social network which allows members to coach each other?
- Does the institution have an effective organizational structure which is staffed with qualified personnel? This structure includes an administrative team, a designer team, and a technical team to handle the various kinds of support needed by the on-line faculty member.
- Do highly effective processes exist to support online teaching; course development and research findings?
- Does the institution offer a culture of collaboration, innovation, and knowledge sharing which prohibits on-line faculty members from feeling isolated from each other and from other teams in the university?
-

Ciutiene, Neverauskas, and Meiliene (2010) suggest in most higher education institutions, academic leadership, staff members, and faculty work in different geographic regions and cultures. Staff members are often viewed differently than faculty and a disconnect in experience and academic freedom often exists. Many faculty feel more comfortable collaborating and training with their fellow academicians than working with support staff. Given this preference, is it

advisable to have staff perform classroom monitoring/evaluations to share with online faculty members regarding their teaching performances?

It is wise for administrative leadership to provide an online support center with a well-categorized pool of resources for frequently asked questions about tasks that faculty can locate and utilize. Tutorials or animated demonstrations on how to update courses between semesters, how to manage each resource embedded within a course, and/or how to implement policy is a much easier venue for faculty (particularly, at a distance) to use as a tool/resource if coaching is not readily available. Should coaches serve as the model for demonstrating the implementation of effective practices deemed necessary for an educated group of online faculty? It seems reasonable to deduce that highly educated team members will be able to find solutions if they know where to look. Perhaps with this group, it is best to provide clear expectations, illuminate resources available to meet these expectations, and provide support for specific issues as they arise. In other words, it is not about them knowing everything; rather, it is about them knowing where to find answers to their questions.

Today, it is very common for coaching to be considered one of the principal strategies employed to effectively develop an organization's employees. In order to feel competent as an on-line instructor, effective coaching is needed as a means to deepen the knowledge base and skill sets, to assist in improving performance measures, and as a result, to enhance quality. Success among members also creates success for the organization (Ciutiene, et al, 2010). How members are approached and treated during the process is the key to a healthy coaching initiative. Should all coaches seek to be viewed as supportive, trustworthy, genuine, motivational, and compassionate? Will this type of character displayed by coaches increase the likelihood of success for distant faculty seeking to improve their overall work performances?

Adult education and motivation theory suggests that developing more of a *learning coach approach* promotes a relationship that is productive and facilitative when working with older, more experienced learners who are looking for someone to coach them (Harlow, 2007). Efficient coaches help others become their best. They make a positive impact on others by helping them establish smart goals and a wise path to achieving them. They support others through struggles and victories. By helping others make better decisions, they also help them unlock their potential for development and growth. Most importantly, they give of themselves to help others prepare and do a better job—simply by being available and willing to give of their time and expertise. Stack (2014) asserts there are seven principles which must be asserted for effective coaching: (a) track your team's productivity, (b) ensure a productive working environment is provided, (c) offer meaningful feedback; with suggestions on how to improve, (d) set realistic goals, (e) respect team members as individuals, (f) support people when they need it most, and (g) praise members liberally.

Coaches who think as servant leaders not only assist others, but also share power in decision-making, promote a sense of community, form trusting relations with other individuals, and humbly serve others. They are aware of their followers' needs and ensure they are met; while providing a path for the followers to become wiser, and more autonomous (Greenleaf, 1970). They are clear in their purpose for coaching and concise in their expectations.

The connection point between coaching and leadership comes in the area of motivation. Each individual will be motivated differently, which is where personal (possibly servant) leadership becomes critical. Experience has shown that unless an individual is motivated to change; and has a desire to accept the coaching provided, little impact will be seen. Figure 1 illustrates the proposed mediating effect of motivation on key factors of the coaching process, and the final result, which is improved individual performance.

Coaching Traits and Characteristics
Selflessness
Service
Humility
Modeling
Compassion

Coaching Tools, Techniques, Strategies, Mediums
Objective Monitoring Tools
Organizational Performance
Empowerment
Technology/Connect Sessions
Information Depository
Clear Expectations/Policies

Significant Factors for Coaching Distant Faculty
Education Level
Distance

Motivational Factors
Leadership Service
Communication
Clarity
Mutual Respect
Consistency in Interactions
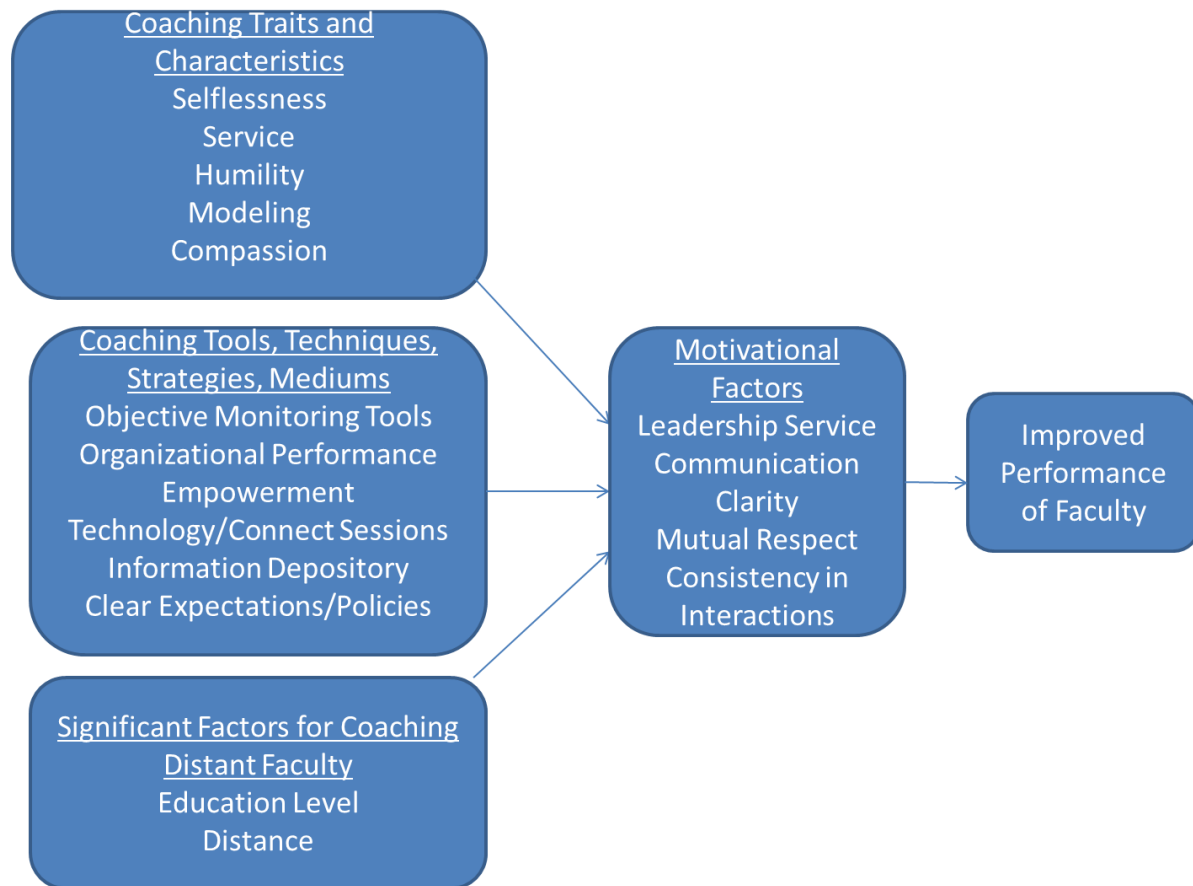
Improved Performance of Faculty

Figure 1: Proposed Mediating Effect of Motivation on Coaching Process

A compassionate coach practices the habits of caring and kindness, displaying humor and soft-heartedness; yet, tackling issues expeditiously as they occur. Showing mercy and kindness is an attribute which allows educational coaches to follow what was modeled by perhaps the greatest leader of all time, Jesus Christ. He continuously demonstrated the importance of generously helping others in need.

Coaching is not telling someone what to do. It involves an empowerment which allows people to change and improve. It consists of effective listening coupled with probing questions and most importantly encouraging others while providing genuine support. Effective coaches inspire members to think and they help them to set realistic goals for overcoming obstacles while proving successful in achieving their own goals. Good coaches understand the importance of asking good questions and listening intently. No one has ever been proven to listen quite as well as Jesus. He

proved that listening shows value towards a person. It not only pays tribute to their existence; it also gives credit to what they are willing to share. Demands are not given when coaching; instead, carefully posed questions are asked that allow others to think about what it is they need to do and how they can do it better. How often did Jesus teach through questioning? When asked a question, He often responded with a question of his own to promote what would be called 'critical thinking' today – He encouraged others to think for themselves. Then, wiser choices were made as a result.

We were created with the need to form relationships and to learn from one another. Proverbs 27:17 reminds us: "As iron sharpens iron, so one person sharpens another" (NASB). Ecclesiastes 4:9-12 denotes: "[9]Two are better than one because they have a good return for their labor: [10]If either of them falls, the one will lift up his companion. But woe to the one who falls when there is not another to lift him up. [11]Furthermore, if two lie down together they keep warm, but how can one be warm alone? [12]And if one can overpower him who is alone, two can resist him. A cord of three strands is not quickly torn apart" (NASB). Both Proverbs and Ecclesiastes illustrate that companionship is necessary and one who will offer a listening ear, a timely word, or the ability to bring thoughts and intentions to the surface can truly welcome and manifest relational empowerment (Roehl, 2017). In the New Testament, Barnabas was known as the 'Son of consolation or encouragement'. He was willing to walk with Paul when others would not. Barnabas was willing to work through issues with other members of the group. In his coaching, he encouraged others and helped them stay on track, so they didn't lose their purpose or their desire to follow Jesus. He is thought to adequately represent the quote: "The great leader is not the one in the spotlight. He's the one leading the applause" (Roehl & Ogne, 2003, p. 4).

Jesus's teachings were detailed in the four gospels in which it was noted that that He taught about truths with eloquence, wisdom, authority and direct inspiration. This is a best practice for all who teach. Jesus was often followed by large crowds; teaching with parables while sitting on a boat, on a mountain, or in the synagogues. Therefore, educators can teach from different settings; with wisdom and desire. Jesus knew people's thoughts and answered questions without even being asked, taught as a leader, and demonstrated/modeled servant leadership. He trained and organized his twelve disciples to preach, empowered them, and provided guidance where and when it was needed. He mentored them through demonstration and feedback staying visible and connected; displaying love, humility, and self-control (Elliot, 1996).

