APPLIED LEARNING AND EVALUATIONS OF A PERSONAL JOURNEY WITHIN ORGANIZATIONAL DYNAMICS

By

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ABSTRACT

This thesis concerns my journey as a graduate student in the Organizational Dynamics program at the University of Pennsylvania. I provide anecdotes about four classes and describe how the experiences have made an impact on my personal and professional life. I focus on leadership development, change management, teamwork development, and organizational coaching.

ACKNOWLEDGEMENTS

I would first like to acknowledge my wife Melanie for her patience and helpfulness during my graduate studies—I am glad you were able to return the favor. There are so many things that I would not be able to explore if it were not for you. You open my eyes to new things every day. I love the way you bring perspective into my life. Thank you for watching over me and keeping me in sync with you.

I would like to thank my family and friends for their understanding and support. I had to turn down many invitations because of homework and classes. I am glad to know that you are in my corner and want me to succeed. My mother, father, and other father (Ed) are the trio of hope. Thank you for pushing from behind. The same goes for my in-laws, Libby, Melvin and Aminta. I sincerely appreciate your open arms. To the Cashdollar family, thank you for the family dinners. We appreciate your effort to nurture us and cannot wait to return the favor. To Troy Brown, you are an inspiration and a great brother. You are my Socrates.

As for my professors Bill Wilkinsky and Larry Starr, it was truly a pleasure to be your student. There are many lessons learned and not all were in the classroom. Thank you for your time and input. My career thanks you as well. If it were not for you, my professional future would not look as exciting.

Lastly, to all my classmates who took the journey with me. As you will see in the pages to follow, there were many wonderful moments—both positive and negative. Thank you for lending yourself to my development. It was a pleasure to be a part of yours.

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CHAPTER 1

INTRODUCTION

This thesis discusses how the Organizational Dynamics program at the University of Pennsylvania has had a positive effect on my work and life. Organizational Dynamics concerns relationships between people and organizations including conflict, culture, change, and process improvement. The program has prepared me and increased my confidence by allowing me to learn important skills for leadership.

Similar to most of my classmates, my enthusiasm for returning to the classroom was increased after receiving my letter of acceptance to the Organizational Dynamics program and I was ready to absorb everything the program had to offer. It signified more than a chance of getting a degree at an Ivy League school; it was a stepping-stone in my plan to build more credentials for a better life and career. The process of obtaining this degree would allow me the chance to learn about topics outside my comfort level and engage in intellectual discussions with professors and classmates about setting new goals for a better direction. In the book *Planners on Planning*, contributing writer Norman Whitaker professes that those who are willing to work hard and learn from success and failure can be rewarded with careers that are rarely boring and often present opportunities to contribute, in big ways and small, to a better future for the communities in which they work (McClendon & Catanese, 1996).

Purpose of Thesis

The purpose of this thesis is to describe my experiences in the Organizational Dynamics masters program in order to provide an opportunity for others to learn from my failure and successes. I offer a window into my self-development as a student; how I applied my classroom learning to my life and career. I offer examples of my trials and tribulations that demonstrate the failures and successes I encountered along the way. I present anecdotes that apply to four courses that describe how I was able to overcome obstacles. These portray my experiences as a student in context so that my reader will be able to understand the benefits of the overall program.

In Chapter 2, I present my personal history. I identify people who were influential. In Chapter 3, I discuss the class DYNM 683: Organizational Experience: Self, Role, and Expectations (see Appendices B and C), taught by Professor Jim Larkin. In this class, I learned an important process to become a leader. In Chapter 4, I describe DYNM 637: Coaching and Facilitating Teams (see Appendix E), taught by Professor Bill Wilkinsky, where I experienced multiple team building activities and had the opportunity to find my personal management style. In Chapter 5, I present my action plan to change the way an organization operates learned through the class DYNM 622: Building Effective Organizations: Getting Things Done (see Appendix G), taught by Professor Alan Barstow. In Chapter 6, I focus on the course DYNM 641: The Art and Science of Organizational Coaching (see Appendix J), taught by Professor Bill Wilkinsky. I discuss coaching from a client's point-of-view and a coach's point-of-view. In Chapter 7, I offer concluding comments on my time in the Organizational Dynamics program.

CHAPTER 2

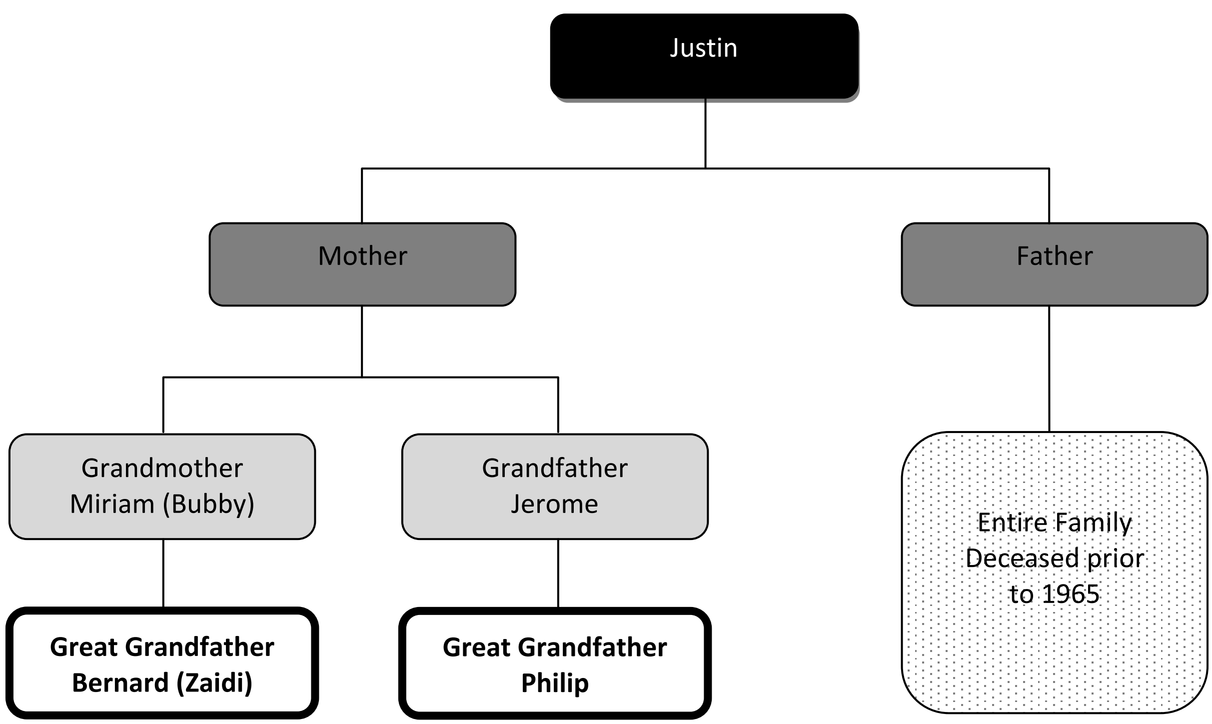
MY STORY

I am a member of the third generation of Jewish immigrants from Eastern Europe who came to America and proudly forged their own path to success. While many other forces have helped shape me, I identify with many qualities from my family tree, such as their integrity, perseverance, entrepreneurship and the importance of spending time with family. These attributes are the ingredients I admire most and, I argue, are identifiers of leadership. I have learned through my own experiences that one cannot live long enough to experience everything ourselves. It is my goal to learn from the successes and mistakes made by those before me in my family in order to extend the path for my future generations. Indeed, I intend to use my graduate degree to build on the education needed to advance my life and the future generations of my family. It should be noted that I was never pressured to earn an advanced degree; however, no one in my family has ever been complacent. I will always continue to acquire knowledge and learn new things. Earning the Master of Science degree in Organization Dynamics is one step of many that will help satisfy my inquisitive mind.

I grew up in the suburbs of Baltimore, Maryland and I am the son of two parents who were both second generation Americans. My upbringing was in a predominantly Jewish neighborhood, which quickly changed within my first ten years into a very diverse community of races and religions. My parents encouraged my friendships with many different types of people. These early local cultural experiences gave me the ability to maneuver among many people. I learned how to adapt to an array of personality types, accents, and customs. The lessons learned from my friendships provided me with fascinating traditions and helped to stimulate my appreciation of an enriched society.

My family tree is presented in Figure 1. My father owned an insurance agency and my mother was a schoolteacher. As well, both were counselors: my father ran encounter groups and my mother conducted holistic rebirthings. Following in the footsteps of their immigrant parents, both are entrepreneurs, as is my uncle, aunt, and many cousins. My family history is filled with those who have started their own business in order to build their own sense of freedom.

Figure 1. My Family Tree



Our historical family business was Shapiro's, the only kosher grocery store, in the center of Pikesville, Maryland. It was the last of four grocery stores that my great-grandfather Bernard, also known to me as Zaidi ("grandfather" in Yiddish), had built in Baltimore. His dream was to have one store for himself and one for each of his three children. After Bernard's death in 1981, his son-in-law, my grandfather Jerome, shared the reigns of the grocery stores with my uncle. I spent the majority of my summers with my grandfather at the store and learned to bag groceries, stock shelves, take bakery orders, wrap produce, and cut meat and fish. It was here that I was able witness my first organization, albeit, from a family perspective.

My other great-grandfather Philip, who passed away before my birth, was also a businessperson and the president of The Amalgamated Clothing Worker's of America. His influence was strong within the union and with his knowledge of industry he purchased a partnership in a clothing factory for my grandfather, Jerome. When World War II began my grandfather's factory received a government contract to produce military uniforms, while he was drafted into service. After my grandfather's military tour ended, he sold his share of the factory. The next venture he invested into was a check cashing business, which he bought from a group of pharmacists. He grew the check cashing business on the east coast and later sold it to Western Union.

Bernard and Philip were Jewish immigrants who moved to America from Eastern Europe. They were entrepreneurs and humanitarians. Although similar in many ways, the scale of their operations set them apart. Bernard lived within two miles of his own family business and walked to work, while Philip traveled over 100 miles daily to New York City in a three-piece suit with his personal bodyguard. Similar to their life style, their ideas of charity also differed in scale. Bernard funded scholarships for Jewish immigrants, gave them jobs in his store and even helped the school board during economic hardship to pay the teachers' salaries. By contrast, Philip once found a World War amputee veteran on the street and took him to the hospital to pay for prosthetic legs and subsequent medical bills. He was most notable for his contribution and charity work with world-famous Albert Einstein, Golda Mier, and David Ben-Gorian. The four worked closely and together, they brought Jewish immigrants to America.

My grandfather Jerome had the characteristics of both my great-grandfathers. He was a gentle, family-oriented man of great success, but struggled with the conflict of managing a huge operation and spending time with his family. Jerome noticed that his father was always on the road, away from his family, which included, his mother and sister. He soon wanted to find his own balance. He was surrounded by great entrepreneurial businessmen, and just like them found himself managing different types of corporations, structures and people. He learned how to balance his work and home once he started to work with his father-in-law Bernard who was home in the evening and during the holidays when it mattered most to him, while at the same time capable of operated a successful business.

My grandfather Jerome is a virtuous man whom I admire and the only person I would model my own life after. He worked hard, helped to raise a family that loved him and that he loved unconditionally; he also earned a financial fortune in his lifetime and built loyalty among his employees. My father's entire family died before he turned 25 years old. For this reason, I only grew up knowing my mother's parents. Moreover, since my father worked hard at his own business, I consider my grandfather the one male who influenced me the most while growing up.

