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First
EUROPEAN
EXECUTIVE
COACHING
SUMMIT

May
2003
5th - 6th

First European Executive Coaching Summit

**Sponsored by the International Coach Federation
ICF Conference - May 2003, Stresa, Italy**

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Objectives

In response to the rapid growth of executive coaching in Europe, a number of executive coaches wanted to share their collective experience and insights to promote executive coaching as a profession with their community. After attending the first Executive Coaching Summit in North America, Philippe Rosinski proposed launching a European counterpart building based upon the American experience while adding European insight. The First European Executive Coaching Summit was born with the sponsorship of the International Coaching Federation with an executive team consisting of Philippe Rosinski, President, Katrina Burrus, Vice President and committee members: Jane Creswell, Stephan Oberli, Dominique Ringler, Michael Sanson, Bernard Sténier, and an advisory board composed of Maryvonne Lorenzen, Danièle Darmouni and Anita Hussl-Arnold.

| For a day and a half, leading executive coaches would share their best practices, and continue to form a community of executive coaches with a focus on European Executive Coaches.

Process and Design

The First European Executive Summit was designed to share their best practices over one and a half days. The summit included coaches from various parts of the European continent. On Monday, May 5th, 2003 the participants were invited to a luncheon. In the afternoon they created a collage depicting the changing demands that impact executive coaching today. Philippe Rosinski used an artistic activity to facilitate cultural intermixing and a means to reach a meaning beyond any particular cultural bias (p.111).

To give the readers a flavor of the collage experience, two collages with three bullet points summarizing the creator's key messages are shown below. This exercise was to engage coaches authentically and help them identify what is specifically important to them. The implicit assumption is that coaches integrate their inner motives and values to how they perceive the executive coaching profession. For dinner, participants took a motor boat to the island of the region "Isola Pescatore". Interestingly enough, it was a US participant who remarked on how many opportunities there were for participants to bond during the European Executive Summit.

The core of the exchange between coaches was on Tuesday, May 6th when key questions were distributed amongst teams. Coaches had assigned their initials next to the questions of interest and the organizer tried to accommodate them by signing the participant's first or second choice according to the different teams. After debating the topic within their teams, participants were asked to present their findings in the plenary. Participants were given the opportunity to present, debate or add any comments to the current findings.

A large number of nationalities were present. Six participants were from France, 5 from UK, 5 from Switzerland, 4 from Belgium, 3 from the US, 2 from Germany, 1 from Austria, 1 Spain and 2 from other continents: 1 Canada and 1 China.

Judy Feld, the ICF President in 2003, was invited to be present at the summit. This was a welcoming opportunity to support and recognize the European executive Coaching Community.

Collages

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- Contrasts between professional demands for difficult, impersonal performance and personal needs for inner peace and strength.
- Coaching draws male and female inner forces, between the fine (high heel shoes) and the sophisticated and the rough, brut force (racing car). Tensions in corporates life are depicted by 'you eat me and/or I eat you' (predators at the swamp).
- The coach's role is to sharpen the executive's focus of her/his options, to take risks by challenging the executive (White paper, 1999, page 4) and by mirroring key observations and messages.
- The coaches role is also to share the coach's perception and it might be very hard for the executive to hear at times for (the man holding a woman's face that is uncomfortable), the coaching dialogue is depicted by a close, confident and confidential relationship (man and women face to face)
- The gem symbolizes both the coach's positive regards towards his client and the gem within the person that is drawn toward serenity, purpose and one's full potential.

By **Katrina Burrus**, MA, PhD. MCC

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- The eye sees everything: the big picture, the shocks (lightning), the human shortcomings (corporate and leadership ethics-"Men Confess", the warlike approach of competition), the desire of people in industrialized countries for an easy and comfortable business life often now at a very high cost of all that for humanity (especially women, children, and people of color) as presently structured. Our opportunity is to develop a greater consciousness of how we relate to one another globally so that we can equalize the improvement of life, eliminate hunger and poverty, and create a more sustainable future.
- There is a window onto another world, a vision of something much better than is possible, requiring leaders and executives to "wake up" and work interdependently in "teams" and cross culturally. The coach's role: standing with the leader: for the big picture, how to handle and absorb the shocks (lightning), the vision of creating a sustainable human environment (the light of the candle). The wisdom of our ancestors (small ancient figures at the bottom) reminds us that we are part of a greater system and also stewards of this world (children). We need to leverage the developed relational skills of women (woman putting on her shoes) for more successful leadership (Goleman's Primal Leadership, Tom Peters, etc.) and for international assignments (Catalyst for Women Research Project).