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Coaching in the Workplace

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The purpose of this article is to recognize the need of coaching skills within the workplace. In reviewing the approaches to coaching formats and implementing coaching processes organizations will find that coachees will experience noticeable growth, more confidence, focus, and self-worth. The underlying value will be organizations using some forms of coaching are more likely to experience higher employee retention.

Ⅰn an ever-changing world full of diversity and new opportunities the need for organizations to maintain valued employees is also on the increase. Organizations where coaching skills are implemented will notice improved performance and empowerment by the employees, and the employees will feel valued increasing the likelihood of staying with their organizations. This article reviews coaching formats, implementation, and the benefits of coaching.

Change

There is a saying that the one thing constant in life is change. This is not only true for people but for organizations of well. Due to the post World War II era of globalization many changes have been made in the way organizations operate along with the goods and services they provide. From this period thru the 1960s the broad consensus in the U.S. favored liberal international trade policies. While the 1990s demonstrated weak productivity growth, slow wage growth, and increasing inequality; the optimistic picture of globalization was being challenged (Lerman & Schmidt). While the aggregate benefits of globalization may continue there are those who see large losses experienced by less-advantaged citizens, many of whom are said to lose from globalization. Technological advances alone have drastically changed the way each of us address our daily lives. Computers are smaller and faster, and through handheld smart devices we have at our fingertips a wealth of information. The labor makeup within organizations have drastically changed as well. Labor is facilitated through foreign locations where the cost of labor is vastly reduced, workers are spread throughout remote locations, and universities now hold classes online with students from around the globe.

With organizations realizing significant changes over a relatively short time they must decide how to address managing these changes and maintaining their workforce. This brings the initial question of what does globalization have to do with coaching? The correlation is the need for the workforce within these organizations to become more effective in the way they operate, to become more competitive, and to improve productivity. To address some of the issues organizations face today they have turned to the coaching industry for help. Executive coaches work with top leaders of an organization to help set expectations of their direct reports, make important decisions when tough decisions are facing them, and to meet the goals that are in front of them. Coaching isn't just for poor performers any more, organizations have also turned towards coaching for up and coming high-performers.

Coaching is all about change. It is the art, and science, of facilitating the professional learning and development of others through personal, one-to-one, on-the job training for skills and competence. Research shows coaching can significantly improve performance when conducted through structured dialog that has been strategically designed with meaningful goals, objectives, and outcome evaluation (Rolfe, 2010). With research showing these benefits the question of "why is it more organizations don't embrace coaching?" Organizations which embrace formal coaching initiatives, either thru external or internal coaches, make provisions both monetarily and timewise to make the most of their investment. Other organizations where coaching may be needed but not embraced have difficulty with the idea of investing in coaching. One primary reason is due to the perception that it is labor intensive, expensive, and difficult to assess. Another reason is that change may cause a disruption in a comfortable status quo (Rolfe, 2010). These are valid concerns, especially when the organization is not of significant size, is on a limited budget, or is a non-profit.

Coaching Formats

In reviewing the format of coaching within organizations there two primary types involved – formal and informal. In the case of formal coaching the coach is external or may be internal to the organization.

External

External coaches are primarily utilized for executives and higher-level management. This is due to the cost involved at this level. Advantages to utilizing external coaches are their expertise as they are more skilled and experienced in specialized areas, provide an open environment, and are unaffected by the organizations internal culture or politics (Newton & Bristoll, 2013).

External coaches typically have received more extensive coaching training than managers and have spent more time coaching people. Their training and experience is generally in more specialized areas. This means coachees may match an external coach that best matches the skills they are looking for in coaching (Newton & Bristoll, 2013). Utilizing an external coach also provides the coachee the opportunity to be more open in what is discussed. The political issues are removed, and it allows the coach to provide more objective feedback.

Internal

Internal coaches on the other hand are more readily available and easier on the budget as they do not have direct costs that hiring an external coach would. In instances where the internal coach is also the coachee's direct manager then the coach already has knowledge of the coachee and allows for the quicker building of mutual trust and respect (Newton & Bristoll, 2013). The internal coach will also be aware of organizational culture.

Internal coaches are at times also the team manager. In these situations, the coach/team manager is able to have more opportunity to influence thru their interactions than an external coach would. In either scenario when fulfilling the role of the coach it is important to remember that the traditional manager role of command and control is inappropriate. When the manager is in the coaching role the manager-coach needs to be more:

- Collaborative instead of controlling
- Delegating more responsibility
- Talking less and listening more
- Giving fewer orders and asking more questions
- Giving specific feedback instead of making judgements (Newton & Bristoll, 2013).

One of the biggest challenges in utilizing internal coaches is conflict of interest, especially when managers coach their direct reports. It may also occur when the coach knows the coachee in some other way, like working on the same team or in the same department. (Wilson, Developing a Coaching Culture, 2011). The key in these types of situations is dependent upon the level of trust the coachee has with the coach and the capability of the coach to maintain a high level of confidence even when pressured by higher ups.

Informal

An informal coaching environment is one where the interaction is more random or not planned. It may be a hallway discussion, or in the breakroom, or during a phone conversation. However, the typical coaching questions may still be asked which makes it an informal coaching setting. Questions of "what would you like the outcome to be", or "how do you plan on meeting that goal"? In these settings the person asking the questions is exploring the current situation and the desired situation and is more likely to help them see their way to a solution (Wilson, 2011). This is where I personally have had the most experience in coaching with others. Not being a coach where it is my primary designated responsibility I often socialize with others while working on team projects or in cross-project settings. While more likely than not the questioning is related to the workplace I do take the opportunities to ask about their personal lives, families, friends, and hobbies while keeping an open ear for anything that may indicate any out of balance situations.

Implementing a Coaching Program

While many large organizations with ample budgets have implemented coaching programs, there are many other organizations that haven't. The immediate question is why? The initial reasons are more to do with budget and buy-in than with choosing the program itself (2011). When

considering a coaching program within an organization one of the first tasks is to make the case for the value of coaching. While some there may be some that do understand the benefits of coaching and what coaching is, there will be some that do not. This is where an explanation of what coaching is benefits the organization. It is not to be looked at as remediation for an employee on a performance improvement plan, or to coach teams to work harder or train them to do their jobs better (Ramey-Renk, 2017).

To gain buy-in it may be beneficial to start small by considering a pilot program. A plan needs to be developed to help make the case. Wilson (2011) lists ten points in developing a coaching culture:

1. Vision and purpose
2. Organizational health check
3. Identifying stakeholders
4. Getting buy-in
5. Where to start
6. What to measure
7. Tangible benefits
8. Implement pilots
9. Evaluation and forward planning
10. Maintain the momentum.

In presenting this concept, select a small group of managers, hold conversations with each of them while providing an outline of how the program would work and the intended benefits. Give them time to digest the concepts, then meet with them again, giving them the opportunity to make refinements (Ramey-Renk, 2017). Gaining input from leaders from the beginning will help create a more robust pilot that can further prove the value of internal coaching. Ask for a small list of employees or team members who would benefit from the pilot program. Obtaining a list is another means of garnering buy in from leadership. Having buy in is important as one of the biggest challenges to workplace coaching is finding the time to coach or be coached (Wilson, 2011).

Using a project management approach, as the pilot program takes place there should be periodic meetings between the coaches and stakeholders to measure progress and refine the program as necessary. Once the pilot has concluded, conduct a lessons learned meeting to understand what went well and what didn't. The outcomes from this type of discussion can be used as the basis for adjusting the next round of coaching.

In launching a coaching program within an organization one practice to avoid is a "train the trainer" scenario where the organization hires an external coach with the intent that those being coached will then become internal coaches and train others within the organization. Having a coach, being a coach, and teaching coaching skills to others are three very different areas (Wilson, 2011). The first will not provide the necessary skills for the other two.

Relationships

While the reason for needing a coach and how coaching may be implemented are important, the most important component is the coaching relationship. This explains why the International Coaching Federation (ICF) has placed a significant number of its competencies in the area of Co-Creating the Relationship. One of the most critical areas of the relationship is establishing trust and becoming intimate with the client. The ICF considers this competency as the ability to create a safe, supportive environment that produces ongoing mutual respect and trust. In establishing trust, the coach and coachee must build rapport. This can be initiated when the matching of a coach to coachee occurs.

Three characteristics that are key to matching a coach to a coachee are: 1.) commonality in personal characteristics or experiences, 2.) compatibility in behavioral preferences, and 3.) credibility with coaching abilities to meet the client's needs (Boyce, Jackson, & Neal, 2010). In having common experiences, it gives both the coach and coachee something they both can discuss openly and relate to. This can include sports, hobbies, and special interests to name a few. Being compatible includes having similar behavioral attributes, managerial styles, and learning styles. If one person is highly organized and the other isn't, it may make it difficult to move forward with the relationship. Having compatible personalities and behavior styles are expected to have a better working relationship particularly with securing commitment and supporting collaboration (Boyce, Jackson, & Neal, 2010). Having credibility means the coach possesses the necessary credentials to meet client needs and include coaching competence and experience.

Four processes that the coaching relationship consists of are: rapport, trust, commitment, and collaboration (Boyce, Jackson, & Neal, 2010). Having a good and continual rapport plays a large part in keeping the relationship moving forward. Effectively coaching the client through change requires good communication skills. Building rapport continues to grow throughout the coaching relationship and allows each to appreciate, recognize, and respect one another as individuals (Boyce, Jackson, & Neal, 2010).

Trust allows the client to be open, honest, and vulnerable while the coach is allowed to be supportive, non-judgmental, and challenging (Boyce, Jackson, & Neal, 2010). The time it takes to build and establish trust may be somewhat dependent upon how the coachee views the coaching relationship. As previously indicated, external coaches sometimes allow for more openness for the coachee and the internal politics are removed. Yet, with an internal coach where there is an already established relationship between the coachee and the coach, the trust level may be quicker to obtain.

Commitment is key in accomplishing goals. When a coachee specifies actions, they will take in order to reach a goal the coach needs to ensure the coachee commits to completing the actions by specified times. Essential to the coaching effectiveness is the encouragement and sustaining individual commitment of the coachee by the coach (Boyce, Jackson, & Neal, 2010). By maintaining strong personal commitments will result into behavioral performance.

The collaborative effort of having rapport, building trust, and obtaining commitment will result in objectives being met and behavioral changes to take place. It is thru this process where the coachee

will at some point experience the "aha" moments and begin to realize the benefits of being coached.