My grandmother Miriam, wife of Jerome, also affectionately known as Bubby ("grandmother" in Yiddish), was the president of several non-profit organizations and that coupled with the grocery store made her a very popular person in the community. She knew generations of families and I never known her to forget a name or face. She was also the matriarch of our family with a keen idea for how it should function. Each Jewish celebration, including Friday night Shabbat, she used her strategic approach to keep the family in close touch with one another. In addition, her charitable contributions extended to fundraisers, and included inviting others to sit with our family during any holiday. Her house was always open to strangers and she never let anyone leave with an empty stomach. It was through her that I learned the value of family and the importance of giving to others.

In 1995, I graduated high school and moved from Baltimore to Philadelphia to start my undergraduate degree in the graphic design program at Drexel University. Like many freshman college students, it was my first time away from home. During the summer prior to the move, I prepared for this new period in my life by repeatedly thinking about my future. Those thoughts were focused on my grand illusions of propelling me into a great career. I dreamt of how I would become a great designer by working diligently while at college. My dreams extended further into my entrepreneurial spirit of owning my own business, a design studio or advertising agency.

On my very first day of class and with those dreams forged in my mind, I bounced out of bed, thirsty for information. The work was rigorous, but I was determined to be the best in my program and my ambition produced enough adrenaline to keep me going each day with only four hours of sleep. My love for learning and my goals afforded me the luxury of enduring the maximum semester allowance of 20 credits, as opposed to the required 12 credits. Eventually, the hard work paid off early. By the time I was in my junior year I had enough credits to graduate, although I did not take the opportunity to do so. With the extra credits and extra time, I began to separate myself from my graphic design classmates by taking elective classes in business (i.e., marketing, advertising, and entrepreneurship). To further separate myself from the other students, I enrolled in classes that taught the trade of animation and broadcast communications—landing myself internships at television news stations for ABC, NBC, and PBS. The entire experience was very liberating and through all of my dedication, I graduated on the Dean's list as a Cum Laude with Honors and a 3.7 GPA. After graduation in 1999, I realized that I did not want to spend the bulk of my career behind a computer monitor doing graphics any longer. I knew that I enjoyed the interaction with people and teams, and with my exposure to marketing and advertising, I looked for job positions that could teach me other aspects of the design business.

As far back as I can remember I have always been creative and interested in business. In elementary school, I traded and sold toys and candy to classmates, but by the age of 28 I had created three businesses of my own—graphic designing, event planning, and novelty photography—and consulted with seven others to get started.

In 2000 I left a start-up company that focused on toy packaging design to help another company start an interactive advertising agency. That summer on August 26, 2000, I met Melanie at her sister's wedding where I learned that she had recently moved to Los Angeles one week prior and flew back to Philadelphia to be the maid of honor. While continuing our bi-coastal relationship for 18 months, my roles had changed several times in the new start-up company. I focused on project management until 2001 and operations management until 2003 when I moved to Los Angeles to be with Melanie and managing that same company's sales office. We lived in Los Angeles from 2003 to 2005. During that time we were interested in reducing our living expenses and as a result were hired as apartment managers to a 20 unit building. The second bedroom to our new apartment functioned as my remote office for my fulltime job headquartered in Philadelphia and with the help of Melanie I was able to conduct the apartment management part-time without any conflict in performance.

In 2005, Melanie was accepted into 9 of the 11 schools to which she applied, including Penn Law. We decided to move back to Philadelphia because she wanted to have the benefit of an Ivy League education. We immediately started looking for an apartment building to purchase and acquired our four unit property in 2005 in University City.

After five years in agency life, I started to question the direction of my career. I wanted a job that utilized my background in graphic design and business, but most importantly, I wanted to find my life balance. I felt burned out, unhealthy, and my personal relationships suffering. In the agency world, many long hours and deadlines were a part of the culture. Further, it was very volatile because clients were constantly moving their accounts to other agencies. Employees were uneasy because a layoff could result from losing a client. Therefore, I left the start-up company environment to work for my first large organization: the Wharton School of the University of Pennsylvania.

In 2005, shortly after the purchase of our property, I changed jobs to be closer to our investment and Melanie while she studied law on campus. My job concerns the design and special projects produced in Wharton's fundraising and alumni affairs office. I coordinate and direct a wide array of print and online marketing communications. This includes the overseeing of designers, printers, video producers, and other specialty trades to create materials used to assist our gift officers to raise money or comparable collateral. Other responsibilities include the management or creation of visual material such as plaques, portrait paintings, and videos thanking the donor for their donation. Lastly, I support the needs of the Dean and Associate Dean within the same creative guidelines.

The fundraising office at the Wharton School afforded me the chance to change my habits and regain my equilibrium. The new job provided opportunities for new training, and for Penn educational benefits. The tuition benefit was greatly appreciated because I wanted to earn an advanced degree and this was the appropriate time in my life. My goal was to earn a degree that would allow me to propel myself into a better professional situation. By evaluating all of the graduate programs available, it did not take me long to find the Organization Dynamics program which had all of the components of leadership, management, and organizational behavior that I had in mind for my career development.

In 2005, I learned about the Organizational Dynamics program within my first month at the university through two colleagues and had my first class in January of

2006, six months after being hired. I was impressed by the caliber of diverse students. Not only was I attracted to the intellectual rigor and classroom experiences, the network of professionals also helped my decision to apply. I was eager to gain an academic perspective on leadership and management since I had limited academic knowledge of this domain. The combination of advanced leadership skills and the accessibility to the faculty and professional students—some of which were vice presidents, senior managers, and business owners—was a large part of why I wanted to be a part of the program. Compared to other programs I researched, such as Wharton's MBA and certificate programs, the Graduate School of Education, and the Liberal Arts program, the interaction in small classes was unique and essential to the learning experience. In addition, there were career-networking opportunities because of the students came from prestigious companies such as GlaxoSmithKline, Merck, Novartis, Vanguard, Comcast, and IBM.

The structure of the program allowed students the opportunity to discuss class work and life events prior to class at dinner. It was a chance to meet with others, discuss class lessons and deepen peer relationships. Not only was this program sensitive to the student and their learning preferences, it also encouraged individuals to apply classroom learning immediately where possible. It was common for the lessons within a class to address problems in a work or life situation. In October 2006, I proposed to Melanie while I was a student in the Organizational Dynamics program. I planned the occasion with my classmates outside of class during our dinner. We devised a plan to give Melanie an unforgettable proposal (see Appendix A).

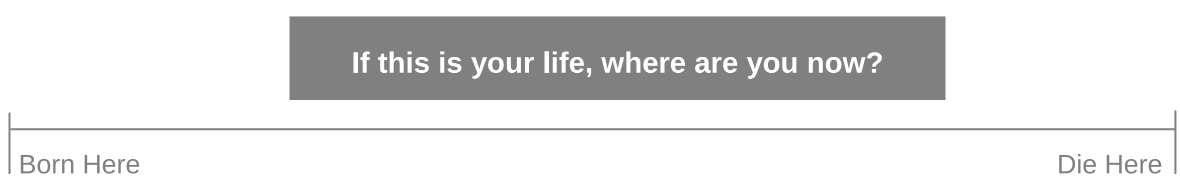
In 2007, Melanie graduated and earned her degree. At the end of the summer she started work at Wolf Block as a real estate lawyer. Her knowledge of contracts and analytical skills help us structure tenant and vendor agreements in our business. Nine months later, on February 16, 2008, we were married. Two months later, we bought our second house as our main residence in the next consecutive block to our first property, which we renovated ourselves with minimal contractors.

CHAPTER 3

THE INFLUENCE OF FAMILY IN LEADERSHIP

DYNM 683: Organizational Experience: Self, Role, and Expectations was perhaps a culmination of everything I had learned in the program, and the one that really helped make sense of my reasons for my interest in the Organizational Dynamics program. Taught by Jim Larkin (see Appendix B), the premise of the class was to see our lives as a timeline. We were to think of our own life from a starting point or birth, all the way through to the point in the end or death. The question posed to us by the professor was, “Where are you now?” Then, he asked, “Are you exactly where you thought you would be at this stage in your life [or age]? If not, why? And, what are you going to do about now?” (see Figure 2). These were rhetorical questions, but our task was to answer them in some form by the end of the semester. The assigned materials throughout the term offered examples that we could draw from in order to understand our individual purpose. The events within the classroom were designed to help us answer those questions in the final paper.

Figure 2. Life as a Timeline



In order to answer these questions, the structure of the class was set up so that we were assigned to read a book and view films each week. Our professor’s goal was to expose the class to different aspects of history and the lives of others through biographies and fictional characters (see Appendix C). It was a method of teaching what we were missing.

For example, we read *A Beautiful Mind*, by Sylvia Nasar (1998). The class discussed the essence of the book, especially how it's meaning aligned with our own values. The main character, John Nash, was a mathematics genius with a passion to be better than the rest of the world. He believed that his life's work was important and every waking moment was devoted to it. His wife stood by him despite his development of schizophrenia, which produced family neglect, work obsessions and repeated breakdowns. She loved him for his ideas and wit, but most importantly there was an unconditional love. Although the world sees Nash as an intellectual mastermind, if it were not for his wife pushing and supporting him to follow his passions, he could have been lost and without a marriage that survived. However, he did survive and won the Nobel Memorial Prize in Economic Sciences (1994) for the Nash Equilibrium used in economics and modeling.

After the class read this book, we spent three hours debating our different points of view and sharing stories about the parallels within our own lives. We discussed what attributes lead Nash to greatness and how he became successful despite his illness and other downfalls. Some of my classmates identified with Nash's story because of personal similarities, while other students found nothing. The outcome of this session was exactly what the professor had planned. The point was to appreciate to the interesting deliberations spawned by the inclusive sharing, comparing and contrasting personal memories, which helps each person to realize his or her own paths in life.

One in-class assignment was to take a piece of string and representing our lifeline (see Figure 2). We were asked to hang ornaments onto it, each representing a significant milestone. We put as many ornaments as needed to tell our own story. Each person took a turn presenting to the class his or her timeline. One classmate discussed his journey as a young boy and the time when he discovered his preference of sexual orientation. Another person talked about a significant death that was difficult to deal with, while someone else discussed the adoption of her child and the rejection she received from the family. Someone else explained that her parents were disappointed in her because she was not married or dating within her ethnicity. In contrast to some taboo subjects, others talked about their family ties, their children, their religion or their careers. It was an eye-opening experience to be a part of this exercise and it helped us all by showing that we are not alone with our problems. We learned that problems are a common fact of life and that sometimes the next person has to deal with much worse.

The exercise made the class bond because while we know the events that have occurred in our life we rarely stop to think about them or are permitted into the lives of others. Our status depends on an accumulation of factors, yet we tend to forget or move on once we reach our goal or deal with certain hardships. It was a good journey and having the professor ask how we arrived at our current state was a necessary technique to get us thinking about and recall memories of our lives. We learned the value of sitting down with an old photograph album to remember a favorite article of clothing, friends, or the fashion trend of the time. This is exactly what this class aimed to achieve, the wakefulness of our memory [is] something that modern conceptions of leadership fail to include (Kaplan & Kaiser, 2002; 2003).