By **Hannah S. Wilder**, PhD. MCC

What are and could be the European contributions to executive coaching?

Cultural sensitivity

Continental Europeans tend to have a heightened sensitivity to cultural differences due to neighboring countries with different languages and customs. The European executive coaches in attendance at the summit had experience working with executives from very different geographical areas and nationalities. European coaches tend to bring this cultural sensitivity to their coaching work. As the CEO of Nestle, Peter Brabeck-Letmathe stated, “Additionally, being a global company, our international managers need to be exposed to various cultural backgrounds. You cannot limit yourself to knowing just one culture, for you need to have an understanding of and respect for different national cultures.” Exactly what this cultural sensitivity brings to the coaching community needs to be explored further. However, Philippe Rosinski, a cultural expert, mentioned, “traditional coaching has implicitly reflected particular norms, values, and basic assumptions that reflect the originating culture of the field of coaching, the United States, and does not necessarily hold true universally” (Rosinski, p. 20). He also defined culture as follows; “A group’s culture is the set of unique characteristics that distinguishes its members from another group ... And this encompasses both visible (behavior, language, artifacts) and invisible manifestations (norms, values, and basic assumptions or beliefs).” A coach that would be culturally trained or multicultural could make the most of alternative worldviews within the coaching process.

Conceptual vs. pragmatic

North Americans are perceived as more entrepreneurial and with marked ability to popularize concepts and theory. UK coaches tend to be more academic than their North American counterparts. One executive coach expressed this in the following terms, “*North Americans would set things in motion, whereas the English are keen to structure models and then bring those models to North America to popularize them.*”

Work life Balance

Some executive coaches thought that Europeans were said to keep strong boundaries between work and leisure. North Americans talk about work-life balance but have more difficulty on average to implement it. **Other participants perceived the work-life balance to be more integrated in the European culture in comparison to US culture.** For example, a US coach added the following: “*The summit was designed to let participants have a lot of room to bond at social events such as lunches and dinner and a half day was designed to have participants’ share what was more personal through exercises and collages.*”

What are and could be the European contributions to executive coaching?

National Cultural Awareness

In acknowledgement, there appears to be more global awareness outside of North America of global connections as well as complexity. The complexity is the environment amongst European executives. The global and cultural awareness is a source of strength that European coaches need to capitalize on. It is easier to be culturally aware when different countries with different languages and cultural heritage are at your doorstep. One of the top European contributions is the degree in which they take global executive coaching seriously. This lends seriousness and sustainability to the profession. “Coaches, in general, need to be more culturally aware of their biases” said Philippe Rosinski. The participants expressed their desire to create more cohesion among the European ICF members so that executive coaches can have an **impact on the** European population.

Earning professional credentials

Continental Europeans underpin the importance of having “earned” professional credentials through formal study. According to Margarette Krigbaum, a Member of the Board in charge ICF credentialing, “there is more cultural acceptance of continuous professional education in Europe than in the US or in Australia.” Credibility is also more readily looked for through academic avenues in Europe. A question asked by several executive coaches was whether there should be a credentialing track for executive coaches.

Role of the state

The Government’s influence is higher in continental Europe than in North America. This is particularly true in France: an example is France Telecom, a state-owned company that is gradually becoming privatized, has at times had conflicting interests between the interest of the State and the interest in improving bottom-line shareholder values. This adds complexity to the executives’ decision-making process. Questions asked were by the break-out team was should the CEO improve the company’s profitability as a top priority or should the objective be to keep as many civil servants as possible employed? However, it was also mentioned that in Singapore, where many organizations are government owned, coaches are even selected by the government. If the primary stakeholder is the government, the primary objective is most probably not the economic interest of the company but the political objectives of the government. Coaches are to be aware of the organization’s multiple stakeholders which might not be apparent initially.

What are and could be the European contributions to executive coaching?