Benefits

Unlike products where there are direct costs and sales in which to determine a monetary return on investment, the return on investment for coaching results is not always as direct. In not knowing how to create the correct internal set up and original expectations organizations do not always see the measurable results of the coaching experience. Often, senior managers are not properly educated in the processes that must be followed to make sure the implementation of a coaching culture produces significant results in terms of return on investment (Ashley-Timms, 2012).

In order to demonstrate success in coaching and the return on investment there are important steps that need to be taken. First, there must be clear definition as to why coaching needs to take place. One condition in which coaching should be implemented is when the effectivity of top level and higher-level management needs improvement. As noted thru the utilization of external coaches it is imperative to properly match the executive with the coach most appropriate for the specific coaching needs. Second, without clearly defined goals and identifying actions that will drive towards these goals, nothing will change (Ashley-Timms, 2012). Each goal must be specific and time-restricted in order to measure success, else they will fail before they have the chance to succeed. To help determine successful measures ask the following questions:

1. How will you know you have succeeded in your overall strategy and in your goals with each stakeholder?
2. How will you monitor your progress (Ulrich, 2008)?

In his first inaugural address President Franklin D. Roosevelt said the "Only Thing We Have to Fear Is Fear Itself". He stated this to address the nations' fear during the great depression. Organizations and those being coached within the organizations need to embrace change. Coaching is all about change. What is the point of being coached if fear or maintaining the status quo is preventing change? Ashley-Timms (2012) writes that managers must overcome their fears in order to enjoy the positive effects of coaching and that if you continue to perform the same actions; you will continue to achieve the same unimpressive results.

The lack of continuity in the changes being implemented after the coaching sessions end is where organizations often fail. This can occur when companies have the belief that coaches will come in, right their wrongs, and leave again are unpleasantly surprised (Ashley-Timms, 2012). Coaching should not be looked as a remedy to a problem but more as a way to achieve a higher performance culture. This leads into sustaining the changes implemented. Ashley-Timms (2012) writes that once implemented, the coaching culture should remain an everyday part of running within the workplace, with scheduled follow-ups and measurable longer-term successes. This will lead to a self-perpetuating coaching culture where employees are regularly seeking feedback of their managers and striving for positive reinforcement (Ashley-Timms, 2012).

In a report reviewing the return on investment for an executive coaching program in the workplace of a Fortune 500 firm, Wilson (2004) writes the survey found that a 529% ROI and significant

intangible benefits to the business was produced. Within the survey, seventy-seven percent of the respondents indicated that coaching had significant or very significant impact on at least one of the nine business measures.

Summary

This article has reviewed some of the aspects surrounding the subject of coaching in the workplace. While the areas of the reason for change, coaching formats, implementing a coaching program, relationships, benefits, and return on investment were discussed, there is much more literature available that relates to the primary topic. Before implementing a coaching process within the workplace, the organization needs to first define the need for coaching and what the desired outcomes are. Setting clear and concise goals for person being coached, identifying measurements of success, and determining upfront how the return on investment is realized are necessary steps before the actual coaching occurs. How much the organization is willing to spend will help determine whether to hire an external coach or to utilize an internal coach. Whichever type of coaching is implemented it is also extremely important the organization ensures the proper matching of the coach to the coachee and allows for coaching relationship to flourish. In doing so they increase the level of success in the coaching process as a whole.

About the Author

Mark Tompkins is a May 2018 graduate from Regent University receiving a Master of Arts in Organizational Leadership degree with his concentration in Leadership Coaching and Mentoring. Prior to that, he completed his undergraduate studies at Ball State University, Muncie, Indiana in 1984 with his major being in Computer Science and minor in Foundations of Business. Currently, Mark is the senior business systems analyst on the Business Intelligence and General Data Protection Regulation (GDPR) projects at the Christian Broadcasting Network, Virginia Beach, Virginia. He is also leading a Business Analysis Techniques class with a hybrid curriculum of business analysis and coaching skills through the use of active listening and open-ended questioning. Mark is the current vice president of International Institute of Business Analysis, Hampton Roads chapter, has worked in the newspaper, manufacturing, financial, truck, recreational vehicle, defense, and government industries. Questions or comments regarding this article may be directed to the author at: marktompkinscoachingconsulting@gmail.com.

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Biblical Approach to Coaching Leaders

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This article aims to highlight the advantages of integrating biblical perspectives and professional practices of the leader through coaching. The three basic biblical principles this article explores are faith, truth, and perseverance anchored in the biblical accounts of James. The integration of these three practical teachings adds value to the coaching profession while it fosters the establishment of deep-rooted and trusting relationships. These biblical concepts provide insight, understanding, and solutions for coaching practitioners in order to develop the leader to enhance relationships within the organization providing foundational competencies which improve the leader's performance in all areas of life. Trusting relationships are an innate necessity for leaders to partake in any endeavor throughout their personal or professional life.

This article aims to highlight the advantages of integrating biblical perspectives and professional practices of the leader through coaching. The three basic biblical principles this article explores are faith, truth, and perseverance anchored in the biblical accounts of James. The integration of these three practical teachings adds value to the coaching profession while it fosters the establishment of deep-rooted and trusting relationships. These biblical concepts provide insight, understanding, and solutions for coaching practitioners in order to develop the leader to enhance relationships within the organization providing foundational competencies which improve the leader's performance in all areas of life. Trusting relationships are an innate necessity for leaders to partake in any endeavor throughout their personal or professional life.

Coaching practitioners must effectively integrate these biblical principles to maximize the leader's impact on others' performance in an organization to generate positive organizational results. Faith, truth, and perseverance drive the relationship building process leading to optimal performance and

high return on investment in coaching. This analysis is an attempt to identify the core pillars of coaching a leader that connect the current coaching practice to the timeless lessons found in the biblical accounts of James. The overarching premise in this paper becomes the need to assess the leader-follower relationship to effectively apply coaching. These Scriptural tenets along with biblical characters facilitate the learning and creation of an open and honest coach-leader conversation that results in increased commitment, trust, productivity, and self-identity. Coaches impact the world through their effort to develop or transform the individual leader who influences others and ultimately the organization itself. Coaches who integrate Christian beliefs to their practice make better people concurrently benefiting the individual's organizations. This paper proposes that the integration of these three biblical concepts result in a powerful coach-leader partnership with a valuable return on investment. This integration allows the coach to challenge the leader to examine the various approaches to ethical decision making available and their impacts and outcomes on organizations and their stakeholders. It is through the application of these three biblical truths that coaches become instruments and drivers of change in society.

Faith

Today, faith is a foundational aspect of human life. Colwell (1991) defines faith as "an integrated set of human responses to the proclamation of the Gospel" (p. 64). Faith drives one's thinking, trust, and action. Christian must live faith actively to know it and proclaim it. Faith requires an active relationship with Jesus Christ and living out His teachings as evidence of Christian faith in the world. Faith is the foundation that maintains one's together during trials through the deep-rooted belief in God's salvation (James 1:2-4 ESV). Jesus Christ is the coach for Christians leaders with Scripture as the roadmap for Christian coaching.

The popularity of coaching has evolved from sports coaching to most areas of life such as fitness, nutrition, business, career, or financial coaches. According to Collins (2001), coaching exists everywhere except in church (p. 15). Coaching is said to be "the art and practice of guiding a person or group from where they are toward the greater competence and fulfillment that they desire" (Collins, 2001, p. 16).

Christian coaching approaches the practice of coaching from a biblical worldview bringing Christian insights into the coach-client relationship (Collins, 2001). Christian coaches center their coaching on God as the guide for all their work. Collins (2001) claims the Christian coach epitomizes Jesus' work leading to the coach's higher quality of life and impacting the world through the making of Christian disciples (p. 22).

Faith surfaces when the Christian coach-client relationship begin. The client takes a leap of faith seeking Christian coaching because something beyond the evident must change. Integrating biblical perspectives and professional practices of the leader through Christian coaching brings faith alive for a client to make conscious decisions to change their present reality (Collins, 2001; Stoltzfus, 2005).

Faith is an active ingredient in the coaching-client relationship. It is indispensable to foster trust before the client takes action towards the desired change. Faith itself acknowledges God's

existence. James 2:14-26 describes the relationship between the inner and outer dimensions of faith as follows: "Faith by itself, if not accompanied by action is dead" (Colwell, 1991, p. 64).

In other words, faith leads to action (Hartin, 2015). In the coaching practice, faith calls the coach to integrate biblical principles into its practice because that is God's calling. Coaching becomes a vocation to impact leaders. When coaches take a client, there is faith that the client will make committed efforts to work on what they want to change. Clients expect their coaches will steer them in the best direction and provide them perspective. Faith drives the coach-client relationship from the start.

One of the most positive aspects of biblical view of faith in leadership coaching practice is the return on investment (Bower, 2012). Christian coaching offers an approach to inward change, increased trust in God more than the people or organization the client belongs. Northouse (2016) asserts coaches inspire confidence and trust needed to create high-performance teams and high-performance cultures. (p. 322). Christian coaching contributes to leadership practice. Christian coaching falls in the leadership style Northouse (2016) qualified as high-directive and high-supportive style (p. 94). In leadership, Christian coaching becomes the medium necessary to turn faith into trust in leadership practice (Winston & Patterson, 2006).

Coaches can use faith as a mechanism to drive the client's transformation to their full potential. The coach identifies what the client considers most sacred. Christian clients are expected to be passionate about their relationship with God. Christian coach-Christian client may prompt a faster connection through their shared faith. When a Christian coach works with a client distant from God or non-believer, it is necessary to still identify what the client holds most sacred. It will be the Christian coach who will lead that relationship and work to initially establish a common understanding of faith to structure a successful coaching path for the client. In the absence of faith, coaches can still choose to work with the client on secular objectives. Christian coaches can effectively use faith as a motivating principle to achieve the client's objectives.

Truth

There is a great difference between what is true and what is the truth. True aligns itself with the facts. The truth is established when the quality of what is true (honesty, sincerity, veracity) is center stage. For Christians, truth takes on a deeper meaning. The truth is established when there is a connection to the person of Jesus (James 3: 17; John 14:6). The truth is powerful. Truth calls people to look past what is "correct" and focus on what is right (James 1:22-23; Proverb 16:13). Truth frees the individual from what has held them captive (James 4:7; John 8:32). Truth empowers the individual to conquer their fears (James 5:10-11; John 16:3). The acceptance of truth fuses the individual to the person of Christ (James 2:20-24; 2 John 1:2). Such truth must be a focal point in coaching.