DYNM 683 is a classic approach to teaching current or prospective managers how to understand themselves and to learn what their personal values represent (see Appendix D). The provided opportunity to re-examine my past and take an introspected view at our ingredients helped to answer, “Who I am?” and, “Why I am a certain way?” The reading assignments provided examples of how others have dealt with challenges in their lives. By forcing the class to compare their own morals and principles to those of others, the professor was able to create a safe environment of openness and support. As those walls were broken-down, we learned from the experiences and reflections of each other. Prior to entering Organizational Dynamics, I had limited management experience. I always thought I was a good people-person with a decent judge of character. It did not take long to understand that management is a competency and learning more about this was a major part of why I wanted to be in this program. I believe we cannot lead others without truly understanding ourselves, which is the premise of Dr. Larkin’s class on leadership. In an attempt to understand ourselves, we were given the challenge to dig deep into our past to discover things we lost, forgotten, or did not know. We were dared to “shake things up” to see what “falls out.” We were encouraged to ask questions about things we never understood regarding the politics within our families and friendships. The class helped me to recognize complacency and to try new regimens to create an unusual outcome.

The professor wanted us to question our contentment and build new foundations for a different learning experience. This philosophy inspired me and it did not take long before I was making arrangements to visit my hometown, leaving voice messages for my grandfather to call me, or discussing the premise of my new class with my wife and in-laws. My intentions were to connect with these people and find a common denominator that allowed me to link their influences to my life.

After contacting relatives to learn more about my family, I started to become devoted to discovering family secrets. When first exposed, I was too young to understand many of the stories, but it was as if floodgates had opened and everything was spilling out. I learned many things within my family history, such as hardship and deceit, as well as good times and charitable acts. This inquiry gave me a better understanding of my great-grandfathers and their roles in their respective communities. I went to my childhood home and spent time looking through my old clothes, photos, toys, and letters. I saw the paintings that my mother created and remembered the day we took turns working on one together. One important memory that I recaptured was my grandmother’s Shabbat dinners. She used our Jewish tradition and faith to unite our family every week including all other holidays throughout the year. Our family grew and expanded partly because of her generosity and love. Her heart was big and she followed the Jewish prescription of inviting friends and strangers to share our meal, especially if they were alone or visiting from out of town. Through this example, I was able to experience charitable giving first hand. She took pride in the appreciation given to her by those she helped.

In an attempt to gain a perspective of why I have adopted certain values, I discussed them with my parents and grandparents at length. I also contacted my siblings to investigate their perceptions of me while growing up. By the end of this exercise, my confidence and pride in my family had changed my perspective because of the struggles and successes they overcame. I began to see that my obstacles seemed minor compared to what they had to endure to make an easier path for me.

At the end of this class, I was able to write an important term paper. My intention was to create a primer for my own future children that would help them understand some of the events and experiences that shaped me. Written to help them to understand the social environment into which they were born into, the paper was not a family tree, but rather a document of lineage. I hope they too can better understand the things I discovered along my journey. The document also acted as a supplemental appendix to our family tree, helping other family members to develop their sense of identity and explain pieces of their own character.

The lessons from this class helped me explore observations and patterns that I have noticed within my family throughout the past four generations. I started by comparing and contrasting my two great-grandfathers from my mother's side because of their similarity and differences. In my family, we frequently talked about these two great men because of their finesse and energy. This leadership paper connected my own values to theirs and helped me articulate how the decisions of my ancestors have affected me. Through the prism of our class materials and discussion and my searches, I learned how the actions of individual family leaders can help shape the actions of other family members, later in life.

I have discovered that I come from a long line of people who are full of integrity, dignity, and entrepreneurial spirit. Their endurance for risk is high and I feel their fortitude engrained in me every day. That strength coupled with the new values in my nuptials will continue to build a legacy for our future family. My history reflects the success of community leaders, men and women who have had strong relationships with various social and ethnic groups. Because of them, I strive to be a person of high standards and morals, and my will is to infuse those traits through my own examples within the next generation. There have also been poor, self-serving, and complicated actions within my family. It is important to note that I have also learned from those scenarios as well. It is through the comparison of positive and negative events that enables me to understand right from wrong.

The class material helped me to reflect on historical events, cultural issues, psychological pain, and different life situations. As a whole, the class discussions helped me to understand my own path and internal conflict. From the stories told in the assigned books, movies and class discussions, I was able to draw parallels within my own family tree. I learned more about my family values and loyalty to friends. My meaning in life became clearer and I certainly deepened my relationships with parents, siblings, and my wife. By learning about characteristics of leadership through the examples in the class material and looking inward at family, and myself I have the feeling of being a more complete person. My mindset shifted to observing the tasks around me and evaluating their impact. Along with my attitude toward people and my projects, there is a new dimension to management that I had not experienced before.

Through the class discussions and outside discussion, I learned that the majority of the students in the class had a similar discovery experience to mine. As a whole, the members became close to one another because of the personal stories we told about our lives. There was also mention from several people during class that they had a transformational experience.

The Stanford psychologist Carol Dweck conducted a study on intelligence and talent (Rae-Dupree, 2008). She reported that people with a growth mind-set, those who believe their own abilities can expand over time, prove to be most innovative over time compared to those who believe they are born with talent and do not need to nurture it. Her research addressed creativity in the leadership at companies such as General Electric, IBM, and Xerox who have nurtured teamwork and rewarded individual genius. She makes a profound statement:

> Society is obsessed with the idea of talent and genius and people who are ‘naturals’ with innate ability…People who believe in the power of talent tend not to fulfill their potential because they are so concerned with looking smart and not making mistakes. But people who believe that talent can be developed are the ones who really push, stretch, confront their own mistakes and learn from them. (New York Times Business section, 2008, pg. 3)

If nothing else, Professor Larkin’s class taught me introspection and how to nurture my ability to lead, whether it is within me or if it must be found.

CHAPTER 4

BONDING OF TEAM ENTHUSIASM

To illustrate how I evolved as a team member in the summer of 2006, I discuss DYNM 637: Coaching and Facilitating Teams, taught by Professor Bill Wilkinsky. This class taught theories and models for a work-related project when performed by a team. Through the technique of role-playing, the class formed teams and dealt with actual issues that arise within a project. I discuss the important lessons learned and how I applied them within my work environment and personal life.

In the Alumni Affairs department at the Wharton School, I work in an environment that uses committees to plan, organize and execute nearly every project. Each project is unusual and requires a different set of people. I manage a portfolio of projects, each with personalities and internal politics requiring strict timelines.

The objective of DYNM 637: Coaching and Facilitating Teams was to study the specific roles and responsibilities of each member in a team and to evolve into a high performing team by the end of the semester. To do this the lessons focused on building synergies that allowed the separate members to function as a cohesive unit. By critically analyzing the anatomy of our team, we were able to anticipate certain scenarios such as someone forgetting to complete a task. This exercise was important because we quickly learned that each situation is unique, it is very difficult to anticipate all circumstances, and there are instances when an entire team is wrong about its assumptions. Wilkinsky also stated that it was entirely plausible that the teams would not become high performing, since not every team achieves this status. However, the classroom activities assigned were to assist in achieving that objective.

The instructions given to the class on the first day were to divide ourselves into two teams. These teams were to be permanent for the remainder of the semester. There were no other instructions and our class could use whatever method we wanted to arrange membership. Professor Wilkinsky said that this process could have taken several minutes or all evening and he would have allowed it, but after about 30 minutes, we made our choices. Some may have joined by default, but I wanted to be with Mark and Sara because they were vice presidents at Penn, they had significant influence within the fundraising office, I wanted the benefit of deepening a relationship with these two individuals and I hoped they could help my career. My second priority was to find other people to complete the team. Although my personal goals of developing a relationship with two specific individuals were shameless, it worked out in the end. Not only did I fulfill my goal of learning from them, I formed relationships with four others in the process.

Early in the term, our team was instructed to discuss the type of elements that would be essential to a high performing team, solely based on our own experiences. By the end of our talk, we came to an agreement that accountability and a strong project management process were the necessary ingredients for a successful team. Together, we also decided that each person’s role is of equal importance because it was essential for us to operate as a unit.

The first classroom activity was the Murder Mystery in which we were to figure out “Who Done It?” Each team member had a sheet of paper with details and together we were supposed to compare our clues to narrow down the possibilities and finally decide on the culprit. There was competition between our team members because all of us wanted to answer the riddle correctly. The clues consumed us to the point that when we realized our sheets of paper had different clues, we were still debating over which one of us was right.

We realized that we constantly interrupted each other during the activity and did not listen to the other person's point of view. Once we realized that each of us had different clues, we still failed to develop a process to ensure that we were using them all. Even as another student and I were walking together after class, we were still arguing over the activity. I was convinced that she was wrong and I was right. We had to wait for the next week of class to get the real answer. That next week, when the activity was over, we learned the other student was correct. I wondered why I did not listen to her.

In order to measure the progression of our team, we used the Tuckman and Jensen (1977) model. The first stage, Forming, refers to the group members getting to know one another. As predicted we were polite and avoided conflict in order to create a good first impression. The Storming stage occurs when members of the team begin to feel comfortable and leadership begins to emerge. Competition between members becomes apparent and there is a sense of battling for the top position, which occurred within our group. If a team can move beyond this point into the Norming stage, members will find their roles and accept the hierarchy for the moment, which also occurred. Assuming that the process does not go backwards, Performing is the next stage; however, teams do not always reach this point. For example, if a member leaves the team or a new member joins at the Norming stage, the process can revert to Forming or Storming again. At the Performing stage, the team peaks and maximum production equals high performance. This is what all teams aim to achieve. The Adjourning stage is when the team ends its relationship and each member acknowledges the departure. An example of Adjourning might be a ceremony, celebratory dinner, a gift of appreciation, or something in writing that signifies the end of the relationship.

We also examined Wilfred Bion's (1961) theory on the Tavistock model and J.R. Gibb's (1978) TORI model—which also suggests stages—but the Tuckman and Jensen model resonated with the group because our relationship closely identified with the model's outlined stages (see Appendix D).

Bion's (1961) argued that a group will experience five stages as they work toward their result: Dependency, Fight/Flight, Pairing, Work, and Oneness. The main premise behind this model is that members depend on the strongest, most productive person to pilot them in the completion of their mission. This person will become the group's leader. The Tavistock model explains that a group consists of unconscious wishes, fears, defenses, and by default the strongest, most boisterous and outspoken member rises to the position of leader. Although this leader may be effective in their role, it is important to note that the membership may not necessarily favor the techniques used to accomplish the group's goal. Furthermore, when members depend on a leader for guidance, but do not receive proper directions they will start to feel misguided and turn against the leader causing counter-dependence, otherwise known as Fight or Flight. This will begin the cyclical process for the new strongest person to take charge and conflict will occur within the group in order to sift out the next one to assume this leadership role. It is common that the members act out of character at this point. Signs of stupidity, incompetence, or psychotic episodes will begin to show until repossession and the stronger leader emerges to instruct and direct toward the completion of their tasks. As members compete for the top role, similar characteristics start to emerge in the individuals. As they recognize one another's magnetisms, they will gravitate toward friendly bonds and Pairing will begin to take place. Next, the group will begin to function. As more trial and tribulations occur, the issues will eventually iron themselves out. In other words, the conflict helps the group to complete the Work. When the group finally reaches a point that is all encompassing, they will experience the effective leader performance, acquaintances matching themselves with equals, and the tasks are efficiently completed. This is what Pierre Turquet (1974) refers to as Oneness, adding to Bion's theory (Lipgar & Pines, 2003). Our team did not identify with this model because we were able to work out the issues amongst us and avoid issues such as the Fight or Flight stage. We also wanted the pleasure of Adjourning at the end of the semester.

