

Quantitative and subjective client results include:

- Doubled income
- Eliminated addictions
- Eliminated diseases
- Increased happiness, peace, joy
- New jobs/businesses in line with the client's purpose
- Observed dramatic differences

Key measures show where individuals are in terms of triggers for life mastery. Quantum Thought Shifting™ dramatically shifts results in a positive manner, providing observable quantitative and qualitative benefits.



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The Impact of Leadership Coaching in Developing Higher Education Executives

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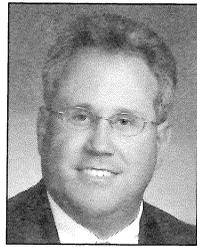
Leadership development is a strategic imperative for colleges and universities and there are significant challenges in such development. Academic institutions are not dissimilar to professional service firms in that the professional identity and sense of satisfaction from work for faculty are derived principally from their professional expertise and accomplishments (Hill, 2006).

The preponderance of leadership development opportunities within higher education frequently focus on operational and technical matters rather than on developing the leader for leadership. The Lutheran College and University Leadership Program (LCULP) was established in 2001 for the primary purpose of developing present and future leaders for the 46 Lutheran higher education institutions in the United States. Leadership coaching was introduced into the program in 2005 to help achieve the overarching program goals and based on the belief and philosophy of the program co-directors that leadership development is more sustainable with coaching as a key dimension of the on-going developmental process.

The HigherEd Leadership Coaching Group, in partnership with the LCULP, provided the professional leadership coaching services to program participants. The unifying objective of the program was to assist leaders in understanding their personal vocations within the context of the vocation of the institutions they serve.

The purpose of this study was to determine the impact of leadership coaching on the 2005 LCULP cohort and their perceptions of leadership coaching. Additionally, this study was designed to assess whether leadership coaching had an impact on participants' achievement of the program goals.

The study suggests that the addition of leadership coaching to the LCULP was successful in assisting participants in achieving a stronger awareness of leadership skills, strengths and opportunities for growth and learning; creating an opportunity for discernment of personal and professional goals that will equip participants to claim and live out their callings; and assisting leaders in understanding their callings. The results indicate that leadership coaching had a moderate to strong impact on achieving the stated goals and that coaching overall was extremely effective in contributing to developing participant leadership.



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Invited Paper

Where the Roads Meet: Dialogue and Coaching-Related Research

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The International Coaching Federation (ICF) held the Third Annual ICF Coaching Research Symposium on November 9, 2005 in San Jose, California. The theme "Coaching Research: Building Dialogue" set the stage as both the topic and the process encouraged throughout the event. "The theme of the Third ICF Coaching Research Symposium highlights the importance of bringing voices from differing backgrounds and experiences together to frame the coaching-related research dialogue as broadly and deeply as possible" (Page and Stein, 2006, p. 141).

Input from the community of ICF members interested in the research conference mandated the dialogic approach. Participants at the Second ICF Coaching Research Symposium in November, 2004 requested, "more interaction—more time for questions from the audience, more input, more dialogue" (Program Committee Notes, 2005, p. 2). The Program Committee for the Third Symposium responded by creating an event designed to "foster(s) dialogues among and across constituencies to promote engagement in coaching research and cross fertilization among: training/education providers, practitioners, researchers, field-builders, and those who work with multiple capacities" (Program Committee Notes, 2005, p. 4). Specifically, planners hoped to:

- Encourage more and better research opportunities among coaching researchers.
- Stimulate get-acquainted conversations about research between researchers and practitioners.
- Further interest on the part of coach educators to include research results and research methods in coach training and education.
- Encourage the inclusion of research in ICF conferences and in the global conversation about the field of coaching studies.
- Share research findings as a means of enhancing the quality of coaching practice.
- Incorporate the practice of research in order to further the development of coaching as a profession (Page, personal communication, April 2006).

In this paper we examine the use of the dialogic process at the Third Annual ICF Coaching Research Symposium in terms of its impact on building the coaching research community. Specifically, we are interested in exploring three questions using examples from the sessions of the day: 1) Can dialogue and research practices intersect? 2) If so, where and how might dialogue and research intersect? 3) How might dialogue be