Coaching clients are in need of truth. For there to be truth present in the coaching relationship, the coach must first be true to who they are as a coach (O'Neill, 2007). Clients are looking for authenticity in the coach; without the coach being authentic, the client will not be able to embrace truth through the coaching relationship. When coaches run their practice with their client's best in mind, while being true to who they are, potential clients take notice (Grodzki, Allen, 2005).

Grodzki and Allen (2005) make the argument; Masterful coaches coach out of a level of excellence that comes from a dedication to "being" rather than "doing" (p. 40). To be a masterful coach, one must embrace their style and personality, bringing only himself or herself to the coaching relationship, no one else. Donahue and Bowman (2012) say it this way, to build a healthy coaching relationship the truth of who the coach is cannot be masked by the personality of another coach. They must be themselves for a healthy and real relationship to exist between the coach and the client (Donahue & Bowman, 2012, p. 42-44). Truth creates space for honesty which creates space for trust; trust sets the stage for transformation. In healthy relationships between client and coach, the energy to continue coaching comes from both the coach and the client (Grodzki and Allen, 2005, p. 148). If coaches are not careful, their negative energy can affect the positive and important works done by the client causing them to lose focus and momentum (Grodzki and Allen, 2005, p. 148).

On the path from change, transition to transformation, truth makes the difference for the client (Stoltzfus, 2005). Creswell (2009) says it this way; truth ignites clarity and focuses on the client. When clients see, acknowledge and embrace truth, they can move forward on who they are rather than what they do. Clients who are coached to truth can see past the temporal and become focused on what is eternal (Stoltzfus, 2009). The truth of their story propels them into transformation (Hall, Copper, and McElveen, 2009). Clients are in need of coaches who can see into who they truly are and encourage that person to come to the surface (Donahue and Bowmen, 2012). Encouragement comes and looks different to every client, however, what is true is that their encouragement must be built out of the truth of their story (Grodzki and Allen, 2005, p. 193). Once the truth is revealed to the client, and encouragement not centered in it will cause the client to feel that the coach is inauthentic causing strain on the coaching relationship. This will inevitably end the client's growth and coaching relationship.

Perseverance

There are many traits and characteristics that may be helpful to leaders and coaches in the coaching field. Perseverance is a very critical characteristic of effective leadership and coaching practices. Perseverance is a key component when implementing many of the core competencies established by the International Coaching Federation. Two core competencies that are reflective of coaching that use and benefit from a coach using perseverance are active listening and powerful questioning. According to the International Coaching Federation website, "active listening is defined as the ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client's desires, and to support client self-expression and powerful questioning is the ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client". This is important to the profession because it informs coaching practitioners and leadership on how to effectively implement core competencies when providing coaching practices (Northouse, 2013, p. 2). This is helpful to coaches because it allows a deeper understanding of the role and function of coaching and its impact on those they coach (Hackman and Johnson, 2009, p. 373). Harper (2012) stated that "the leader coach is the most effective model of the multi-styled leader, as he or she exercises a myriad of theoretically proven techniques by the practice and craft of his or her profession" (p. 22). This allows for coaches to meet clients where they are and use different techniques and approaches to provide greater support to clients by delivering competencies more efficiently and effectively.

Coaching practitioners that integrate the biblical principle of perseverance can positively influence coaching outcomes with clients more holistically. Tangen (2010) stated that coaching is a practice to use empowerment through purposeful inquiry aimed at providing a freedom and focus for the client to achieve their goals (p. 16). According to the Christian Coaches Network International website, Christian coaching "employs the skills of professional coaching to enable clients to effect change, create new awareness, and move into action, while keeping in mind the bigger picture of humanity as taught by a biblical worldview".

How is the principle of perseverance used biblically? Perseverance is a biblical principle used to develop people. This is a biblical principle that was demonstrated in the book of James effectively. James in 1:4 amplified version used the terms endurance, steadfastness, and patience to demonstrate and discuss how perseverance is used biblically to provide insight into development and coaching of people for growth and maturity (Siewert, 1987, p. 1868-1869).

Faith, truth, and perseverance work together in the person to accomplish maturity, growth, and development. Schaller (2011) discussed the importance of the biblical basis for coaching which provides significant insight and understanding of the coach's relationship with the client using listening skills and asking questions to effectively facilitate change, transformation, and growth which is rooted in the trait of perseverance of both the coach and the client (p. 113). This aids in fostering trust necessary to build a solid relationship and establishing the presence of the coach which are other competencies as stated on the International Coaching Federation website.

Coaches that use biblical principles such as perseverance will more effectively implement core competencies to maximize their impact and utilize their skills in their coaching practices. The Christian Coaches Network International stated that "the primary distinction in Christian coaching is based in the precept that God seeks active involvement in the lives of human." This can be done effectively by using biblical principles such as demonstrated in the book of James. James demonstrated that perseverance is helpful to implement core competencies effectively.

Application

The integration of biblical perspectives into the practice of coaching creates a higher return on investment. Christian coaching is becoming a field essential to leadership practice. This information can be used in future research on Christian coaching and leadership which may help establish it as an effective leadership style and a significant contributor to organizational success. Secular coaching finds it difficult to measure the effectiveness of its coaching (Leonard-Cross, 2010; Tyler, 2014). Christian coaching adds value and effectiveness to the coach, the client, and their circles of influence beyond the coach-client relationship. James adds value by demonstrating how effectiveness is achieved by integrating biblical principles for the development of others as referenced in 1:4. Biblical principles such as faith, truth, and perseverance act as motivators because those principles hold coaches and clients to God's standards which are higher than organizational standards. Coaching with biblical insights offers the coach and client a self-discovery method. They are challenged to understand Scripture, their present and desired realities aligned with God's teaching. Integrating biblical principles will enhance the ethical practices of coaches which provides better insight and understanding of how the competencies should be implemented for the best outcomes. Christian coaching drives change in the client, organizations,

and their communities. A final byproduct of Christian coaching becomes a strengthened and renewed relationship with God through Jesus Christ to serve their organizations in a Christ-like manner. Coaches can use what we learned to enhance practice, increase effectiveness, and promote the professions and its impact on leadership.

Conclusion

There are many advantages of integrating biblical perspectives and professional practices of the leader through coaching. Biblical concepts provide insight, understanding, and solutions for coaching practitioners that provide a solid foundation for the development of leaders. This will enhance relationships within the organization to effectively implement coaching competencies which improve the leader's performance and success. Faith, truth, and perseverance anchored in the biblical accounts of James demonstrated effective integration of biblical principles and coaching profession.

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Organizational Coaching: Reaffirming the Classical Perspective on Organizational Change

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This submission is part one in a series of articles that explores and discusses relationships between coaching, organizational change and strategic leadership. The first article will explore the link between organization-wide coaching and organizational change, with special focus devoted to how the nature of organizational coaching reaffirms the classical/traditional perspective on organizational change. The second article will examine how organizational coaching initiatives integrate with the principles and practice of strategic leadership and organizational change. The second article will examine how organizational coaching initiatives (and coaching competencies) integrate with the principles and practice of strategic leadership and organizational change. The relationships will be examined on micro and macro levels by evaluating alignment between requirements for the implementation of a successfully organizational coaching initiative, and the outcomes of organizational change and strategic leadership. The third article will examine specific cases where organizational coaching initiatives were implemented within organizational contexts and evaluate the effectiveness of the initiatives. Initiatives will be evaluated based on how well the coaching initiative served the client's goals and furthered the objective of strategic leadership, and to what extent it reaffirmed the original suppositions of organizational change and facilitated a healthy balance between leadership and management principles.

Business literature agrees on two things: that the pace of change has accelerated, and that change has become the new norm. While change has become the new norm, the response to change is anything but normal.

Organizational members respond to change in various ways, and their responses can be gauged using a sliding scale that places resistance at one end, acceptance at the other end, and neutrality in the middle (Wittig, 2012). Organizational leaders often view change resistance as something to be overcome (Burnes, Hughes & By, 2016, p. 11). This view points to an underlying belief in management culture of how to view, approach and handle change, and it departs from the classical perspective of organization change.

The most astute leaders approach change, not as an activity imposed on subordinates for sake of the bottom line, but from a participative-democratic ethical approach as developed by Kurt Lewin,

the father of organizational development (Burnes et al., 2016, p. 4). Strategic leaders approach change as a learning opportunity that examines dissent and alternative perspectives, and "promotes honest dialogue and full participation" (Burnes et al., 2016, p. 7). This approach was developed by Lewin and is promoted by organizational development practitioners (Burnes et al., 2016, p. 4).

Christian leaders must take change a step further to venture beyond competitive advantage and humanistic origins. Christian leaders seek after a different competitive advantage – one that ethically pursues godly spiritual values, such as reconciliation and conflict resolution, in the workplace.

The main objective of this paper is to encourage organizational leaders, consultants and coaches to consider organizational coaching, not only as a way to help individual clients and/or employees to achieve breakthroughs, but also as a way to assist organizational clients in experiencing and even initiating breakthroughs to the challenges created by rapidly changing conditions both inside and outside of organizational life. The goal is to recognize and discuss organizational coaching as an initiative that supports strategic leadership objectives and reinforces the classical perspective on organizational change.

A Strategic Leadership Initiative

Organizational leaders and managers employ various initiatives and interventions during an organization's life cycle to bring about desired people and systems results. Not all of these interventions are strategic, nor are they all aligned to the aim of organization change. In reconsidering the original title for this article which read "Organizational Change and Strategic Change Leadership," it was necessary to clarify the terminology and purpose of this writing by posing the following questions:

- Is organizational coaching being examined specifically as a change leadership initiative?
- Is this article limited to applying organizational coaching within an organization that has changed the content of its strategy?
- Or is it dealing with a strategic leadership initiative taking place within the context of episodic and continuous organizational change?
- And even more so, is organizational coaching being viewed as a way to return to the heart of organizational change (as opposed to the obsessive focus on strategic change for the sole purpose of making more money?

Strategic change can be defined as "a difference in the form, quality, or state over time in an organization's alignment with its external environment…changes in this alignment encompass […] changes in the <u>content</u> of a firm's strategy as defined by its scope, resource deployments, competitive advantages, and synergy (Hofer & Schendel, 1978)" (Rajagopalan & Spreitzer, 1996). Strategic change is designed to change an organization to give it a competitive and/or strategic advantage in the marketplace.