Gibb's (1978) TORI model discusses core values of facilitative leadership. TORI is an acronym for Trust, Openness, Realization, and Interdependence, the four proposed stages that a group will experience (Gibb, 1978). The underlying assumption is that the leader has a mutual understanding with the team and the members have respect for the one another. This is more of a social model for involvement and the idea is that the group appreciates the leader's gesture because they feel equal and the individuals do not have to search for their match. Gibb argued that the individual enjoys his or her responsibility and accountability for his role because there is more trust built between him or her and the leader. More importantly, the group enjoys the faith that the leader displays and there is a natural embrace within the unit. In contrast to the Tavistock model, instead of members assuming their roles, the TORI model has concerns. The social system created on Trust, is the first concern in this model because rapport is essential in this stage for success. Trust concerns acceptance and membership. Acceptance deals with the individual. Membership concerns the group. Both evolve simultaneously and each adjusts to the comfort level of the other. When this takes place the individual deals with their own internal battles, as does the group. Once both have overcome the internal fears of apprehension, subconsciously the individual experiences acceptance into the group and the group accepts the individual–together they progress. When the acceptance and membership overcome their internal issues, they progress together with a stronger bond (Dimock, 1987).

Although the Tavistock and TORI models are valuable to understand for purposes of learning, our team identified with the outlined stages within the Tuckman and Jensen model. To determine which model to use, we discussed the affects of each stage and how they applied. We evaluated our team progress by comparing our behavior to past exercises. We concluded that we had Formed and Stormed. The Tuckman and Jensen model was a more accurate definition for our experiences and the other two models did not align as precisely.

Classroom activities such as the Murder Mystery tested our ability to complete a task and the outcome allowed us to reassess our pre-determined assumptions. Although we agreed on rules for our team, the members thought that these needed modification in order to propel the team to high performing status. We established the rules noted in Table 1.

Table 1. Team Rules for Achieving High Performance in DYNM 637

1. Listen with consideration and respect
2. Develop strategy/game plan/agenda for each task
3. Leverage the strengths of each member
4. Accountability/Responsibility for your actions
5. Adaptability/Flexibility

In addition to our rules, the team discussed how to maintain our mission of superior productivity (Pfeiffer, 1988). Another class activity similar to the Murder Mystery helped us communicate, but as Tuckman and Jensen (1977) suggests, we were still being polite by avoiding feelings (Norming). The group was conscious of, and wanted to avoid potential conflict since we were just getting to know one another. At this stage, people did not want to overstep their boundaries by upsetting other members. I noticed that by the forth week, the members in the team started to feel more comfortable with one another and the politeness started to fade. As the model outlined, members finally began to feel more comfortable with the group and, therefore, did not hold emotion or aggression. We began to enter the Storming stage of our development.

By the time our team started the Norming phase, our team-appointed observer noticed we interrupted each other, and suggested that we might have a deeper issue driven by race or gender. Shock overcame the team by this suggestion. Although we agreed his observation could possibly be valid on a subconscious level, we concluded that it was an over-analysis. To avoid conflict and to keep the synergy, we expressed appreciation for his advice. We were also careful from that point, not to disregard his comment as untrue. In addition, the outrage of the possibility of the race/gender comment prompted all of us to stay after class and address other possibilities for hidden issues. By talking about our feelings together, we discovered that we were still not listening to one another during the activities.

From that point, we agreed that we needed more time together as a team. To remedy this, we met for dinner before each class to decompress from the day, which allowed us to get to know one another on a more personal level. The intended idea of our getting together was to learn more about each other and help us into the next stage of the model. As a team, we took interest in each other's personal life, such as work related issues or organizational politics. We offered advice and ideas to each other as a result. In fact, it was at dinner one night that my team helped me devise an elaborate plan to successfully propose marriage to my wife. Friends and family still talk about this because of its unusual nature and creative appeal (see Appendix A).

There was another instance when someone from the team observed competition between Sara, the vice president, and me. Although I was completely unaware, the group discussed and decided that this tension had everything to do with our ambitious personalities and our inherent "get it done" attitude. The two of us were now open to accepting this commentary from the team since we had worked so many other issues prior to this. After all, our goal was to continually fix the problems within the team and improve so that we can move on to Performing. Had we not put the time into maintaining our team, this competitive problem could have been a detrimental conflict; blocking us from progress and reverting to a prior stage, which is something that can occur in all three models (see Figure 2).

The feedback I received from the team about my competitive streak was valuable. I felt a sense of humility my team announced this. It was something I discounted, because I thought that I was contributing. Since the teammate with whom I was being combative was a vice president of a very prestigious global organization, I decided to stop the competition. Besides, the point of my wanting to be on the team with her was my initial desire to learn from her. I realized that I was trying too hard to show how competent I was in my young age. I was eager to demonstrate my perceived leadership abilities from my experience only to find out that I could not compare. Her corporate training and years of dealing with employee issues trumped any dealings I might have faced in my limited knowledge of small business.

The criticism, though constructive, was humbling and it helped that our group had already evaluated other team models. In *Lasting Leadership*, Pandya and Shell (2005) studied 25 top business people. They reported that those who are determined to become influential business leaders can benefit from studying other leaders. Through observation they make can compare their attributes to other leaders. It was clear that my teammate had more experience than me and it was only to my benefit to observe any techniques she might have to teach. The exchange between my team and me was insightful because I realized the importance of listening to them, rather than always trying to lead them. After that incident, the team decided to revisit the rules to discuss better processes for handling future problems such as this.

There was a required all-day Saturday retreat for our class. The first activity was to go on a scavenger hunt. The rules stated that we had to find everything on our list and that we could not split-up the tasks--we had to go everywhere as a group. As our team strode along the promenade of Locust Walk, I pointed to a broken brick in the middle of the lawn and said, “We could use that.” The task was to collect symbols relating to ten questions given to us by our professor and at this point, we only had nine. We needed one more item to complete our task, and only four minutes remained. This item was the most important because it was to be the symbol to represent our tea, something all of us could relate to and would solidify our experience. One student promptly ran over to the mangled stone and his face lit up like a light bulb. Excitedly, he blurted out the following:

> Check this out. Here is a brick, right? Remember when the other team gave us that negative feedback from the interviews, saying that we are all over the place and we don’t respect each other, and all that other mumbo-jumbo? Well here’s what I’m thinkin’, since we don’t agree with that at all, this is the perfect symbol! All right, hear me out, this is a brick – by itself, it is an individual, like one of us, but when many bricks are put together, it becomes a strong structure. Our name should be Brickhouse!

“Perfect!” we all agreed. This simple man-made item truly symbolized our experience as well as our feelings toward our progress. Our team formed a sincere bond because of this exercise and by the end of the day, we finally felt comfortable sharing our feelings with one another.

To bring closure to this particular task we had to present our symbols from the scavenger hunt to the other team. This last part of the exercise truly brought us full circle because this task helped us share an identity. The planning of this presentation proved that we arrived at our high performing goal. Not only did we plan and present effectively, we included entertainment by playing and dancing to our theme song, “Brickhouse,” by The Commodores. Now we had a physical brick as a symbol, a theme song, and a name to unify our team.

The final stage was Adjourning; when the team ends. We emailed each other with final praises. One member felt so overjoyed with her personal progress that she proactively sent the group a touching complimentary message about her experience with us. This prompted replies from all the members saying that we had the same feelings as she and thanked her for initiating the Adjourning process with those thoughts. Adjourning was difficult because we had come so far with one another. Not only did I form a closer relationship with the two vice presidents on my team, I learned about what is important to them in their personal lives. One of them is now a mentor; we meet for coffee on a regular basis to talk about our families, our work, and other facets of our lives. The other, as it turns out, has a seat on the same Board as my mother-in-law at Children’s Hospital of Philadelphia (CHOP) and I am kept apprised of her accomplishments through their relationship.

By the end of the term, we evolved into a high performing team (see Table 1), but it took some time and patience. The various activities throughout the semester required each of us to articulate our feelings and thoughts about the others in the group using a non-threatening process facilitated by the exercises assigned by Professor Wilkinsky. It allowed us to collect specific data about ourselves by safely soliciting commentary from the other members. This was done after a conflict or a realization. After these activities, we discussed the importance of the information collected about each one of us. It was common for some people to experience hurtful comments from others, but for the most part the activities served as another platform to build strength within the team. This was how we conducted maintenance on the team and re-evaluated our rules.

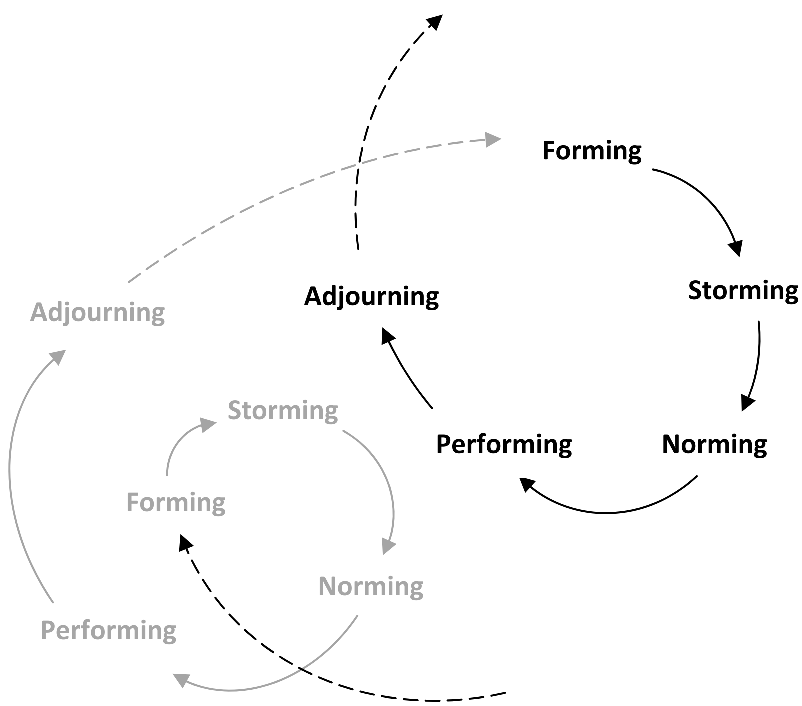
The purpose of this class was to study the roles of the individuals in a dynamic team and determined where each person’s abilities work best for the group. This proved valuable to my teammates because it was a chance for each person to explore himself or herself and receive open, honest, and constructive feedback from other team members. Team leaders are best distinguished by their attitude and what they do not do (Katzenback & Smith, 2003). Not only did I learn valuable lessons about team work that I could use in my career, I was able to apply them immediately after each class. By meeting with my team for dinner before class, we were able to share personal stories and discuss things that fell outside of our class work. Based on my personal experience of being on many different teams throughout my career, this was something my teams have not had the luxury of doing. This positively affected our team in a way that helped us meet our goals.