Status

Executive coaching is defined differently in different countries. On the one hand, the definition of “Executive” in French, Italian, or Spanish has a different connotation than in English. In English, the word executive emphasizes execution and implementation. “Dirigents,” in French or “dirigente” in Italian, on the other hand, emphasizes the management and direction. Implicit in the latter is the importance of hierarchy. A manifestation of this difference might be that French and Italian environments may appear to be more hierarchical. Philippe Rosinski, a European coach, defines coaching as pragmatic humanism (Rosinski, 2003, p.1) and distinguishes between the “being” that emphasizes self-care, quality of life and human growth with the “doing” which emphasizes to get results. “Doing” being the dominant cultural orientation in American society, requires focused achievements with measurable standards (2003, p 106; white paper 1999, p. 3) whereas “Being” stresses living, development of talents, values and obtaining meaning in what one does. Latin Americans would tend to lean towards the latter orientation (p.106).

Confidentiality

There is a stronger tendency towards secrecy in Continental Europe than in the UK or US. In the UK, executives are more public about having a coach. “The UK executive that has his/her coach often is perceived as having a perk. In Continental Europe, executives are often more secretive about having a coach as it might be perceived as the client having problems” said Katrina Burrus, a Swiss American Executive Coach. *“This attitude is tangibly different between the Swiss/French and the UK executive”*, she continued, *“My UK executives give me constant referrals and introduces me readily while the French executive even rarely introduces me to any passer-by that greets them as they might have to explain why I am present.”* There are different attitudes within the different European countries but about coaching.

Best practices: Defining and measuring success

Several best practices were mentioned by participants. The Kirkpatrick's, the Manchester's, Phillips', and the Balanced Scorecard were the approaches that most frequently surfaced. Eva Wong, from Hong Kong, then added the description of her best practice. These and other approaches were briefly described at the summit. The summaries are written below.

Kirkpatrick's (Long, 1999) four levels of evaluation was suggested as the most effective way to determine the full impact of an organization's return on investment of coaching dollars spent. The four steps can be described as follows:

From Phase one,

1. **SELF-REPORT** The coachee is asked how and whether the coaching was successful. The data collections procedures are through interviews and questionnaires. This measures how participants reacted to the coaching and whether or not the client liked the coaching. The coach requires specific know-how to implement this phase.

Phase two,

2. **PEER EVALUATION** The coachee goes through a 360 degree feedback session. The collection procedure is through interviews and the coach requires emotional intelligence.

Phase three,

3. **OBSERVATION** is done through role plays or by an assessment by HR, within a coaching process observed by the coach or by another institution. The outcome should be new decisions and new behaviors.

Phase four,

4. **BUSINESS RESULTS** are evaluated through **OPERATIONAL DATA** and figures.

According to some participants, the process takes at least half a year. Influences outside the coaching process need to be considered. Amid accelerating change, a qualitative evaluation such as "I am feeling better and more serene than before" would have to be sufficient. Successful qualitative outcomes need to be perceived by others. Katirna Burrus proposes that the success criteria be negotiated ahead of time. "Not all benefits can be documented in financial terms. However, because such intangible benefits as customer satisfaction are valuable to the business they are noteworthy." (Anderson, Daus, Mitsch, 2002).

Best practices: Defining and measuring success

Manchester Inc. conducted one of the first major studies that quantify the business impact of executive coaching. The study includes data on executive behavior change, organizational improvements achieved and the return on investment (ROI) from Manchester's executive coaching programs. Their study was on the impact of coaching on 100 plus executives mostly from Fortune 1000 companies. The executives took part in coaching programs that were a mix of change oriented coaching aiming to change behaviors/skills and growth-oriented coaching aimed at increasing performance. The Manchester study quantified the business impact as follows:

- how much did coaching play a role in reaching the executive's goals?
- how much financial benefits were there?
- how confident were the executive in the numbers they were giving?
- For example, calculate the impact...of prioritization

Estimated at 2 hours/week

2 hrs @ \$80 / hour x 48 weeks = \$7,680

*\$7,680 x 70% (coaching) x 75% (confidence) **Net benefit = \$4,032.-***

The Global Scorecard

Philippe Rosinski recommended the Global Scorecard as a tool designed to facilitate the goal-setting process. "It includes two types of objectives: the projected outcomes and the drivers of success" Rosinski, (p. 211)"

"It allows you to set targets, which are truly indicative of both high performance and high fulfillment, in the service of the four sets of stakeholders: self, family and friends, organization and community and world." (p.213) The Global Scorecard also integrates in the coachee's result his or her contribution to the community.