While organizational coaching can be employed in this context, the definition of "strategic change" limits an organizational change initiative to the implementation of a change in the actual content of a company's strategy. The purpose of this paper is not to limit to a specific type of change

activity, but to explore how organization-wide coaching integrates with organizational change. It is not limited to changes in high-level strategy alone, but could also include a change in technology, product-lines, or in the deep structure or culture of the organization. Some organization-wide change initiatives may touch all of the above. An examination of "change leadership" (and "change management") implied similar limitations. However, an integration of the terms implies that strategic change leadership implies a structured, intentional process of managing and leading change to meet new or existing organizational goals, objectives and mission. More than "strategic change", this concept more closely reflects the context for organizational coaching.

In the Leadership Experience, Daft (2011) defines leadership as "an **influence** relationship among **leaders** and **followers** who intend real **changes** and outcomes that reflect their **shared purposes**" (p. 5, emphasis mine). Leadership occurs where change is desired. Change and shared purpose are implied in the process of leadership, as is "influence that is multidirectional and noncoercive" (Daft, 2011, p. 6). Conversely, Daft (2011) defines management as "the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing and controlling organizational resources" (Daft, 2011, p. 15). Though management has periodically been discussed in an unfavorable light, a juxtaposition of both definitions reveals that leadership and management are meant to compliment, and not replace each other. Not only does strategic leadership call for an integrated view of leadership and management, but the word "change" was omitted from the title largely due to the fact that it is implied in the definitions of "leadership," "management" and "strategic leadership."

The Thread between Lewin, Burns and Jesus Christ

In an article evaluating the current state of organizational change leadership, Burnes, Hughes and By (2016) found that the current manner in which organizational change is handled (from a "strategic change" or "change management" approach) departs from the original intent of Kurt Lewin, the intellectual father of organizational development, and James Burns, who pioneered transformational leadership theory. The departure from this classical perspective on organizational change can be traced back to Bernard Bass who introduced the modern perspective of organizational change. Bass' initial statement and preliminary scaffolding called for a "radical shift in attention" away from traditional beliefs about organizational change/transformation, and toward modern approaches that shape organizational change management practice (Burnes, et al., 2016, pp. 11-12). Bass' approach (not Burns' or Lewin's) is the prevailing approach in the current practice of organizational change. Burnes et al. (2016) present a call to action that encourages leaders and practitioners to reimagine organizational change leadership, using the original perspectives of both Lewin and Burns as a lens.

Table 1: Two Perspectives on Organization Change

	Classical (traditional) View	Modern View
Major Thinkers	Kurt Lewin James Burns	Bernard Bass
Commonly Used Terms	Change Leadership Strategic Leadership	Change Management Strategic Change
Beliefs/Principles	Change should be participative Change should be democratic Change is an opportunity for learning	Change has to be controlled Change resistance has to be overcome
Characteristics	People-centered organization Organization as a means to an end Change for the sake of people1	Profit or process-centered organization Organization as an end of itself Change for the sake of profit Change for the sake of change

Mark 2 tells the story of when Jesus' and his disciples passed through the corn fields on the Sabbath day. When the disciples began to pluck ears of corn, the Pharisees took issue with them and asked Jesus "Look, why are they doing what is unlawful on the Sabbath?" (Mark 2:24, NIV). Jesus responded saying, "…the Sabbath was made for man, and not man for the Sabbath. Therefore the Son of man is Lord also of the Sabbath" (Mark 2:27). Substituting the word "organization" for "Sabbath" and "humankind" for "man" produces a slightly different reading with similar implications: "The *organization* was made for humankind, and not humankind for the *organization*. Therefore, the Son of Man is Lord also of the *organization*."

Lewin's and Burns' organizational change paradigm aligns with the espoused perspective of a Christian leader, which is summed up in Mark 2:27. Aligning with the principle that organizations were created for humans and not vice versa, Daft (2013) states that organizations are "a means to an end…a tool or instrument used by owners and manager to accomplish a specific purpose" (p. 12).

Although organizational change has shifted to Bass' more modern approach, both Lewin and Burns had a vision for change on the societal level. It just so happened that this vision was applied to organizations, one of the building blocks of society. In any case, Lewin's original vision for change is delineated by Burnes et al. (2016), and characterized as:

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[1] Taken from a quote attributed to William A. Hewitt (Chairman of Deere and Co.) that states, "the quality of leadership you will give will depend on your ability to…separate change for the sake of change from change for the sake of men."

- Motivated by resolving social conflict
- Ethical, democratic, and participatory in nature
- Promoting honest dialogue and full participation
- Intertwined with learning
- Facilitating individual and collective learning
- A means toward "making a positive difference to people's lives and in the wider society"
- Inclusive of, but not limited to organizational challenges requiring the need for change
- Operating in the best interest of the majority, especially "the disadvantaged and disenfranchised"

Burns (1978) adds to this view the leadership dynamic that "emphasized leadership as a symbiotic relationship between leaders and followers" (Burnes, Hughes & By, 2016, p. 7). Unlike in many corporate cultures, Lewin and Burns' theories were "focused not on managers or leaders, but rather leadership at the organizational and societal levels" (Burnes et al., 2016, p. 8). In outlining differences between transactional and transformational leadership, Burns (1978) stressed that "moral leadership emerges from, and always returns to the fundamental wants and needs, aspirations and values of the followers" (Burnes et al., 2016, p. 9).

Organizations can only breakthrough the barrier of change, and the obstacles created by change, by returning to the heart of change. The heart of organizational change is rooted in principles that motivated the major thinkers of organizational change and transformation like Kurt Lewin and James Burns. Because coaching reflects the heart of organizational change, it is well-positioned to facilitate breakthroughs at every organizational level. Given the classical approach to organizational change, it is clear that this vision for change reflects the very nature of coaching.

The nature of coaching is best represented in coaching competencies as delineated by the International Coach Federation (ICF). In addition to examining considering the nature and competencies of coaching, the second article will examine how organizational coaching initiatives (and coaching competencies) integrate with the principles and practice of strategic leadership and organizational change. This will be examined on the micro level by comparing coaching competencies to the classical perspective of organizational change, and desired outcomes of strategic leadership. This relationship will also be examined on a macro level by evaluating the alignment between the requirements for the implementation of a successfully organizational coaching initiative, and the outcomes of organizational change and strategic leadership.

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The Impact of Leadership Development Using Coaching

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Organizational leaders must be clear about the value different leadership development options afford and the likely impact of each. As such, this paper will address three different leadership development options— self-directed, management-prompted, and coaching and then specify the likely return on investment organizational leaders can expect. In addition, it will go into greater detail regarding how leadership development programs that include coaching bring value to the individual and the organization, provided organizations are ready to align their program with business strategies, human resource initiatives, and client commitment.

C orporations, both in the United States (US) and abroad are recognizing that leaders are instrumental in managing change, innovating, and buffering the effects of environmental forces. Such leaders must possess idealized influence, inspirational motivation, intellectual finesse, and an ability to connect immediate tasks to a larger vision. With such a list of demanding attributes and abilities organizations are certain to have a hard time finding and attracting these leaders.

Combine this list with talent pools that are shrinking in the areas of math, engineering, technology, and science and organizational leaders will find that they must do more than simply improve their hiring practices (Rothwell, 2010). Even as they begin to focus on employee retention using inclusion techniques, communicating a welcoming corporate culture, and offering a better benefits package, organizations will struggle to match existing talent with their needs (CSRA, 2018). Many industry giants like Chick-fila, Campbell's Soup, Booz Allan Hamilton, UPS, and Whirlpool have already undertaken measures to develop their talent in-house, thereby signifying a major shift regarding what is needed to sustain a business.

Methods organizational leaders can employ to develop their people include self-direction, management-prompted, and coaching. Leave a person to self-instruct and only so much will happen. Add a trainer or mentor as part of an employee's annual performance review and the individual is likely to achieve more. Engage a client with a leadership coach and transformation becomes more likely (Stoltzfus, 2005).

Yet, Shelton (2012) found coaching needed to be nested with a larger organizational program. The best leadership programs were those that used effective designs, engaged a diverse audience, and allowed for varied access and delivery (Shelton, 2012). Other experts have contended that at some point these programs must leap a generalized training approach to a context-specific one (Alan & Whybrow, 2008). With different options to consider, leaders must be clear about the value each leadership option offers and its impact. As such, this paper will address three different options— self-directed, management-prompted, and coaching and then specify the likely return on investment organizational leaders can expect.

What Should an Organization Hope to Achieve?

Leadership development is intended to close the gap between what leaders already know and what they need to know (VanVelsor, McCauley, & Ruderman, 2010). Collins (2002) highlighted that development requires a whole-person approach; and, Anderson and Anderson (2005) brought forward that development must occur within an organizational context. Summarily, development then includes skill, character, comportment, and inner personal alignment, in addition to leader-organizational alignment. Whereas employees enter the organization with varying levels of skill, experience, and character development, organizational leaders must determine to what extent they will enable their followers to grow and develop and how other business decisions will impact their leadership development initiatives.

Self-Directed Development

Many organizations employ a *laissez-faire* approach to leader and follower development. Employees are shown where to find corporate policies, benefits information (e.g., education reimbursement), online tutorials, and in some instances access to corporate "universities" (CSRA, 2017). Many of these corporate universities contain books, articles, and learning videos. Skillport from Skillsoft (2016), an education vendor, provides organizations a cloud-based repository of content, expertly produced to fit a specific audience's attention and interest. They deliver the information using short videos and address topics to help the viewer improve communication, manage confrontation, and develop listening skills (Skillsoft, 2016). Challenges associated with this approach include:

- Followers not thinking they need to develop, as they often believe their current skills and position validate their competency (Skillsoft, 2016).
- Followers focusing on self-interest topics only.
- Sources of information not aligning with corporate values, strategies, or objectives (Anderson & Anderson, 2005).
- An inability to ensure what employees learn and retain (Hunt & Weintraub, 2007).

Learning theories contend one must absorb, process, retain, and apply information as part of the learning process. Palmer and Whybrow (2008) proffered that learning is comprised of one's cognitive, emotional, and experiential make-up and that one's social and cultural identity influence the interpretation of new information. It is these aspects that impact how one translates information into usable knowledge and its application; thus, it is possible that followers who participate in self-directed education may not grasp all the learning points accurately.

Organizational leaders that employ this approach, are likely to fair better than organizations that do not offer any leadership development options. Anderson and Anderson (2005) would suggest such an approach is not likely to proffer a measurable business impact. Meaning, what leaders currently observe or experience in the workforce regarding productivity, teamwork, and internal and external client satisfaction, is the full extent that this passive self-directed development method will produce.