Teams Have Cycles

After reading the class assigned materials, I realized that this class provided me with a case study of the process that one experiences. We moved through every stage in the Tuckman and Jensen (1977) model - Forming, Storming, Norming, Performing, and Adjourning. Our consciousness of the stages may have helped the situation and we certainly encountered the issues that other teams may go through. From the conflicts to the selection of roles, maintenance and rule making, realized the pressures and responsibilities that accompany other high performing groups.

As a team, we experienced emotional duress on an individual and team level. It was fascinating to evaluate the process of our development when one team member returned to the group after a hiatus of several weeks. This time we were familiar with the stages and we could understand the cycles we were experiencing. In our case, the team member returning from time away was present for forming and inserted himself when the group was at the Performing stage. Therefore, when he re-entered we had to quickly storm and norm in order to perform for our last task (see Figure 2).

Figure 3. Tuckman and Jensen (1977) Model Applied to DYNM 637



We had the opportunity to be part of a team from start to completion of an assigned task. For example, at some point during the semester all of our members had to travel at least once for their respective jobs. When those team members returned, they were in effect, re-inserted into the process and the group had to decide how to include the new person. We had to learn how to perform despite the lack of continuity. This is what Jones (1974) refers to as the simultaneous, person-relations and task-functions stage. He states that group development is sequential and developmental. As a group, we were willing to over compensate when someone was absent.

Although redundancy was not a conscious decision, it played a big part in our team's progress. Each team member had his or her own perception of the task. We eventually slowed our pace to share these opinions, which created a check and balance to make sure we completed the important things. The overlapping of roles allowed the team to compare notes and discuss the differences, which seemed to work well for us because it allowed the team to talk openly and work out problems. Since we did not assign a dedicated project management role, redundancy allowed us to assess our situation and balance the understanding between each other.

I learned a lot about myself during this course in the class exercises. I had to modify my leadership approach in order to accommodate the feelings of others. Sometimes I can be very direct and it seemed to make people feel uneasy. I now realize that I can be over-bearing at times, which does not make for a positive collaborative experience. This lesson was paramount for me since it assisted me in my quest to become a better leader. I learned that we often distort our own perception about ourselves. One measure of personal development is when we recognize this (Pfeifer, 1988). My team helped me penetrate that barrier and I feel that I will be a better leader because of them.

<u>Facilitation Versus Leading</u>

One of the most valuable lessons learned from this class and its subsequent activities regarding leadership is the difference between facilitating and leading a team. Facilitator and leader refer to the style or preference of the person in charge of the team. I tend to associate Bion's (1961) model with the title of leader because he argues that the strongest, boisterous and out most spoken among the group may assume authority to lead the rest. I equate Gibb's TORI (1972) model with facilitator because the group consensus is important to the team's performance and their input is valuable to the final outcome. I experienced that no matter the preferred method, the person in charge may not always be consistent. Our team and its leadership favored the Tuckman and Jensen (1977) model, and there were times when the person in charge had to make split decisions forcing that person to dictate orders to the group.

The person in charge may change style depending on the situation, so the techniques of facilitator and leader may be interchanged. Effective leaders must possess a number of sometimes seemingly contradictory qualities and skill sets (Kaplan and Robert, 2002; 2003), such as integrity and humility or assertiveness and a sense of humor. However, within our team we noticed that it is possible that a person can alternate from facilitator to the leader, depending on the nature of the issue (e.g., time to complete a project, to resolve conflict within the team, political mandates from executives, etc.) Regardless of a person's style, he or she must be sensitive to politics [within the team, as well as the larger organization] and maintain the capacity to learn and prepare for new challenges (McClendon & Catanese, 1996) in order to nurture a high performing team.

The role of facilitator tends to lend an air of camaraderie throughout the team's relationship. In exchange, the team tends to be more involved because their hearts and minds are a part of the solutions. For example, the facilitator may ask what the group thinks about moving in a certain direction rather than telling them what to think about it. The group has the opportunity to point out the positive or negative affects involved with the decision and the facilitator can learn from the knowledge of the entity. The facilitator encourages discussions and assumes the role of a motivator by asking follow-up questions to comments made by individuals Lieberman, Yalom, and Miles (1973) suggested the characteristics presented in Table 3.

Table 2. Characteristics of a Team Facilitator

Basic Facilitator Functions and Inclusive Behaviors

	FUNCTIONS			
	Emotional	Caring	Meaning Attribution	Executive Function
BEHAVIORS	Challenging	Accepting	Reflecting	Gatekeeping
	Confronting	Understanding	Interpreting	Setting standards
	Releasing strong emotion	Supporting	Explaining	Giving directions
	Intrusive modeling	Modeling warmth	Labeling	Blocking
	Catalyzing interaction	Developing intimate relationships	Linking	Directing traffic

(Lieberman, Yalom, & Miles, 1973)

The role of the leader is to delegate to the team members directions rather than to ask for much input from the team. The team that reports to this person usually has difficulty with expressing thoughts and objections because feedback is not a routine in this person's style. However, someone who prefers the style of a leader does not necessarily mean that his or her team operates inefficiently. This may work for both the leader and the team, and if the unit is highly performing then this is the chemistry unique to the group (Bion, 1961).

The comparison and contrast of the facilitator and leader was very useful to my development because I had not understood the nuances involved with this position (see Appendix E). It certainly did not take long for me to understand the differences between the two styles, but the lesson itself was monumental because it changed my perception of how I prefer to manage people and how people prefer to be managed. I also learned that my leadership skills were not as strong as I thought. It was more exhilarating and advantageous for me to learn from a proven leader. Other factors contributing to my leadership development involved topics regarding race, gender, religion, listening to others, and the grouping of similar people—affinity groups.

CHAPTER 5

LEARNINGS FROM CHANGE PROJECTS

I completed in the fall semester of 2006, DYNM 622: Building Effective Organizations: Getting Things Done, taught by Professor Alan Barstow. This class focused on the steps for defining the problems within an organization, as well as the process for redesigning an organization effectively. By learning the concepts of organizational planning, decision-making, and action planning each student was able to carry out his or her own change project. The objective of the change project was to gain knowledge of ideas and themes by trying to apply them. The requirements of this project were to focus on any organization in which we had an affiliation and create a proposal for altering or changing something within the political structure with the intention of improving the process. The goal of Professor Barstow was to give us the experience of interaction with other managers, colleagues, or high-level managers, as well as suppliers or customers. We were to choose an issue in which we did not have an answer or solution, and devise a plan for exploring a possible outcome. He emphasized that he wanted this class to be about doing something, rather than merely writing about doing something. The interim paper was to be an outline of the action plan for achieving change in our organization. The final paper was about the outcome of the project, our experience while working on it, and our take-away lessons.

In 2005 at the Wharton School, I was initially hired to manage the 80 plus regional alumni clubs based in the United States and abroad. Although my role has changed to encompass more responsibility within the Alumni Affairs department, I have examined independent alumni organizations and helped our own constituents strengthen the School's brand globally. I am also a member of the Board of Directors of the Alumni Advocates at my alma mater at Drexel University. Since my problem was that I was not happy with its progress in the last year, I chose to conduct my change project on this group.

The Alumni Advocates Board was comprised of various alumni from Drexel's Westphal School of Media Arts and Design. This group started more than two decades prior to my joining and some of the original people were still there. The Advocates represented an organization of the Westphal School for alumni to join, but I defined their problem as they did not know how to relate to the current students. Further, since they had not captured the attention of the current student body within the last decade, they had lost valuable momentum. The meetings were always the same format yet; we were supposed to plan functions to attract new alumni in hopes of building the organization for the future. Sadly, this group could not make things work and a successful event had yet to be realized.

Through the help of this class, I attempted to break the frame in which the Alumni Advocates Board operated. I wanted to help it progress into something that was more meaningful to the current students and other alumni. After long hours of political battles, research, and conversations, I devised a written plan based on my expertise of alumni clubs that could help the Advocates. The class acted as a consulting group for each student's project so, I presented my initial plan. Our assignment for each consulting sessions was to prepare questions and solicit constructive feedback.

After the class made suggestions about my plan, I was excited to prepare for the coming meeting with the intention of breaking the mundane agenda that was reused at each meeting. It must have been fortuitous of me because I stopped attending meetings months before this class, due to the lack of progress. Each meeting always started at the same time with the same agenda, borrowed from the prior year. It troubled me that the President never updated it. When I returned to the meetings with the purpose of changing its process, not surprising, the format was still the same as the last meeting—nine months prior. We started with approving the minutes and the President asked if any changes were required. The next item was a review of our budget, which was always in the low hundreds of dollars. As we proceeded to work our way down the agenda, I gave my first simple frame-breaking question: “Have we ever discussed meeting on a different day or time? Does our current day or time work for everyone’s schedules?”

My inquiry created the outcome that I had hoped. The meeting took a detour and for the first time people who rarely spoke in the meetings had things to say. Surprisingly, these two simple questions sparked a debate and people began to discuss the time constraints of the meeting, which was every first Monday of the month at 5:00 p.m. As I suspected, board members started to point out that this time was to close to rush hour. In addition, they expressed their disapproval of having to leave their jobs early in order to make it there in time. This may have been the first time the President of the Advocates ever heard these concerns.

This was a good first attempt because breaking a frame in a political environment such as this is difficult, takes planning, and peer collaboration. In this case, I had my class to help with the type of questions to ask. I discovered that the act of attempting to change a process involves a responsibility to solve the problem, not only to define it. At the very least, if the answer is not apparent, then an action plan for reaching an answer must be intact or the repercussions could be devastating, such as immediate job termination. Above all, I broke my own frame by acting in a way that was outside of my typical comfort. Instead, I focused on building interest and performance within the group by engaging them.

Through my best attempt at facilitation, those typically without a voice in the Advocates meetings participated in this conversation. I simply targeted someone in the group who was quiet and asked, “What do you think?” I diverted the attention of the others to that person and made sure they had a chance to explain their feelings. If their comment was not clear, I simply asked them to expand on what they were saying. I asked for examples of a time when something happened or I asked the group if they could help articulate this person’s feelings. Then, I would ask the original person if that was what they were trying to say. The role of the facilitator is to keep the topic focused and not allow unhelpful new issues to enter the conversation. To do this, I asked those who interrupted to let the original person finish and to write down the comment so they did not forget it. I made sure to revisit that interrupting person and their comment. This helped the original person talk more freely and comfortably. After the meeting, several members told me that they really appreciated how I involved them in the conversations.

Through the help of my DYNM 622 class, I have a new way of addressing topics within a group. For example, when I now solicit feedback I allow the group more time to arrive at the answer through a technique called Appreciative Inquiry (Whitney & Trosten-Bloom, 2003). I also feel comfortable letting the problems or questions arise amongst the group and my role is to encourage discussions, rather than attempting to solve them on my own. I first learned about the theory of Appreciative Inquiry (AI) in DYNM 637: Coaching and Facilitating Teams as a way to encourage ideas from a person or team of people through the construction of questions. According to Appreciative Inquiry, obtaining quality in the answers of carefully crafted questions is more important than the speed of accomplishment The support of imagination and innovation is also more important than negating or criticizing. In fact, AI professes that using negativity counters the goal; AI concerns only positive encouragement (Whitney & Trosten-Bloom, 2003).