Other participants recommended that the client measure opportunity cost. If coaching were not used what would be the consequences for the client? "This underlines the problem issue. Moreover, there is no need for a hard sell because the client realizes the issue and consequences if she/he does not resolve the issue. It is highly ethical. If the client does not require coaching, this process will not work" said Katrina Burrus.

Best practice:

Eva Wong shared the approach she applied in China. It entailed both pre and post evaluations during the coaching process.

1. Wong coaches the boss of a small to medium size company. The boss needs to experience a coaching process first.
The boss and his managers then go through a series of training to learn how to coach. Next, the coaching process starts cascading down the organization. The boss makes a statement regarding the next three months' goals and access how these goals will be reviewed in six weeks.
4. When she coaches the managers, she plays the "bad guy" and is able to fire the coaches if they do not meet the three months' goals. Of course, the objective was not to fire the coachee but to support his or her achievements. Wong wanted to ensure success, not promote failure. If the coachee obtained the business results within the coaching process, the coachee and the coach received extra bonus points for the extra results.
5. 360 degree feedbacks were implemented at incremental intervals. Feedback was received from the team, from a self-evaluation, and from the manager as to whether the client and coach reached their goals
The managers were asked to encourage other members in the company to go through the coaching process. The boss was then asked if he wanted to invest in these managers' development. The external coaches gave their opinion about this matter.

Eva Wong's approach contrasted in the formal authority given to the coach and in the financial participation in the business results. This contrasted with the Global Scorecard's in that it was a more holistic approach; a more developed focused approach.

Marshall Goldsmith's approach was mentioned in regards to coaching executives on skills and behavior change. He had internal raters evaluate the degree of behavior change. Goldsmith "tells his clients that he doesn't care about the past, doesn't care about how they feel, and doesn't care about their inner psyche-all he cares about is their future behavior. He provides them with a tightly structured program of things to do and a money-back guarantee. He promises them improvement if they do what he tells them. (MacFarguher 2002, p. 120). Goldsmith's approach to coaching is similar to a medical model treatment. A diagnosis is made and a treatment prescribed. However, it differs from traditional therapy in that its focus is not retrospective .

Best practice:

Individual Change Measures

Wendy Sage-Hayward measures change on the individual level by the Emotional Intelligent Quotient and is currently developing a proprietary coaching process.

She initiates coaching with a process called Leadership Profiling. Leadership profiling is a process whereby the client completes a series of tools to assess their leadership competency. The tools she used include the Emotional Intelligence Inventory, Work Values Questionnaire, Leadership Practices Inventory (360 Degree version) and Insights Discovery. The Leadership Profiling process may also include interviews with key individuals to augment the test results and help the coach better understand the environment, expectations, and culture of the organization. The profiling provides an overall frame of reference for the coach and client to begin the coaching process. The profiling is a confidential process for the client. Information can be shared with the organization if the client provides explicit permission at the start of the initiative.

The coaching process itself begins by developing goals or desired outcomes for the coaching process. Goals are established based on the client's leadership vision and the specific performance targets defined by the organization and /or personal development objectives. This typically occurs within the first two sessions. These goals are intended to provide a guidepost for the coaching process.

The coach combines the profiling results with the leadership goals and objectives to design a coaching curriculum that meets the needs of the leaders and organization, if applicable.

Help the Executive and Stakeholders Sets their Own Success Criteria

Katrina Burrus approach is to first meet with the executive to evaluate the rapport and fit between the coach and the executive. The following reunion is with the coach and executive and also with his/her boss and any other stakeholders. The purpose of this reunion is to clarify expectations and desired outcome from the coaching process. What is discussed and decided on is put into the coaching contract. There are two main objectives for this reunion. The first is for the coach to get an immediate and independent perspective of the dynamics between the stakeholders. Secondly, the stakeholders discuss the coaching program's success criteria. Stakeholders are to make conscious choices of metrics and measurements in which they are going to use to evaluate the coaching program intervention. If the stakeholders are not conscious of their criteria, the coach helps them define their evaluation system. A post meeting takes place after the coaching process and takes six months to determine their evaluation criteria, observable behavior changes, results achieved, and additional leadership competences. Between these two sessions, the coaching process is confidential. As Wendy mentioned, any information given to the client is first approved by the coachee and the individual executive measures results against objectives set at the start of the process.