Management-Prompted Development

Organizations that employ a management-prompted approach will likely experience varied results. Applications of this method include people managers prompting their followers to make use of existing educational benefits to obtain skill-based credentials; attain more advanced educational degrees with the hope of securing future promotions; and, engage in brief mentoring relationships to learn more about a specific knowledge area. In a manner, the mentoring approach is similar to what Hunt and Weintraub (2007) called "developmental coaching" as "the leader exists to increase the individual's ability to perform a particular work role (or task)" (Hunt & Weintraub, 2007, p. 34). Stoltzfus (2005), similarly defined this type of interaction, as a method of teaching based on a mentor's experience only.

Whereas management-prompted development may offer more of an opportunity for a follower to learn than the self-directed method, typically the learning is oriented toward achieving a skill. What is missing is the interaction one needs to generate self-awareness, which according to Perls (1969) is vital for retaining and applying new information (Perls, 1969).

As previously stated, this approach is likely to proffer better results at the technical level, as it enables people to enact business processes more accurately or with greater proficiency specific to the technical skill or knowledge area. What is unknown is the extent to which this approach imparts real business value; meaning, the value in terms of gaining client trust, offering repeatable quality to clients, and enhancing employee retention.

Leadership Development Using Coaching

Whereas the self-directed and management-prompted approaches are of some benefit, leadership coaching is more likely to translate into measurable forms of business value. Anderson and Anderson (2005) contended that coaching encourages clients to deepen their insights and translate those insights into action. According to Collins (2002), Palmer and Whybrow (2008), and Hunt and Weintraub (2007), coaching holds the promise of transformation, as it is the only method that inclines one to grow beyond surface issues. This is possibly due to what Lewis-Duarte (2012) found, describing how executive coaches use specific tactics to gain client commitment that changes behavior. These tactics included "gaining initial influence via consultation, the use of coalition tactics, inspirational appeals, and rational persuasion" (Lewis-Duarte, 2012, p. 255). Thus, by being in a coaching relationship, leaders can address their specific development needs and learn through the coaching experience regarding how to gain similar commitment from their followers.

Although coaching is believed to be the most effective form of leadership development, organizational leaders seeking to employ this method must establish appropriate expectations regarding what it can accomplish. For example, individual coaching programs are comprised of formal assessments, challenges, and support (VanVelsor, Mccauley, & Ruderman, 2010); but, they are not always connected to a challenging assignment, which is where the individual would apply their new-found leadership practice. In addition, some coaching programs may not be aligned with organizational strategies, thereby resulting in a direct benefit to the individual, but, not the organization.

Anderson and Anderson (2005) suggested leadership programs that translate coaching benefits into organizational value are those that emanate a "coaching culture" where everyone is in a preferred state of growing and developing. They suggested such a culture will not only help followers transform their insights into action, but will

- Increase productivity
- Improve teamwork
- Increase team member satisfaction
- Increase client satisfaction

Although leadership development within an organization helps everyone, many organizational leaders still retain an expectation mismatch. They believe coaching on its own will increase business development, retain talent, accelerate promotions, and increase diversity (Anderson & Anderson, 2005). Although these aspects are possible, such is not the case for all who engage in leadership coaching (Anderson & Anderson, 2005).

What is known, is that within the coaching-client relationship, clients develop in relation to the level of trust they perceive they have with their coach. Florin (2015) proposed as the coaching relationship moves from a task-role orientation toward a goal-action-results orientation and then an accountability orientation, leaders experienced a convergence between ideas, values, and responses making transformation possible. This is because, as Stainer (2016) contended, within the coaching context, the client experiences powerful questions, introspection, increased readiness, and needed space to re-frame their perspective.

Still, it is possible for organizational leaders to get the wrong impression regarding how coaching can serve them. Meaning, one might think that "as a client learns new skills, such as a way of approaching challenges, and, merges this with an internal practice of knowing how to learn, an individual can self-reflect and gain meaningful insight without a coach" (Anderson & Anderson, 2005, p. 18). Although this is possible, most individuals will not likely push themselves, or dig deep, nor do they naturally continue to find ways to improve.

## Leadership Development Programs

Hunt and Weintraub (2007) found the best leadership coaching experiences were those that were part of a broader development program. Such programs, as specified by Anderson and Anderson (2005) were those where

- Companies had dedicated staff to support coaching initiatives.
- Coaching was linked to the organization's business strategies, human resource policies, and benefits package.
- Coaching was integrated with other leadership development approaches.
- Coaches were external to the organization to maintain confidence and reduce vulnerability.
- Individuals desired to change and were committed to the client-coach relationship.

When leadership coaching existed within this context both the individual and organization benefited (Anderson & Anderson, 2005).

What is rarely considered is the value that coaching produces as client's progress through the four stages of organizational coaching—Stage I gaining personal centeredness, Stage II building interpersonal and resilient relationships, Stage III creating alignment among teams, groups, or networks, and Stage IV enabling change at the individual and system-wide levels (Anderson & Anderson, 2005). See Figure 1.

Figure 1. Stages of Organizational Coaching Development
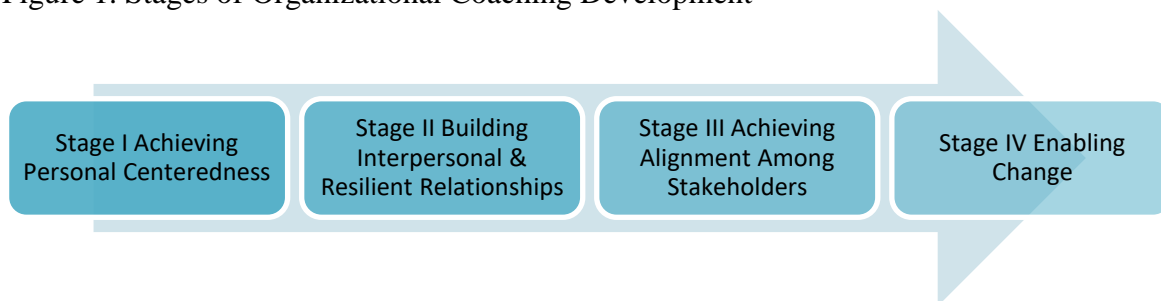
Anderson and Anderson (2005) reported, for organizations that helped their leaders gain personal and professional focus there was a "$4.4K" return (Anderson & Anderson, 2005, p. 263). For leaders that developed an ability to build effective interpersonal relationships, a "$51.5K" was possible (Anderson & Anderson, 2005, p. 263). Leaders that were able to create alignment with internal and external stakeholders resulted in a "$83.5K" return and leaders that were able to generate change proffered a "$138.3K" return (Anderson & Anderson, 2005, p. 263).

Berg (2013) clarified the value of coaching by reporting what happens when leaders do not possess these abilities, specifically when they are in project manager positions. He contended for project managers that perceived their work experience as meaningful, this type of work provided an opportunity to learn continually, adapt, and find solutions (Berg, 2012). For those that perceived their position as too demanding, challenging, difficult, and stressful, often project tasks went unfulfilled. The outcome of which included a lack of client trust, diminished internal and external relationships, and minimal follow-on work.

Crane (2002) further defined the impact identifying the traits of a high-performance coaching-culture. He proffered, such cultures were "where people of character lived out their values within an organization that was aligned to accomplish their mission" (Crane, 2002, p. 195). Such cultures were those where (Crane, 2002, p. 195-196)

- Everyone in the organization knew the direction the organization was moving.
- Team members demonstrated a high sense of commitment to the organization, the team, and one another.
- Communication among team members was extremely effective, promoting learning and forward action.
- The character of the organization was evidenced by follower behaviors that were congruent with the organization's shared values.
- The organization and the individuals in it were open to and comfortable with change.
- A spirit of collaboration existed among the organization's members.
- And coaching-like behavior was practiced up, down, and across the organization.

These traits translate into an organization's ability to develop an internal directional system, a type of "internal gyroscope" that helped the organization's people navigate through difficult circumstances (Crane, 2002, p. 196). Not only were goals and objectives clear, achievable, and well-coordinated; but, followers were able to report both success and failure (Crane, 2002).

The Tangible Benefits of Leadership Coaching

Leaders willing to nest coaching within a larger organizational development program should also be aware of the direct, tangible benefits associated with leadership coaching. These benefits include but are not limited to helping leaders develop emotional intelligence, establishing clear professional goals, and experimenting with new leadership practices when trying to institute change.

Coaching Helps Develop Emotional Intelligence

Considering organizational leaders gain more value when followers develop an ability to build interpersonal and resilient relationships (Stage II), Goleman (2008) proffered this is because truly effective leaders are those that possess a high degree of emotional intelligence. He defined emotional intelligence as being comprised of (1) self-awareness (i.e., understanding oneself), (2) empathy (i.e., understanding others), (3) self-management (i.e., being able to reflect and apply principles to oneself), and (4) relationship management (i.e., being able to collaborate with others). Thus, leaders able to develop their emotional intelligence and apply it to team interactions are more likely to understand situations that appear stressful and proactively take measures to cope or avoid negative outcomes. Further, such leaders will set more realistic expectations for him or herself and the team, which will ultimately reduce stress and harmonize team member interaction (Goleman, 2008).

Coaching Inclines Clients to Establish Clearer Goals

For clients wanting to develop an ability to create alignment with internal and external stakeholders (Stage III), coaching takes on greater significance. Anderson and Anderson (2005) reported that many clients do not naturally move toward this level, as this requires a leader to develop intuitive insight; thus, coach and leader can establish this as one of their professional goals. Florin (2015) opined coaches that brought together a leader's "experiences, skills, and character within the coaching relationship prompt greater insight into the whole person, an aspect that accelerated

permanent change" (Florin, 2015, p. 29). Kimsey-House, Kimsey-House, Sandahl, and Whitworth, (2011) further contended this is because the coaching-client relationship focuses on the leader's desire for fulfillment, balance, and ability to practice new approaches when faced with different challenges. They defined each as

- Fulfillment occurs when a leader aligns their decisions with their values.
- Balance occurs when a leader can prioritize actions, manage expectations, and reframe their own perspective.
- Practice occurs when the client engages in an intentional discipline of exploring turbulence, issues, and challenges. Typically, this practice includes clarifying the issue, exploring it, experiencing the effects of the draft decision, identifying additional underlying issues, and then finding a new path forward.

The advantage of having "a safe and supportive space that allows the individual to express and explore fears and anxieties, results in one's ability to formulate coping strategies and skills and test new approaches" (Kimsey-House et al., 2011, p. 155). Thus, without coaching, people are only likely to go so far in meeting their goals, as individuals typically avoid exploring triggers, underlying causes, assumptions, or reactions that keep them from progressing required attributes (Kimsey-House et al., 2011).

