Executive leader coaching has grown in popularity and application over the past several decades. The reasons for the expansion of leadership coaching are many: the task of being an executive has arguably become much more difficult and expansive. More leaders now routinely deal with significant ambiguity, disruptive changes and pressures to perform in an increasingly global and diverse context. They are asked to be both strategic decision makers and masters of the “soft” skills required to effectively manage people. At the same time, due to the pace and magnitude of change and the disruption within organizations themselves, the relationships that can support personal development and learning, an absolute requirement for effective leadership, are often lacking. Into this breach has stepped, among other professionals, the executive leader coach — who is tasked with helping guide leaders and managers toward betterment.”

At a recent presentation one of us [Jeannine] asked her colleagues “to define ‘leadership’ . . . that phrase we’d been using for hours in this session with an unspoken collusion that we all knew what we were talking about.” You’d have thought one of the Blue Angels jets [from the famous American acrobatic jet fighter squadron] had just done an unannounced flyover of a lakeside family picnic. The room went completely silent. Stunned. Slowly, phrases were tossed into the room. Then faster and faster, until there was a virtual cacophony of ideas, definitions, differing opinions, similar themes, and so forth for everyone to examine. Surprisingly, for some seasoned professionals in the room, it had been years since they’d taken time to carefully examine their definition of leadership and identify the constructs on which they approach any leadership development assignment.

One of us [Jeannine] with her partner, Lee Smith at CoachWorks International Inc. (www.CoachWorks.com), has been grappling with this complexity since 1998 when they began to codify their leadership development coaching processes. This was done at the request of client companies that wanted to replicate the progress made by Coachworks when Jeannine and Lee were not on-site. Jeannine and Lee utilize a systems approach to the interrelatedness of organizational culture, level of maturity (experience) of the leader, skills and competencies of the individual and...
their direct reports, sphere of influence and how that is accomplished, vision and/or goals of the company. With their colleagues at CoachWorks, Jeannine and Lee codified a complete leadership development platform—found at www.LegacyLeadership.com—that uniquely foretold and reinforced the research, models, applications and concepts of the authors and the articles being presented in this issue of IJCO.

As co-editors of this issue, we were struck by how each author spoke about the complexity of their subject area. Leadership is by no means a simple, straight line cause-and-effect relationship. It’s this very challenge that affords the discipline of executive leader coaching and the practitioners of executive leader coaching such a unique opportunity to identify and define those approaches, processes, tools and evaluation methodologies which successfully grow leaders towards their best sustainable impact.

We sincerely challenge you to utilize this issue as a basis for a review of your personal concept of leadership:
• How do you define leadership? How do you know when you see/don’t see it?
• What specific construct/model do you use as your basic platform from which to coach or select coaches?
• When do you coach fundamental leadership distinctions if your client doesn’t have a clear personal concept? Or if you are a coaching client, when do you request your coach to provide fundamental leadership distinctions?
• And, how do you, as a coach, help your client actively apply their new knowledge/skill within an action laboratory so that their learning can be integrated real time? Or if you are a coaching client, how do you make use of the services being provided by your coach to actively apply new knowledge/skills you have acquired within an action laboratory so that your learning can be integrated real time?

Coaches are leaders and often have the clearest model of what is possible when growing others—predominately through the language of leadership we choose in our work.

Each of the articles in this issue presents multiple perspectives in the discipline of coaching leaders—from ways to form the trusting relationship required for transformational work to follow-through coaching strategies for integrated application and sustainability of the client’s learnings. Results of such efforts are documented by research looking to identify the return-on-investment (ROI) of the client’s and coach’s investment in their engagement.

While cultural contexts and models for transformational coaching are presented in most of the articles presented in this issue of IJCO, the initial article concerns an even more fundamental question in the field of executive leadership coaching: what difference does it make? Schlosser, Steinbrenner, Kumata and Hunt report results from a major research project concerned with the impact of leadership coaching interventions. The authors of this multiple company coaching impact study describe ways in which they measure the value of executive coaching. While this mode of coaching continues to be viewed with skepticism in the corporate community, the authors show how to measure the impact of executive leadership coaching and suggest how this type of measurement can be of great value in addressing this skepticism. Our authors outline their efforts to develop a meaningful methodology for the study of return on investment (ROI), presenting an overview of their rationale, a description of methodology, and some of the results from their study to date.
In our second article, Bergquist and Brock outline six distinct organizational cultures, each of which can impact how a coach chooses to coach leaders in an organization. A common thread throughout each culture is how anxiety (normal and collective reaction to stress) is contained and impacts leadership direction and organizational change. Bergquist and Brock challenge coaches to be conscious and intentional in taking into account these cultural forces as they design each unique coaching relationship.

Stoneham, Weger and Rocco present a core dynamic of coaching—organizational clients expect coaches to facilitate change in both the individual coachee and the impact that individual has within the organization. Often that may look to the client that Ways-of-Doing things differently will produce expected results. Based on their research and successful application of their Integral Intelligence Model, the authors of this article declare that focusing on the leader’s Ways-of-Being is the true lever for sustainable transformation in leadership development.