Best practice:

Actionable Feedback

During the coaching process, the client undergoes a patch of cross culturally tested psychometric inventories and a 360 degree feedback report done by a questionnaire and/or by individual. Next interviews are granted in order to gain specific feedback. Concrete and specific feedback is important for the executive to gain clarity and to be able to take action from the feedback. With this being said, the feedback is not to be identified by any one-specific person. This is the coach's challenge.

General Good Practice

- Fifty percent of the payment is paid before the process and the balance is paid mid-term
- A coaching program throughout the organization educates the system.
- Leverage coaching by asking where the biggest impact will come from was mentioned. Then link its achievement to a compensation, "perk" or "goodie" (let people witness the coached person's successes, and it will foster or encourage more coaching)
- Start with high potentials then work with the second layer which will become the organization's future leaders. Work with multiple levels to align vision and values
- To successfully incorporate coaching into the company's culture, align coaching with HR's goals to leave them out would cause resistances.
- Coaching should benefit both the person and the organization;

How does executive coaching link with leadership and OD?

Potential Executive Coaching Targets diagrams by Mary Wayne Bush.



The next team of executive coaches discussed the potential executive coaching targets within an organization. With small businesses, where processes are less defined, organizational development intervention or executive coaching processes usually take place through the CEO. In large organizations, a coaching intervention can come through organizational processes or through a need for leadership development. On one hand, primary targets for organizational development would be culture development change, management development, change projects training, personal development planning and team development. On the other hand, targets for leadership development would occur through derailed executives, outplacement, high potentials and key people and leaders. It was concluded that organizational development and executive coaching can be linked in any of the ways mentioned above.

Coaching and Consulting: Who is the Client?



The answer proposed to the division between executive coaching and organizational development was in the different needs and offers between the client being coached and the commissioning organization. There can be tension when the coach needs to deal with managing each stakeholder's expectations. Executive coaching can come through any of these avenues and the plan is the consolidation of clients and the organization's need.

Some participants mentioned that executive coaching by its very nature treats the individual executive as his/her client whereas long-term change may need to be driven deep within the organization where the analytical and consulting skills of an organizational change consultant may be more appropriate. Some coaches may be able to work in both dimensions, some may not wish to or be able to do so and coaches need to be clear on the boundaries between the two types of interventions. Where does the work as coaches end and where does that of a consultant start? It can be a holding tension that the coach needs to deal with.

Areas discussed where coaching can help develop executives were in the person's decision making process, creativity, awareness. Generally, a coach's support of executives and its organization aims to reach a higher level on the model of Maslow's Hierarchy of Needs. With this being said, we recognize that this model is not without a cultural bias.



Executive Coaching Links to Leadership Development and Organizational Development through “Front” and “Back” avenues:



This team of coaches subcategorized their help to executives in two different manners. On one hand, coaches help executives create and develop ideas and bring more awareness. The coach’s role is to encourage a shift in the mindset, to think out of the box and work within a new paradigm. This was labeled as coming at the Front end of an organization. Executive coaches help executives implement strategies. This was labeled as coming at the Back end of the organization. However, the coaching process is an iterative process between these two poles and this model is a conceptualization by which avenue the executive coach enters the organization. The coach’s role is also to help surface organizational themes for the company.

How can we help formalize and legitimize executive coaching's contribution to society?

Are we in a state of transition?

Participants expressed their concern that for companies to grow in the 21st century and beyond, executives need to focus not only on their bottom-line, but on what organizations bring to society. The public is becoming more vocal and active and many do not feel served by the current system that focuses on short-term profits and shareholder value. "The world has changed and "business as usual" is not an option," says Hannah Wilder. After Enron and other fiscal scandals, there is a greater general awareness that executives need to take into consideration ethics, justice and the impact of present day actions on future generations.

Executive coaches have their role to play in this transition by building a greater awareness within their executives of what actions and mind frame can build sustainable economic development both for their companies and for the community at large.

How should the coaching profession be legitimized?