Coaching Enables Transformation

To become a leader able to create change (Stage IV) means one can identify opportunity in many different circumstances (Anderson & Anderson, 2005). Such a leader can change behavior in themselves and others by generating self-awareness, re-evaluating one's perceptions, and then forming a new perspective when expected outcomes do not occur (Carey, Philippon, & Cummings, 2011). Vogus, Rothman, Sutcliffe, and Weick (2014) identified that highly reliable leaders are those who can balance high levels of doubt and hope simultaneously, as this is an indicator that one has "the capability to swiftly respond to the unexpected" (Vogus et al., 2014, p. 594).

Duncan (2014) summarized Campbell Soup's CEO Douglas Conant's experience, describing his ability to transform a corporation that was a mess in 2001. Having worked through a personal experience of being let go from a former organization, coaching helped Conant reformulate his perspective. This ability helped him lead others. The tactics Conant employed included staying on message, delivering on promises, and walking throughout the organization as a method of engaging others in idea development. Regularly, Conant followed-up his walking approach by writing multiple personal notes, acknowledging each individual's contribution. "With a heart that communicated others mattered, he would listen, frame, and advance the organization's strategies" (Duncan, 2014, n.p.). "By 2009 the company was outperforming both the S&P Food Group and the S&P 500. Sales and earnings were on the upswing. Core businesses were flourishing. And employee engagement was at world-class levels. The company now had 17 people who were enthusiastically engaged for every individual who was not" (Duncan, 2014, n.p.).

This type of change occurs because transformational leaders connect with their followers. Crane (2002) substantiated that 80% of feedback must be positive and 20% filled with constructive ideas for improvements, which was something Conant employed. Using coaching techniques, Conant

would ask the question "How can I help?", which was the same way his coach interacted with him when he was at the lowest point in his professional life (Duncan, 2014, n.p.).

Limitations

Despite all the benefits of coaching, Anderson and Anderson (2005) reported few clients matriculate beyond Stage II. This means 70% of the investment embedded in Stage III and IV are never realized (Anderson & Anderson, 2005, p. 251). Also, they also found the impact of coaching on business outcomes increased as the coaching relationship evolved. Meaning, "people who experienced the least number of hours of coaching correspondingly reported that coaching was less effective than clients who engaged in coaching for longer periods, as they reported it was tremendously effective" (Anderson & Anderson, 2005, p. 253).

As a result, organizational leaders must realize the success of leadership development programs is multifaceted. It is dependent on the alignment of organizational strategies and leadership development objectives, the use of credible and well-matched coaches, and the level of commitment of those being coached (Anderson & Anderson, 2005). This is because "transformation is strengthened when individuals and organizations are focused and committed to change and their reasoning is based on a knowledge of how consequences will impact behavior" (Carey, 2011, p. 51).

Call to Action

Based on these findings, organizational leaders may conclude leadership development is comprised of a 30% - 30% - 40% relationship between organizational alignment and culture, credible leadership programs and coaches, and individual client commitment to change. Before establishing an organizational program, leaders should assess their organization's readiness. This requires determining if the existing business strategies and human resource policies align with the leadership development program objectives. Hunt and Weintraub (2007) provided a readiness assessment specific to four areas—"culture, business, human resources, and experience with coaching" (Hunt & Weintraub, 2007, p. 51-57).

Further, organizational leaders must determine the best leadership development approach and engage credible coaches. Whirlpool established a program that used an external leadership coaching consultant to develop a cadre of internal organizational coaches (Hunt & Weintraub, 2007). Other entities used external leadership coaches to support those at the executive level or those preparing for this level (Rothwell, 2010). Although leadership coaches are not specifically required to have credentials, those that adhere to established standards and practices, such as the International Coaching Federation (2017) Core Competencies, are more likely to be reputable. This is because, as Carey et al. (2011) found, the critical components of the coaching model includes—a robust understanding of the coach-client relationship, competency with problem identification, skills associated with goal-setting, and experience with having matriculated others through the transformation process.

Action Steps
1. ASSESS YOUR ORGANIZATION'S READINESS FROM A BUSINESS AND HUMAN RESOURCES PERSPECTIVE. 2. DETERMINE THE BEST ORGANIZATIONAL LEADERSHIP PROGRAM APPROACH AND ENGAGE CREDIBLE COACHES. 3. USE A PHASED COACHING APPROACH AND ASSESS THE INDIVIDUAL'S ABILITY TO GROW AND DEVELOP BEFORE ADVANCING TO THE NEXT STAGE.

The final call to action includes assessing the individual's level of commitment to the change process. Even though followers and the organization benefit from a Stage I level of coaching, an exponential level of growth and value occurs in Stage II, III, and IV. Different aspects of life, however, such as project constraints, life constraints, or one's background or experience with coaching may present limitations. As such, organizational leaders may need to assess followers that are more prepared to explore their internal states of dissonance, as this type of work requires a great deal of introspection that many are not willing to undertake. Thus, organizational leaders may be best served by interviewing candidates or requesting their coaches to provide an assessment regarding an individual's coach-ability.

Summary

With different leadership development options to consider, leaders must be clear about the value each option is likely to manifest. Organizations that offer a passive approach, using educational resources such as Skillsoft (Skillsoft, 2016), offer some benefit. Organizations that choose to build on their policies and benefits package to support educational endeavors will likely entice people to develop their skills in their respective field. Still, organizations that offer limited access to coaching will proffer a better return, as followers that develop professional focus commensurately improve their communication skills and ability to work within a team dynamic.

Considering, however, the greatest organizational value occurs when leaders develop an ability to build strong and resilient relationships, align internal and external stakeholders' interests, and manage change, organizational leaders should be compelled now more than ever to support more advanced coaching initiatives. It is only within the coaching context that leaders are likely to develop these skills, due to the unique relationship the coaching-client relationship offers.

Despite these outcomes, coaching on its own will not translate to automatic business value unless the leadership development program is aligned with other business efforts. Organizations that choose to align their business strategies and human resource initiatives with their leadership development objectives are more likely to cultivate an organizational culture that will positively impact both the individual and the organization. Thus, when organizational leaders employ a comprehensive leadership development approach, everyone in the organization will experience a positive return.

About the Author

Cynthia S. Gavin is a strategist, having a diverse leadership background in healthcare, disaster response, and U.S. military planning. Among her favorite positions, Ms. Gavin has provided strategic advisement for the U.S. Secret Service's Technical Security Division, The City of New York Office of Emergency Management, and the U.S. Army Edgewood Chemical Biological Center. Presently she is an advisor to the Assistant Secretary of the Army, Manpower and Reserve Affairs Division. Ms. Gavin holds a Master of Science in Emergency Health Services Planning, Policy, and Administration and is becoming a Doctor of Strategic Leadership at Regent University. Questions or comments regarding this article may be directed to the author at: Cynthia Gavin at: cyntgav@mail.regent.edu.

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Absence of Diversity at the Leadership Level

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The purpose of this paper is to present information that supports the value and impact of diversity at all levels in an organization that would create a pipeline that, if leveraged, will lead to diversity at the leadership level. The paper seeks to examine the concept of why, if diversity is so valuable, is it not utilized at the leadership level in most organizations. It examines current research and opinions relevant to the importance of diversity and inclusion in an organization and the benefits of having diversity in the workforce. The paper goes on to outline why diversity and inclusion are important tools in today's multi-generational, multi-ethnic, multi-skilled workforce. Simply put, its value lies in the fact that it breeds creativity and innovation and prevents groupthink.

For the first time in the history of the workplace, there are five generations working side by side. In addition to this multi-generational workforce, there is an added challenge for leaders today - as our nation becomes more diverse, so does our workforce. The percentage of minorities (or people of color) in our country is increasing, there is an increased number of women in the workforce and members of the LGBTQ (lesbian, gay, bisexual, transgender and questioning) community are being more open about their sexual orientation. When we put all of these pieces together, it is clear that diversity is unavoidable. In fact, studies show that when businesses fully embrace diversity they hold a more secure space in the marketplace than businesses that do not (Kerby & Burns, 2012). However, diversity cannot stand on its own when used to drive creativity and innovation within an organization. Instead, an organization will only experience the true value of diversity when leaders leverage it in conjunction with inclusion.

Diversity and inclusion are separate yet related concepts and when used together, they not only help define an organization's culture, they also provide an organization with a competitive advantage. At its most basic, diversity is everything that makes us, as individuals, who we are. It is all the ways we are different from each other and because we are born with some of the traits that make us different we are unable to change them. Queensborough Community College, an academic institution that is part of the City University of New York (CUNY) system further defines diversity as a concept that involves both an acceptance of those who are different from us as well as a respect for those differences. Furthermore, when an organization values diversity it means that it has a genuine respect for the many ways that people are different e.g. race, gender,

ethnicity, age, religion, political ideology, sexual orientation, and socio-economic status (Queensborough Community College CUNY, Undated).

Inclusion, on the other hand, is when an individual is a part of or integrated into all aspects of an organization and is allowed to engage and participate with employees and leaders at all levels using the abilities and skills that they bring to work each and every day. Inclusion in an organization means that leaders understand how to not only leverage the differences of those around them but can also effectively manage those differences to ensure that all diverse perspectives are heard, respected, valued and considered for the greater good. Additionally, when leaders fight for inclusion within their organization they must also fight for inclusive practices because these are a key component of the tools and resources that employees at all levels rely on for support and guidance.

When used together, some experts say that diversity is the mix and inclusion is making the mix work (Tapia, 2013). Each of us is unique with our own individual values, perspectives, lifestyles and cultures that we bring to our organizations. "Organizations as such don't have values but, because they are composed of human beings, their cultures are shaped by values" (Hultman & Gellerman, 2002). Our values shape the way we satisfy our needs and whether we are aware of it or not, our actions are guided by our values. Thus, it follows reason that the values of employees shape the behavior of the organization. Ultimately, when an organization leverages diversity (both in concept and in practice) within an inclusive workplace it positions itself for success not only in business but also in the marketplace.

The Importance of Diversity in the Workplace

Smart leaders understand that diversity expands beyond race and gender and includes differences that are both visible and invisible to the naked eye. The Iceberg Model provides leaders with a picture of what the differences are both above and below the water line. The model tells us that things that are above the water line are traits visible to the naked eye like gender, race, age, skin color and physical attributes. The traits not visible to the naked eye are those below the water line like education, family status, location or region of birth, economic status, religion, skills, thought and perspective (Rollins & Stetson, undated).