Hebenstreit and Hinzdorf present theory and results of their LeadershipCircle (LC) coaching program using two pilot groups of 16 leaders each. LC takes both individual and group approaches to maximizing learning and stimulating transformation in leaders. This program is designed to connect cognitive learning at a deep enough level to produce observable shifts and measurable results in seven leadership skills. Outcomes from this pilot project strongly encourage a modular approach to coaching initiatives which allow the coachee maximum safety in choosing and practicing their developmental components.

With the article prepared by Borie and Eckstein, we initiate a new IJCO series. This series concerns ways in which theory and research regarding organizational coaching can be translated into specific coaching practices. While most IJCO articles reside somewhere between theory/research and practice—focusing on the “strategies” of organizational coaching—articles are also needed that show how theory and research can be directly applied at the “tactical” level of organizational coaching. Borie and Eckstein specifically define and illustrate the role of integrity in business-oriented client relationships, as well as in the practices of coaching to individuals and groups in organizations. Integrity-Based Leadership Coaching (IBLC) involves the use of radical inquiry-based approaches to coaching interventions. Three developmental coaching processes are discussed—assessment, diagnosis and coaching interventions. These processes are underpinned by theory and research. IBLC is intended to be a powerful tool that can be used to incrementally deconstruct “disintegrity” and to reconstruct more empowering inquiry-based integrity.

This issue of IJCO also includes the fourth in a series of interviews between experienced organizational coaches. In this fourth “Coaching Dialogue,” two senior-level coaches, Moritz and Zepuntke, converse about the issue of trust in executive coaching. Not only do they have distinctions slightly different from each other, they also bring a North America and European cultural background to the conversation. Both coaches recognize the absolute requirement of trust in the executive coaching relationship and define how they know that trust exists and when it does not. They identify those moments in organizational coaching when coaches must pull back if a lack of trust has allowed a transfer of power to the coach. They also suggest ways in which coaches can model appropriate use of trust and responsibility in the coaching relationship. Implications in multiple coach engagements of mismatched trust and responsibility approaches among the coaches are further discussed.

Finally, in his regular essay (called “Musings”), Mike Jay digresses from his declared
subject for this issue in order to talk about SAGE Leadership—a self-authoring (Ke-
gan’s level 4) leader. Mike unpacks his model and (as usual) offers neat, pithy com-
ments to support his leading edge thinking. Mike, so very appropriately, challenges
each of us as leader and coach of leaders to evaluate our own SAGEness and the
impact of our response in nurturing the discipline of organizational coaching.

C. Jeannine Sandstrom, Ed.D.
William Bergquist, Ph.D.

Co-Editors

INDIVIDUAL IJCO SPONSORS

Phyllis Campagna, Bartlett, Illinois USA phyllis@xselps.com
Jeanne Grey Carr, Memphis, Tennessee USA jccarr@teamtrek.com
Inga Estes, Santa Monica, California USA inga@ngaestes.com
Leslie Hamilton, Laingholm, Auckland New Zealand leslie@corporatelifecoach.com
Steve Heckler, Los Angeles, California USA steve@stevehecklerassoc.com
Donna Karlin, Ottawa, Ontario Canada donnakarlin@abetterperspective.com
David Lerner, Chicago, Illinois USA dlerner@human-innovation.com
Christine McDougall, Surfers Paradise, Queensland Australia christine@syzergy.biz
Daniel McNeill, Poway, California USA danmcneill@mcneillgroup.com
Meryl Moritz, Tuckahoe, New York USA meryl@merylmtoritzresources.com
Markus Moses, Johannesburg, Gauteng Republic of South Africa markus@ndawo.co.za
Agnes Mura, Santa Monica, California USA agnes@agnesmura.com
Irven Penn, Norcross, Georgia USA ipenn@jd-partners.com
Suzi Pomerantz, Germantown, Maryland USA suzi@innovativeleader.net
Maureen Rabotin, Saint Gratien France mrapotin@aol.com
Marcia Reynolds, Phoenix, Arizona USA marcia@covisioning.com
Al Ringleb, Asolo, Italy ringleb@cimba.it
Philippe Rosinski, Rhode-St.-Genese, Belgium philippe@philrosinski.com
Lee Salmon, Washington, D.C. USA lee.salmon@bpd.treas.gov
Jeannine Sandstrom, Dallas, Texas USA jsandstrom@coachworks.com
Brenda Smith, Pittsburgh, Pennsylvania USA Brenda@peoplesmith.org
Mark Storey, Columbus, Ohio USA mark@headandheart.com
Margie Summerscales Heiler, Herriman, Utah USA coachmargie@earthlink.net
Joan O. Wright, Charlotte, North Carolina USA joan@osullivanwright.com