"Legitimization of the coaching profession should be done by the executive's output and by the testimonials given by the clients," stated Stephan Oberli. To legitimize executive coaching, it should be used in both private and public sectors, such as academia, humanitarian associations, European institutions etc. Legitimization implies demonstrating the benefits of executive coaching and by providing evidence indirectly versus direct intervention as might be the case with consulting. In either case, executives will accept the coaching process only if they feel that the process contributes both to the organization's bottom line and to "making a difference" as a leader and organization. Participants stated their concern that change be holistic and systemic in its approach and that it not be one dimensional. "One needs to take a more systemic, holistic approach to help shift clients' consciousness to a broader perspective," stated Mike Turner.

Melinda Beckett Hughes reminds participants to assess and develop values at work which helps leaders transform. Stephan Oberli suggests linking coaching to the organizations structure, strategy and to its leadership to help legitimize the coaching process. Dominique Ringler purports gathering success stories in order to give concrete examples and provide evidence that executive coaching, integrating public interest, can create more long term profits. Judy Feld asserts that there is confusion in the market place because life coaches may not feel as responsible for concrete results as would executive coaches.

How can we help formalize and legitimize executive coaching's contribution to society?

This brings us to our next topic of discussion. What frameworks could be used by executive coaches to address both executives' need to improve operational results and lead their organizations towards socially responsible and sustainable development?

Melinda Beckett Hughes suggests Richard Barrett's seven levels of organizational consciousness. Another participant mentioned Rosinski's Global Scorecard as a means to gain operational results and to make a difference within the community at large. The models' underlying assumptions are that coaching can make a difference by leaving a free rein for personal and professional growth by helping individuals satisfy their mental and spiritual needs within an organization. Barrett's approach shall be briefly overviewed below and for more information on the Global Scorecard (see Rosinski, chapter 12).

Barrett asserts that the new frontier of competitive advantage is increasing market value by leveraging the intangibles. To attract and keep talented people, increase shareholder value, and enhance creativity and productivity, organizations need to build cultural capital. Barrett defines cultural capital as a group of individuals' values, beliefs and behaviors. When an individual joins a company, the person may identify with the organization's values. If so, the person's values are aligned. If not, the values are misaligned. Research provides evidence to suggest that there is a strong link between values alignment and organizational success. Richard Barrett's instrument measures the degree of alignment of personal values, current corporate culture values and desired corporate culture values.

The methodology is the following: Employees are asked three questions.

Which values represent who the person is, and not what she/he desires to become?

(Personal Values)

Which values and behaviors represent how your organization operates?

(Current Corporate Culture Values)

Which of the values and behaviors most represent an ideal, high performance organization? (Desired Corporate Culture Values).

Many executive coaches adhere to Barrett's statement: Who you are as an organization and what the organization stands for is becoming just as important as what is sold. The values that an organization enacts are important to the following stakeholders:

Society: a company needs to fulfill society's expectations such as environmental stewardship and social responsibility.

Shareholders: A new type of shareholders are investing in quality oriented companies that meet a socially responsible investment criteria and are good to their people.

Potential employees that choose to work with organization and stands for their values.

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Existing employees to retain the best people and support their personal fulfillment.

Approaches Used to Measure Executives Contribution to Operational Results and to 'Making a Difference'

Furthermore, there are four components to employee fulfillment.

Physical (wage, facilities, and external incentives such as bonuses, vacations and promotions etc)

Emotional (open communication, friendliness, professional growth etc)

Mental (accountability, opportunity to express personal creativity and learn)

Spiritual (work that has personal meaning, a sense of making a difference).

Barrett's model has seven levels of consciousness:

Level 1 Survival consciousness is the organization's need to survive financially.

Level 2 Relationship consciousness is the organization's need to provide harmonious interpersonal relationships and good communications.

Level 3 Self-esteem consciousness is the organization that wants to be the biggest or best at what it does. It seeks to improve its effectiveness, its efficiency and its competitiveness.

Level 4 Transformation consciousnesses is the organization's shift in belief system from that of self-interest to the that of the common good, from control to trust, from fear to truth, and from exploitation to ownership. The organization's success is measured against a broader set of hard and soft indicators.

Level 5 Internal cohesion consciousness focuses on the needs of its people and encourages higher levels of personal productivity and creativity.

Level 6 Inclusion consciousness which involves the care for the employees physical, emotional, mental and spiritual needs.

Level 7 Unity consciousness entails ethics, justice, human rights and actions that are taken in pursuit of sustainable development. Unity necessitates both the respect and goodwill both of employees and society-at-large.