I remembered the lesson from my team Brickhouse that taught me—in my attempts to lead—my competitive style was too bold and it made others retreat. By discovering and modifying a new method, I discovered that a change may yield different results as opposed to trying the same process over again. Although the effect was seemingly small, the outcome from my Advocates meeting excited me because I felt its power. It was a similar feeling to what I went through in DYNM 637: Coaching and Facilitating Teams when I realized that I was being combative with Sarah. Since I decided to observe Sarah's style of facilitating, I started to mimic her. I found myself doing as she did by asking the group to participate, rather than imposing the answers. I received a better response because I was able to have people feel as if they were a part of the solution to the situation.

After my first successful breaking of the Advocates meeting process, the class helped me to change the action plan based on the group's response and subsequent research. At the next meeting, my task was to slow down the agenda and use the group's wisdom to teach me about their history. I did this by getting to the meeting early and casually asked some questions about things I could not have known about, such as, who started the group its original purpose. Once the President started the meeting, I tactfully spoke up. I proceeded to reiterate some of the historical Advocates information I received when I arrived early. My excitement caught on quickly and the veteran members added to the information or corrected me. This episode created a nostalgic moment.

These interviews and meetings provided me with valuable information regarding the alumni association and their ever-changing objectives. I saw progress made in the sense that I was able to get the others to think about new possibilities by using their ideas and expanding on them with stories about other alumni groups that I have researched. My information intrigued the Advocates and they wanted to learn more about how other alumni run their organizations. Through diagrams, I was able to show what the efficient organizations were doing to add to their schools and universities. I was able to illustrate what they were doing to raise money, engage students, and plan for succession. The group bonded with the use of this information and discussions formed while we compared the Advocates to the other groups. By the end of this meeting, the board united with an agreement to build a new organizational structure (see Appendix G). My intent was not for this to be an orchestrated effort. There was plenty of planning involved and I had to plant a series of small ideas, and build confidence and trust among the group (Wing & Barstow, 1992).

At the next meeting, the President spoke for the majority of the group as usual. The unchanged agenda was the controlling document guiding the meeting and new topics outside of the scope were discouraged. But I deeply felt that new topics were necessary. I had specific questions, and now I was convinced that others might have them too. At the very least if they did not have the same questions, my curiosity would by settled. I interrupted again. “What is our current club structure? Does anyone know?” I paused and looked around the room, as did others. I then asked, “Does anyone even know our mission statement? How about our vision statement?” Some people sit in silence, others squirmed in their seats. The President replied, “I have provided everyone with the Mission and Vision, and they are on your second handout.” When I turned to the second sheet, I said to the group:

> Um…excuse me again, but does anyone know what this means…1) Create and maintain oversight on the activities of The Alumni Advocates? 2) Aprise the academic Dean of alumni issues? 3) Solicit and reflect the interests and needs of the students and alumni? 4) Enhance the image of the college through the activities and initiatives of the Alumni Advocates? This is way too long and I don’t even see a vision statement…

There was no response, so I took the opportunity to suggest that we take a “step back” and work on the business of the Alumni Advocates. I asked the group, “How do we expect others to understand our organization if we don’t know it ourselves? Does anyone see this as a problem?” The President responded for the group once again and asked that we move on with the agenda. At this point, we did move ahead with the agenda. I was watching people rustling their paper and looking around the room restless as if they wanted to say some things. By asking positive and supportive questions, I was able to spark reactions from other members who seemed to be thinking in similar ways to me, but did not express themselves. When I changed the process of the meeting, I gave them a platform to express themselves. For example, the mission of the Alumni Advocates had become convoluted to the point that some board members never talked during a meeting for fear that they were the only one that did not understand it. As a result, the group ruled to accomplish a new goal this year by rewriting the mission and vision statements.

Since I was not satisfied and I was frustrated with the organization of the alumni association and in an effort to speed up the progress for the purpose of my class obligations, I wrote my own business plan for the group and started an unofficial club without the consent of the board. I based the business plan on my experience at Wharton and subsequent research on design school curriculum. While I was writing this plan, I talked with former classmates about their thoughts about the Alumni Advocates. To my surprise, they had not heard of the alumni group and they were surprised that it even existed. This reaction helped fuel the content for my business plan. Instead of sharing this plan at my next meeting, I decided to test some of my ideas by attempting to explain a hypothetical organizational structure. This structure incorporated both alumni and new students (see Appendix H). There was also another component for recruiting current Drexel students and getting them involved. Compared to the first two meetings, this one did not have the same impact. The board had a difficult time envisioning the structure and I believe my failure was largely due to my neglect of inclusion in the process of building organizational structure. I was trying to lead them to my idea, rather than have them collaborate in its design. I had reverted to my old forceful tactics.

I later realized that I did not have to recreate an organization that already existed, nor did I have to write a business plan. Although it was helpful for me personally, I learned that I could have communicated my thoughts better and included more people from the organization to help develop unique ideas. This would have saved me a lot of precious time. I failed in persuading the true stakeholders, the Dean and the President of the alumni association. Both of them disregarded my ideas because I was not patient enough and tried to move things along without the strength of the board which violated historic norms.

I was more successful with the alumni association in the monthly peer meetings. There was a difference between my plan and the planning when others were involved. I now realize the value and importance of asking input from others when trying to implement a change project because the inclusion of stakeholders is a requirement for success. The entire change project could be in jeopardy if the proposed ideas clash with their vision. In my change project, everything halted because the Dean and President were not included nor did they buy into the changes. Further, by not taking the time to gain their perspective, I made assumptions on their behalf, not fully understanding the internal strategy of the entire School and University. By not involving them, they stayed on their own course and my efforts were lost. That said it would have been even more powerful if the Alumni Advocates arrived at an agreement first. Then, the entire board could have presented a plan to the Dean with a stronger impact.

By asking stakeholders and other board members for their thoughts, beliefs and opinions, I was able to use their words to shape the conversations. Once I stopped asking for their input, I lost the value of their approval during the change process. I realized that I was over zealous by trying to speed things along. Now, there is a newly found confidence that tells me that things will fall in place when the timing is right because I have discovered how patience can be advantageous to a change project. By trying to speed up the process with my own ideas, I rushed ahead thinking that everybody else would agree with me. My efforts were retired by the end of my change process trial and we did not create a better alumni organization. As my career evolved into more managerial responsibilities, this project was not my last change venture. As I encountered new problems throughout my work, this assignment served as a model for handling new changes using a systematic approach.

When change efforts begin to fail, it may be appropriate to assess the strategy and try new tactics. I should have done this around the time that my class pointed out that I was excluding people from the process, especially the stakeholders. My ego seemed to get the best of me because I thought my solution was the better approach since alumni groups were my focus at work and my specialty. I believed that things were taking too long between the monthly meetings and if I waited the class would be over and the project would not have completed—ultimately, it was not my decision to make. Sometimes it is worth stretching out the timeline, rather than lose the project all together—it is entirely possible that our own timing is not the timing of others. I had a conflict between my obligations to my course (self-serving interests) and my obligations to the board to help them do a better job. The effects of these things during my class were transformational because not only did I experience failure, I used what I learned to create a better experience in my next project.

I used the lessons I learned from the change project to prepare a case for a new promotion at work. This time I started with the stakeholder. The process began with a general discussion about a possible promotion in early December of 2006, just about the time I was about to write the final paper for DYNM 622: Building Effective Organizations: Getting Things Done. One stakeholder was the Director of Donor Relations with whom I worked on many projects even though I reported to someone else. We talked hypothetically about my change of role and reporting to her instead of my current manager. I expressed my interest in the change and began to create an action plan. The promotion took from November 2006 to mid-July 2007 to come to fruition, but I learned from the first change project that some things are worth the wait when done properly.

To begin the process, I started by reviewing six qualities within the Wharton culture, that had been defined by Professor Sigal Barsade, Associate Professor of Management at a lecture that she gave concerning organizational cultures and its influence on employees. She used interviews with the internal staff and faculty at the Wharton School to gather her data. I used her expertise and analysis of the School's culture, to draw from when I prepared for my promotion. She argued that the rewards received by upper management and faculty at The Wharton School were attributed to six virtues (see Table 4). That if an employee can align himself or herself with these, they are likely to be rewarded because these are the items that our culture values. I built my action plan according to virtues that she outlined.

Table 3. Cultural Virtues at the Wharton School

1. Results	4. Innovation
2. Facilitation	5. Customer Service
3. Political Astuteness	6. Control (not Compromise)

I benefited from Professor Barsade's lessons and by combining them with my experiences of my change project, my efforts eventually turned into success. The political process within Wharton is different from Drexel, but I had more background and better knowledge within my own work environment. I talked with all the stakeholders: my supervisor, my potential supervisor, other Directors that could give me advice for my promotion and the Executive Director because she would ultimately be the one to make the decision. With some Directors, I set up formal meeting times and for the less accessible Directors, I invited them to coffee for discussions. For the Directors with even less time, I would ask them one question at time from my action plan perhaps while walking down the hall or at subsequent meetings.

The nature and degree of my questions to the respective Director depended on my relationship that particular person. For example, I had a good working rapport with my potential supervisor through prior projects so I asked about sensitive topics such as salary increases and title changes. With other Directors with whom I was familiar, I would ask how they got to their positions and requested suggestions they could provide. For other Directors that held power over my position such as my Executive Director and current supervisor, I subtly confirmed that a discussion between them and my potential supervisor had taken place about my new promotion by working my questions into the frivolous conversations that took place “around the water cooler” or while waiting for a meeting to begin. The last part of my action plan encompassed paperwork to back up my performance. This entailed a portfolio documenting every project I had completed in the past year. I was able to display my quality of work and attention, while showing my value through the savings I provided to the department. I had worked on 22 major projects that the department would have otherwise outsourced. In addition, I was able to show my track-record that reflected at least 30 other smaller jobs. The cost savings amounted to more that $120,000 to the department.

It is important to note that this process may be similar to others in different work environments, but Professor Barstow’s goal was to challenge our comfort level in the class assignment and force us to inquire about changes within our organization, and so I did. I took a chance to further my career in an environment that supported employee growth. Through my tenure at the University, I also observed that there were limited repercussions should the attempt fail. The nearly eight months of my change strategy seemed to take forever, but I maintained patience and eventually I moved to my new team within the fundraising department. My efforts had taken me from one position to another with higher visibility within the organization.

Our assignment in Professor Barstow’s class regarding the challenge of creating new order through the political process has been a tremendous learning experience. The project has helped me think through the entire process and develop a procedure for getting things done. It is very common in my office for people to define a problem, yet rarely do they take the time or initiative to solve it. This is how Barstow's class taught me to break my own frame, get out from under the proverbial shadow of the cultural norm, and gain awareness through proper presentation and persuasion.

CHAPTER 6

COACHING

When I began the Organizational Dynamics program in the Spring semester of 2006, I registered for DYNM 641: The Art and Science of Organizational Coaching, taught by Bill Wilkinsky. My interest in coaching came from many experiences including my interest in helping others deal with challenges within and outside the work environment. For example, I have an acquaintance from college who calls me from time to time when he is not feeling good about himself. He has had substance abuse problems in the past and just recently had a relapse. I take time to talk to him because he needs the support when others are not around and because I want to try to provide it. Prior to my coaching classes, I had little formal training in how to help but certainly had plenty of opinions for him. Now that I have completed coaching coursework, I have changed the methods I use to help him. From his perspective, I have not neglected a particular piece of our relationship; in fact, my change in techniques has probably helped him in a healthier and more structured way.