So, what is the value of these differences when it comes to the workplace? Kerby and Burns (2012) tell us that there are ten economic benefits when it comes to workplace diversity. First, a diverse workforce drives economic growth. The supporting data used was a study done by McKinsey & Company that found that women went from holding 37 percent of all jobs to 47 percent over the last 40 years which has accounted for approximately one-quarter of our country's current GDP. Second, a diverse workforce can increase an organization's market share. This is true because when organizations are more diverse and employ individuals with different backgrounds and experiences, they have the ability to more effectively connect with, and provide service and products to diverse customers i.e., women, members of LGBTQ community and those of different racial and ethnic backgrounds. Third, when an organization recruits from a diverse pool of candidates, they have a greater chance of having a qualified workforce because their focus will be on hiring the best and brightest that the labor market has to offer. Fourth, when an organization has a more diverse and inclusive workforce, it helps them to avoid the staggering cost

of employee turnover. Fifth, diversity within an organization fosters a more creative and innovative workforce because it unites employees with different qualifications, backgrounds, and experiences which is important for effective problem-solving.

The sixth benefit of workplace diversity is that in order for an organization to be successful, it must be able to adapt to the nation's changing demographics in order to be competitive in the economic market. Supporting data from the census indicates that by 2050 there will be no racial or ethnic majority in our country. Our nation's economy will grow and benefit from these changing demographics if the businesses that serve the people of this great nation have the ability to meet the needs of our diverse communities, both as workers and consumers. Seventh, there are a large number of entrepreneurs in the U.S. and diversity is one of the key aspects of entrepreneurialism. Supporting data from the census tells us that people of color and women own 22.1 percent and 28.8 percent respectively of U.S. businesses. Additionally, businesses owned by Hispanics are the fastest-growing segment of the women-owned business market. The eighth benefit of workplace diversity is that diversity is a key component of moving our economy forward when it comes to diversity in business ownership. These businesses not only boost the nation's employment rate, they also help to grow our economy. Data shows that women of color own 1.9 million firms and generate $165 billion in revenue annually while employing 1.2 million people. Ninth, diversity within an organization's workforce is critical for them to be able to compete in a global marketplace. This is true because diversity in the workforce allows companies to leverage opportunities when there is increased growth in all aspects of diversity within the labor force. The tenth benefit of workplace diversity is that diversity in the organization's boardroom is necessary in order to leverage that business' full potential. Data shows that currently women and minorities represent approximately 18 percent and 14.5 percent, respectively, of corporate boards of Fortune 500 companies.

Shifting from Diversity to Inclusion to Create Culture

The changing demographics in the workplace bring challenges for leaders because they are managing the various values and cultures of their employees as they work to create the culture of their organization. Hultman & Gellerman (2002) tell us that "culture allows us to organize our efforts with others to meet needs in the midst of change and uncertainty" but how does this information translate in today's workplace? It simply means that the culture of an organization is visible in things like their values, policies, procedures, communication style, hiring practices and even in the styles of their leaders. These ideals inform the way an organization responds to change, regardless of whether that change is internal or external to the organization.

The key to organizational culture is that it must respond to the needs of all of its employees not just a select few. It is interesting to note that many organizations not only have the main culture that leaders set the tone for, but when the workplace is made up of various cultures, subcultures are created within the dominant organizational culture as a result of that culture clash (Cameron & Quinn, 2011). In other words, there is an ideal culture and a real culture. When this occurs, it raises the question about who lies in the gap between the ideal culture and the real culture. Simply put, the employees who live in this gap are the ones who do not feel included or a part of the organization at large because for one reason or another, their workplace is not inclusive.

Once gaps between the real culture and the ideal culture are identified in an organization, it is important for leaders to understand how inclusion can not only help them to close these gaps or address deficiencies, but it also works to support effective decision-making and better business results. To initiate the process of shifting from diversity to inclusion in order to create culture, leaders should develop an inclusion strategy or a detailed plan of action that includes goals, objectives and related tasks to help them realize this change. Second, leaders should work to incorporate diversity principles across all business functions or units to ensure there is consistency in the practice of inclusion. Diversity programs must ensure that inclusion is practiced at all levels and through all aspects of the organization, including any strategic planning efforts that occur. Evidence of inclusion and inclusive practices are apparent in the way an organization operates and conducts business e.g. the way they communicate both internally and externally, the way they train and educate their workforce, the manner in which they conduct career and professional development, and throughout their recruitment, retention, leadership and management practices. Third, leaders should ensure there are opportunities that allow cross-generational and cross-functional teams to interact and collaborate on a daily basis. Fourth, leaders should invest in team building and developing their leadership skills because this will ultimately help them make the shift from diversity to inclusion. Additionally, this will provide both them and their leadership team with the competencies needed to help them foster productive teams as well as lead diverse teams. Finally, leaders are encouraged to "mind the middle." This means that while there are some instances where organizations are slow to progress because their senior leaders may be risk averse, other organizations discover that their challenges lie with middle management (Jordan, 2011). Leaders who experience this roadblock with middle managers should develop strategies or action plans to ensure it is not preventing their organization from growing.

It is one thing for leaders to support a diverse workplace but unless they make the shift from diversity to inclusion, it will be difficult for them to create a culture that sets them apart in the marketplace. "Inclusion is a call to action within the workforce that means actively involving every employee's ideas, knowledge, perspectives, approaches, and styles to maximize business success" (Schawbel, 2012). Without an inclusive workplace, leaders will continue to struggle to create a dominant organizational culture because they will be spending their time managing barriers caused by culture clashes that arise between the ideal culture and the real culture.

Absence of Diversity in Leadership

This paper has clearly laid out the benefits of diversity and inclusion in the workplace and how these two concepts work together to create an organization's culture – one that would set it apart from other companies in the marketplace. If leaders see the value in it and express that value through things like recruiting strategies, talent management strategies and leadership development programs, then why is there still a lack of diversity at the leadership level in many organizations? The glass ceiling that exists in corporate America is something that cannot be ignored. Women and minorities have made progress in the last few decades when it comes to gaining access to leadership positions. However, Jean Lau Chin (2010) indicated that despite this fact, women and minorities remain underrepresented when compared to the numbers they represent in our country's population. This supports the fact that race and gender continue to be barriers to roles within middle and upper management (Federal Glass Ceiling Commission, 1995). In 2010, women made up approximately 47% of the U.S. labor force (U.S. Dept. of Labor, 2010) and while the number

of Fortune 500 companies that have at least one woman holding a corporate directorship grew from 0.16% in 1978 to 89.2% in 2003 only 7.9% of those holding the top title in these companies were women. This is surprising since the 2010 census data tells us that "women accounted for 51.5 percent of all workers in the high-paying management, professional, and related occupations". When it comes to racial and ethnic minorities, the data shows that while these groups are expected to make up 50% of the U.S. population by 2050, in 2004 only 8.1% of Fortune 500 board seats were held by blacks, even if it meant that a "single individual was holding more than one seat in different companies" (Chin, 2010).

Market data also tells us when a person of color enters an organization at the same time as a white person (or non-minority), that person of color has less of a chance of making it into the leadership ranks, regardless of industry (Gilgoff, 2009). Furthermore, while hiring practices allow people of color to enter an organization, the fact that they rarely make it to the leadership level usually translates to high turnover in this demographic within the organization. These employees leave because there is no one in senior leadership who looks like them which means there is no one that they can identify with. Gilgoff (2009) opines that when there are minorities at the leadership level, it helps the organization to attract additional minority talent like in the case of Indra Nooyi, an Indian born woman and CEO of Pepsi.

So why is there a lack of diversity at the leadership level? Chin (2010) tells us that attention to diversity and leadership means that leaders in organizations across all industries must be willing to broaden the traditional views of leadership as they relate to the paradigms of situations, systems, and personality traits to include those owned or experienced by individuals from diverse racial and ethnic groups. To be more specific, organizations must engage with leaders from diverse groups who have different leadership styles instead of always looking at their individual definition of a traditional leader. An individual's culture and values are responsible for shaping the way they behave and as a result of this, behaviors that support leadership competencies may not always look the same based on this diversity.

The bottom line is organizations will not be successful if they ignore people because they are different and demonstrate that difference in the way they lead or respond to leadership. Hultman and Gellerman (2002) tell us that as human beings and individuals we determine for ourselves what does or does not have value and once that determination is made we judge or evaluate others. "If we're aware of it, we judge it". The key to mitigating against the risk of this practice is the need for leaders to be self-aware of their own biases so we can focus on getting rid of the beliefs that lead to rejection of those who are different from us. This is critical if a leader intends to move his/her organization to one that fosters inclusion with inclusive processes and practices.

As leaders, our ability to leverage diversity is more than just a social imperative. Diversity breeds innovation and subsequently positions organizations with a competitive advantage and a chance to create innovative products and solutions for their customers. All leaders have a duty to ensure inclusion and inclusive practices exist within their organizations. When diversity is not leveraged and inclusion is non-existent in the workplace, it leads to the continued existence of the glass ceiling for people of color. This systemic issue must be addressed in an intentional way in order for organizational leaders to change the current landscape.

This paper serves as an influential point of reference for leaders to encourage them to strategize about why there is an absence of diversity in their organization's leadership roles and then take the extra step to make the necessary changes. It is not enough for leaders to merely think about this issue – the time for that has long past. Instead, as leaders, our role is to influence others to achieve a common goal. That goal in today's marketplace is an inclusive workplace and it will not be achieved in a silo that is uni-colored or one-sided. Each of us has a unique perspective that deserves to be valued. Furthermore, since organizations are only as successful as their employees allow them to be, I challenge you to influence those around you to embrace diversity and foster inclusion in order to empower others to be their authentic selves while bringing out the absolute best in your organization.

About the Author

Marcelle has 15+ years of experience assisting clients to collect and analyze workforce and recruiting metrics. She is skilled in evaluating business landscapes and implementing projects and policies that enable organizations to integrate inclusion and provides leaders with the tools and strategies that equip them to move from discussing inclusion to integrating it. As an analytical strategist she understands the value of partnering with key stakeholders to identify opportunities that increase overall organizational performance. Marcelle also has a background in academia that includes both the design and facilitation of MBA courses in Cross-Cultural Management, Leadership, Organizational Behavior, and Diversity in Organizations. Her consulting firm, Partners for Change specializes in organizational culture, leadership development, diversity and inclusion, performance management and strategic planning. Marcelle received her B.A. from Georgia State University, her MBA from American Intercontinental University and her Doctor of Strategic Leadership from Regent University. Questions or comments regarding this article may be directed to the author at: marcellewd@gmail.com.

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