Executives need to transition from a cost cutting mind-frame and open their perspective to developing human and social capital. Coaches can contribute by helping their executives go beyond surface reasoning and tap into their deeper motivations. When what fundamentally motivates us at a deeper level is made known to us, it sets free unlimited commitment to the common good.

Executive Coaching of Tomorrow?

Executives are dealing with uncertainty and turbulence. Amidst this uncertainty, executives need to keep their motivation and passion alive. At times, the executive's self-esteem has been found to be fragile in an insecure economic environment. European executives are usually multi-cultural and often have to deal with dispersed teams. Leaders are foreseen to have increasingly more social, ethical, and ecological responsibility.

Executive coaches are required to integrate the executive's multifaceted roles in an organization: his or her role as a person, as a team leader and as a leader. In addition, the executive's global environment needs to be integrated within the coaching programs.

It is foreseen by some coaches that tomorrow's executives will need to increase their competence in applying ethical business policies and in providing security for their employees. The coach's role will continue to support executives in transitioning from the urgent to the sustainable and in tapping into greater sources of knowledge and awareness. This **may** entail not always being rational or action driven. Rather by being more aware of other ways of knowing such as solving problems in their sleep or how much creativity is done unconsciously and, not only is it acceptable. The coach's role in the future might further emphasize the need of executives to use all parts of their brain as well as using what is know as IQ and EQ (Goleman). Coaching will continue to aid executives to further integrate lessons of the past and further incorporate the future in their time perspectives. Coaching summits have been concerned essentially about keeping the physical in good shape (the rational and observable) and using the physical as a source of information. Tomorrow coaching might further be focused on integrating our body as a source of information and knowledge. Moreover, coaches may have to aid executives to think of the world as both systemically and interconnected. The SARS disease in China was quoted as an example of the connectedness of the world. In the future, the coach's role might also be to bring more awareness of the connections between the executive's conscious and unconscious or bring cellular awareness, that is, be more conscious of what and how information was stored in one's physical memory or as some say, in one's cellular memory.

Hannah Wilder proposed a quotation from Albert Einstein to epitomize some of the challenges executives and their coaches have faced and will continue to face in the future.

“A human being is part of the whole called by us universe, a part limited in time and space. We experience ourselves, our thoughts and feelings as something separate from the rest, a kind of optical delusion of consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from the prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty. We shall require a substantially new manner of thinking if mankind is to survive.”

What needs to be further researched?

Coaching and consulting

The division between executive coaching and organizational development are the different needs between the client being coached and the commissioning organization. Where does the work as coaches end and where does that of a consultant start?

Coaching and corporate culture

As many companies have restructured and slimmed down to their core, will corporate culture make for real differentiation?

Corporate responsibility in leadership, post Enron

Enron and World Com are just two examples of situations where the ethics of the boardroom just did not correspond to the stated organizational values, eg of 'integrity'. Are today's executives prepared to be held more accountable and will they want to use their coach as the sounding board of their conscience?

Coaching and Spirituality

The word 'spirituality' would not have been acceptable within Board rooms, there appears to be more openness in some quarters to this level of debate – an acceptance that all cannot be explained by the physical and material. Are today's executive coaches ready and prepared to be able to work with our clients in this dimension?

Coaching and the next generation

There is a new breed of corporate employee emerging which may well be the ones who are running our organizations in 10 years' time. If Gen Y executives are seeking meaning and purpose, will Gen X, our future leaders, looking for their place in the universe and not just a job? What will Gen X agenda be in the future when they have the mandate for change?

APPENDIX

Participants

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Working Definition of Executive Coaching

Executive Coaching is a facilitative, mutually designed relationship between a professional coach or coaches and a key contributor, team, or executive group with powerful positions in the organization. This relationship occurs in areas of (diverse businesses) government, not-for-profit, and educational organizations where there are multiple stakeholders and organizational sponsorship for the coaching. The coaching is contracted for the benefit of a client (individual, team, corporation) accountable for highly complex decisions with wide scope of impact. Coaching is usually focused on optimal organizational evolution, through personal or team development. The results produced from this relationship are observable and measurable, commensurate with the requirements the organization has for the performance of the person, group or team being coached within a multi-cultural regional or global context.