Another reason for my interest in coaching is that both of my parents are counselors. They help people with problems and I am sure that some of their prosocial values have transferred to me. My mother conducts a spiritual rebirthing with her clients. My father’s clients participate in encounter groups, which focus on personal power. The two techniques are very different and so is their efficacy.

Spiritual rebirthing is a one-on-one experience that may focus on a meditative state. The method my mother uses helps a client to look back through the experiences of their life so she can help them understand things that they have forgotten or repressed throughout their life. For example, she may work with an executive who secretly tortures cats in the backyard, but otherwise the executive is seemingly normal. By helping the executive to meditate, she helps unlock the reason why this person is in pain and where the anger stems from. Most of her clients are unique and they come to her after trying traditional therapists who were not able to find the root of the problem. Spiritual rebirthing may not help in every case, but for some it is an alternative and is supplemental to other therapies.

Encounter groups are done with small groups. My father utilizes the size of the group to address clients' insecurity. The encounter group may work in teams and complete tasks or exercises. For example, exercises can be assigned to help a group of people overcome trust issues. During an exercise called "Touchy Feely," partners are chosen—one is blindfolded and the other person is the Aggregator. In this activity, the job of the Aggregator is to walk the blindfolded person around the room to disorient them. The blindfolded person's objective is to learn trust as the Aggregator leads the person to find various objects and to touch them (i.e., hard or soft, hot or cold, sharp or dull). This activity may take about 20 minutes until the partners switch roles. The next exercise might be a "Free Fall," where the group stands in a circle around a blindfolded individual. The goal here is to trust the group. The person from the group will push the blindfolded individual and the group will catch them as they fall backwards.

My interests are in executive coaching. There are many lessons I have learned from my coursework, and from my experiences of being coached and being a coach to others. All experiences have been valuable in my journey as a scholar of coaching practice because my objective is to continually improve and learn skills that will make me more valuable in the workplace. Managers who coach their employees become known as good managers to work for, developers of talent, and achievers of business results (Hunt & Weintraub, 2002). They may also become better leaders in the process.

James M. Hunt and Joseph Weintraub (2002) from Babson College offer the following about the manager who provides internal coaching:

> Managers who coach, who actively help their employees learn and grow, are seen by their employees and others as leaders who make significant contributions. They are superior business managers who coach not just to be altruistic but to generate business results. They often have lower than expected turnover in their ranks, except when their employees leave to step up to more significant roles along their career paths. Other employees want to work for coaching managers because they believe, rightly, that working for a coaching manager will ultimately enhance their careers. (Abstract)

Assuming that an employee is willing to grow his or her own opportunities within an organization, when coaching is done correctly, it can assist upper management to create a shift in the culture so that it may be an easier environment to control (Goldsmith & Lyons, 2006). To do this, the coaching manager needs to be able to support the development of talent, cultivate ideas, and recognize needed improvement. In my coaching courses, I learned how to conduct interview sessions, develop questions, and collect and interpret data in order to learn more about an individual or the work environment.

Fundamentally, each person communicates differently and by recognizing personal preferences a coach can build-up or adapt-to certain strengths and skills. Further, the coaching manager can approach each relationship within the comfort level of that employee. The detection of this sort of comfort level can be done through data analysis—testing and personal interviews. Most people enjoy talking about themselves and a breakthrough may sometimes occur from casual conversation. This is critical when dealing with employees who are unfamiliar with the coaching process. Once a manager has a better understanding of the employee, he or she can make appropriate recommendations to that individual.

From a Client's Point-of-View

The assignment given to the class was that if we wanted to become a coach, then in this semester-long partnered activity we should be the client. Our professor said, "…if you are going to be a practitioner in this business, you need to understand what the relationship feels like on both sides."

I had concerns about sharing my thoughts with a stranger. Who would be the right coach for me? Would it benefit me to pair with someone outside of my company or is it to my advantage if my coach were from the same organization? If the coach is from my company, will I be motivated? I learned very early on through lectures and readings, that having the luxury of choosing a coach is not always practical. This helped ease my concerns. Typically, in a corporate environment, the employer chooses the coach for the employee (Hall, Otazo & Hollenbeck, 1999). Regardless of how the coach and client become paired, coaching can only have an effective outcome if the client is receptive and cooperates. In the end, I chose to move forward with my coach so I would have a similar, yet simulated, experience of how employee would interact with an assigned coach. If this were a real situation with an employee, I would hope that the client realizes that coaching benefits their career because it affects their work and personal life. In addition, it is costly for an organization to hire a coach; therefore, if they are paying for the coaching engagement one might assume that the client is valuable to the corporation.

The first stage of engagement was to get to know one another and set preliminary goals. Similar to the DYNM 637: Coaching and Facilitating Teams exercise, this initial conversation is where both parties talk openly as they create ground rules. The communication lines begin here and the dynamics help determine how the relationship will develop in the following sessions. As the Swiss psychiatrist Carl Jung (1972) manifests in his concept of synchronicity, I agree that there are no coincidences.

During class, we learned theories and models about the coaching relationship. These were ideas to stimulate thought and conversation between coach and client. Professor Wilkinsky lectured on several life cases from his experience. Some of his relationships turned into friendships that led to family vacations together.

The introduction period was going well, but with any type of client relationship, there is always a concern for the privacy (Hall, Otazo & Hollenbeck, 1999). The content of our discussions was very personal and it was to the benefit of both parties to create a contract. Per the instructions of our professor, my coach drew up the contract between us. It went through several iterations and we signed it. The contract was an outline for our sessions together and even though we veered away from it at times, we were successful at completing all of the major points we wanted to cover. The document also served as a reference to keep us on task (see Appendix O).

After some time of getting to know one another, my coach began asking me questions about what I wanted to do with our time. I told her that I wanted to work on balancing the two major entities that take up the most of my time. To better illustrate my thoughts, I had to back up and tell her about my life in various stages starting with stories from high school. We talked about subjects such as job related issues, my next career moves, why I recently left my last job, and how my relationship at home has affected my original ambitions. I went on to explain that I have had a mental shift and now it is important for me to spend quality time with my family, rather than the direction I was headed to become an advertising workaholic.

In the following sessions and with the guidance of Professor Wilkinsky, we worked extensively on the full definition of what I believed to be my work-life balance. We started by talking about where I am now and where I would like to be in my life and career. This was particularly interesting to me because I have not thought about this in a long while. The questions made me dive into my past and conjure up the ideas I had when I was a young aspiring designer with grand ideas of being and a major executive in advertising. From there she wanted to know how I arrived at my new career in fundraising.

Another assignment had us discuss our communication preferences during this partnership. I responded, “I’d like to review what we did in the previous session and at the end of each current session. Let’s figure out the action plans for our next one,” and this is exactly what we did. A routine quickly formed. At the beginning of each session, we started by reviewing the conversations from the previous week. To my surprise, I found myself defending or re-wording much of what I had told my coach. Not that it was written incorrectly, rather when I heard it again, it sounded different from what I originally intended.

The sessions were a reality check to reassess my life in its current state. By understanding the balance needed in my life (i.e., my current and future role at work, my studies in school, time constraints as a landlord, and quality time in my relationship), I would start my awareness of the steps needed to achieve my goals. As my coach took me along this journey, we uncovered certain issues within my employment and home environment, all of which were very practical, relevant, and directly related to where I wanted to end up in life. By this point in our sessions, I gained insight into my own true values and my self-worth felt as if it needed readjustment.

We concluded in this exercise that I was going to do more research on the topic and conduct impromptu interviews with people in my office and at home. Moreover, we discussed the stakeholders in my life and determined that sample data was needed to collect their thoughts about me. My coach helped me with the order of interviews, who to talk to and why I should talk to them. It was a great check and balance to see if I was going to commit employment suicide by revealing some personal and unwanted secrets with my colleagues and supervisor. We then edited the list of stakeholders, interview questions, and refined our actionable items. Together, we created a plan with weekly milestones for testing the stakeholders.

Data Collection

As a result of our many talks, my coach and I had to focus on validating the issues we were uncovering, both at work and home. It was week four and time to discuss the proper way to approach collecting the data to support the goals that we pre-determined. Those goals were to better understand how I see myself at home and at work, and how other see me at home and at work.

For this data collecting step, we selected and collected information from six people, three of whom represented work and three who represented home life (see Table 5). By engaging these different individuals, the data gathered would help represent different observations of my preferences. We agreed that the easiest and most efficient way to collect the data was to use a personality analysis instrument that we learned in class, Life Orientations (LIFO) (Atkins, 1968) (see Appendix K). In addition, we had the guidance of our professor to help with the analysis. Other advantages to using this instrument were that it only takes about five or ten minutes to complete and it has a simple set of instructions for use. When finished with the assessment, they returned it to the coach who scores the responses and follows up with each person through a phone interview.

After I got permission from all of the participants, I put each LIFO into its own envelope and distributed it. My directions to the individuals were brief. I told them to follow the simple instructions, complete the survey, not to worry about scoring the analysis, then to place the test back in the envelope and return it to me sealed.

Table 4. Data Collection

Life	Work
Mother	Supervisor
Fiancée	Peer
Best Friend	Direct Report

I made assumptions about the answers my colleagues would provide, but not about the people within my home life. My coach and I decided that if the workgroup results came back similar to my prediction, then we would not interview them (see Appendix P for “How to Organize Interviews”).

In addition to LIFO, my coach chose two more instruments, the Hermann Brain Dominance Instrument (HBDI) (Hermann, 1981) (see Appendix L), and the Myers Briggs Type Indicator (MBTI) (Briggs, 1942) (see Appendix M). Ultimately, the reason for more assessments was for my coach to have a better comparison, which she would use to create a baseline. This baseline would be the standard to which we could measure variation among all of the tests and to help validate my observations. LIFO, MBTI, and HBDI are widely used to evaluate strengths and weaknesses.

The responses to the three assessments showed that I am very aware of my surroundings at work and home. I am also very outgoing, action oriented, persistent, and like to “call the shots.” People see me as a caring individual that has a principle of helping others, inserting myself into situations, cooperative and easy to deal with in both working and life relationships. The other interesting outcome that emerged is my stress level. All of the tests indicated that I adapt well to stressors.

From a Coach's Point-of-View

When I started working with my client in early May, he was having trouble sleeping at night due to mild anxiety attacks. I wondered why this person was so upset and stressed. I wondered what was bothering him. As it turned out, this 29 year old was an accomplished individual with a Masters in Business Administration (MBA). He survived the Katrina hurricane attack, but had to move to Philadelphia to finish his schooling at The Wharton School. His job was Chief Operations Officer of a private equity fund focused on helping businesses in African countries. This private equity fund was a start up venture consisting of six other people, remotely based around the country. He also had a very strong belief in helping the community and was elected president of a neighborhood development group sponsored by GlaxoSmithKline, Comcast and the Organizational Dynamics program at the University of Pennsylvania. He was also the president and mentor of a youth group for budding professionals interested in entrepreneurship. My client was feeling pressure from different areas in his life – work, family, and his volunteer work. Shortly after we met, he asked me to coach him so that he could have a more positive effect on his overall performance.

Similar to my experience of being a client, there was a concern for the client's privacy. I repeated what I learned from my sessions as a client and created a contract between us. This was the same contract I had used that outlined our sessions together and it served as our reference to keep us on task (see Appendix O). I used the information from our contract to prepare for my future interviews with my client. The issue he wanted to address was to balance his work time with his family time because he did not feel that he was spending enough time at home with his wife and daughter. He felt that this time issue had to do with his disorganization. In addition, he felt unfocused at work. I decided to explore this notion of disorganization and find a common ground. I wanted to research both his family side and his work side to see if both were suffering. However, when searching for this information in each conversation I had to create a logic of questions so not to seem unnatural or contrived.

Professor Wilkinsky provided to our class the “9 Steps To Coaching” (see Appendix N), as the paradigm to follow. Unlike my experience as a client, I discovered that the coach has to pay attention to the planning details at every level of engagement. With my client, I needed to set a plan for each session so that our conversations were productive and to stay focused on the topic for the allotted time. For example, when it was time to collect data for our sessions, I had to prepare my conversation to set his expectations regarding the results. In order to collect data, I had to plan the multi-step process for distributing and collecting the survey. And, after the data were collected, it would take a plan for the interviewing and coordination of schedules with the many individuals for a 45 minute conversation.

To begin the process of collecting data, I sent out carefully constructed surveys. I contacted each person through email and if I did not get a response, I had my client follow up with him or her. To illustrate the various levels of difficulty and coordination with this task, there was one interviewee who lived in Ghana, Africa. Due to the time difference and technical difficulty within the country, such as sporadic internet connection and electricity outages, it took us several weeks of preparation to complete the telephone call. Each interview had to be prepared individually. The questions were also dependant on the survey results. Since I had to take minutes on each conversation during the interviews, I learned that it was advantageous to pre-determine the questions.

It was very difficult trying to obtain all of the surveys. I would have liked to spend the bulk of my personal time thinking about exercises or systems to help my client overcome issues, but a good bit of it was taken by following up on both the interviews and surveys. My client and I tried to get the missing documents, but in the end, email and telephone did not seem to work; some individuals simply did not participate, which meant we had missing data and an incomplete set of profiles.

When data were collected, I planned for the compilation. This is a large task because it involves the collection of all notes from the client’s interviews, surveys, and the one-on-one interviews with the survey-takers. This exercise involves the consolidation of many documents into one. The summary document was then forwarded to my advisor who helped me plan the order in which we delivered the feedback to the client. This could be very upsetting for the client and it is best to organize all of the positive ideology up front and work our way down to the negative. By using The Feedback Planner (see Appendix Q), I was able to identify and plot the individual comments. I started with the positive feedback so the client would be able to identify and feel praise about him or herself. This positive praise helped me create a basis in which to compare the negative things (Jerome, 1994).

At times, coaching felt like detective work. My client wanted to be helped, but did not pay much attention to the results of our weekly sessions once they were over. The task of the coach is to find a starting point to work with and it can easily take several attempts until there is a substantive problem to grasp. The re-occurring obstacle with this particular client was his lack of communication between our sessions. I felt as if I did a good job at following up with him and setting our next meetings, but it was difficult to get him to return the exchange. This was ironic since we encountered the same outcome with his survey-takers during the data collection process.

My client was consistently late to our lunch meetings. He also often forgot to bring homework that was given to him. I am not sure if he did the homework. But, my guess was if he did it, he probably would have misplaced it, losing it entirely or not having the proper system set up to easily find it.

I helped my client change his perception of receiving help, something he had been against. It was difficult for him to acknowledge that he needed help because he believed that everything was under control. It was not until our engagement that he realized a coach is in fact outside help. A coach was easier on his ego because a coach is a business partner or confidant rather than a counselor or psychiatrist. It was not until our coaching sessions that he realized he could use the opportunity to help in specific areas to strengthen his family as well.

In the coaching profession, similar to psychotherapy and counseling, the basis of helping a client is through conversation. These are very fluid circumstances and taken seriously. There is no outline to follow, but there are guidelines with sets of questions. Each depends on the prior answer from the client. Similar to the game of chess, the coach must anticipate certain “moves” (or response in this case) from the client. Therefore, planning helps to mitigate any potential mishap in an important conversation. Since each circumstance is fluid, one must be able to adapt by regrouping and adjusting while keeping the end-result in mind.

Angus McLeod (1996) defines coaching as a facilitative process, stimulating and challenging the client to new perceptions about their current issues and goals with a clear target in focus. A facilitative process means that the coach does not provide answers and solutions, but stimulates the client to find new and motivated thinking to meet their goals. He adds that the ultimate advantage to coaching is the independent encouragement promoted within the relationship. This can create a developmental impact on the performance of the client.

CHAPTER 7

CONCLUSION

The concepts I learned in Organizational Dynamics are practical tools I now use in my professional work. As I look back on my graduate education, the themes that I gravitated toward were the ones that I could take away and apply to other scenarios, such as leading people, facilitating a team, action planning, and coaching. One theme that seemed prevalent throughout this reflection was awareness. For me, awareness is the act of evaluating and critiquing myself, to produce a more accurate perspective. I am not suggesting that being aware can make things better or easier, rather it makes things clearer. The Indian philosopher Bhagwan Shree Rajneesh wrote, "If there is pain, use it as an awareness, as meditation, as a sharpening of the soul. And when pleasure is there, use it as a droning, as a forgetfulness…One is to remember yourself totally, and one is to forget yourself totally (Rabiya & Pankaja, 1978). "

I am now 31 years old and my experience in the degree program was an exercise that helped me gain perspective on myself in work and in life. My experiences helped me take a critical look at where I have come from, where I was going, and how to be aware so that I can learn from those issues. Whether my wife and I choose to continue our real estate business, these skills will enhance the entrepreneurial spirit within me by using the strengths from my graduate program.

What I noticed about this experience is that I love helping people. Coaching is a technique that I can see myself doing with others within a management position in my own business or possibly as a career. No matter the surroundings, there is a definite place in my life for coaching and I am eager to continue my learning after graduating. I have shared my notion of communication strength and self-awareness with my parents. They have provided me with constructive criticism and given me additional tools and techniques from their practices. After all, I have found it necessary to understand myself in order to lead others. For instance, instead of spewing my perceived knowledge to problems that may not be justified or even clarified, I discovered that the process can generate wisdom. This new understanding will serve as the information for me to use in future coaching and business interactions.

Prior to my introduction to Organizational Dynamics, I had experience with different companies, personalities, cultures, and the process of starting a company. Perhaps some of the best moments occurred when I was able to combine the lessons learned from my classes and use them in a practical way. For example, one paper that I wrote was a proposal to my department for the Institutionalization of Coaching, in which I embedded lessons from my class on Organizational Change. The purpose of the paper was to address the significant amount of employee turnover in the 2006 fiscal year and the decrease in donor participation. This proposal explained how this project would be able to identify specific areas that need improvement in order to decrease the frequent drop-off. The hypothesis that I wanted to explore was that fundraising efforts were negatively impacted by the rate of employee turnover. It was my intent to strengthen the organization’s well-being by addressing these issues.

The proposal was comprehensive including the associated costs involved with launching a departmental coaching project. It described how to better assess the abilities, strengths and weaknesses of the interior departments. This included the Executive Director and her seven subordinate managing directors. The importance of this exercise was for upper management to have a better understanding of the organizational environment before entering the new fundraising campaign, which is essential to the school's future initiatives. In addition, the mission was to involve upper management, the directors, and their teams to make a unified front that will connect every employee to the development of the entity. The intended affect was for the organization to grow stronger, retain employees and raise money effectively and efficiently by creating meaningful relationships.

Through this proposal, I realized that I could use my coaching interests as a managerial skill and since the organization would benefit from the coaching process, it was to my advantage that I propose a plan such as this. According to David Kolb (1984), trial and error is essential to learning and the learning experience comes from taking action. He also adds that there can be a second part to learning, which is the reflection on what happened and why. Data can be a strong form of reflection and the same goes for feedback (Kolb, 1984). This statement is true for the proposal exercise, but also my experience with writing this thesis.

Writing this thesis has also helped me to consider my strategic approach to managing problems that I may face in any work organization throughout my career. My awareness has become more acute now that I have experienced two separate change processes. It is not only my intent to be mindful of organizational order, but to break it if and when it needs to be broken as part of a redesign. The key is to know how to break the order and once it is broken, to propose a suitable way to move forward. Knowing how to fix the trouble may be difficult, but I feel that I have acquired some of the necessary tools to face that obstacle when the opportunity presents itself again.

In my studies, I have focused on coaching because I believe it will help me be a better manager and an asset to my department. In addition, the leadership qualities will continue to develop as a result of getting to know myself better. Lastly, it will help make me a better person in all aspects of my life—work, home, business, family and friends. In the book, *Lasting Leadership*, James Norris, a Vanguard manager wrote (Pandya & Shell, 2006):

> While it is revealing to consider…what constitutes a leader, your search for understanding for some kind of leadership formula, is apt to end in frustration. It is like studying Michelangelo or Shakespeare: you can imitate, emulate, and simulate, but there is simply no connect-the-dots formula to Michelangelo's David or Shakespeare's Hamlet. I suppose, when all is said and done, it really comes down to this: people are leaders because they choose to lead. (page XIII)

Although I have not mastered the art of leadership, the Organizational Dynamics program helped me to find a pathway. In order for me to be the leader I aim to be, which is one who can successfully steer an organization to longevity and stability, I must put skills into practice. Moving forward in my attempt to become a better leader, I will focus my efforts on balancing the things I learned in this program with my new lessons. In MIT's Sloan School publication, *Strategies for Success*, Kaplan and Kaiser (2003) suggest that leadership consists of opposing strengths, and most leaders have a natural tendency to overdevelop one at the expense of its counterpart. The resulting imbalance diminishes their effectiveness. But, leaders who work to guard against such lopsidedness can increase their versatility and their impact. By following this advice and continuing to search for leadership qualities within myself and through the observation of others, I believe my quest for success can be enhanced.

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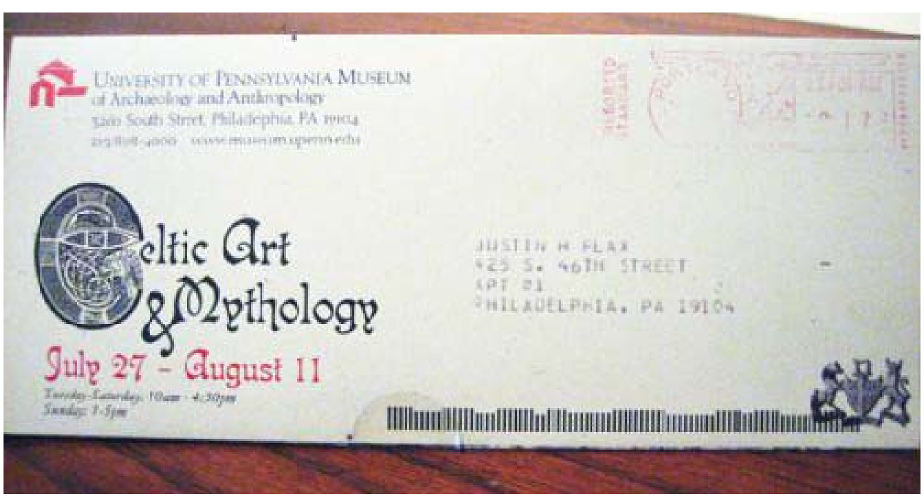
APPENDIX A

Wedding Proposal: Planned by Team Brickhouse (DYNM 637)

From our wedding website: As most of you know, Melanie and I were scheduled to go on vacation to Scotland and Ireland. She was certain that we would get engaged during the trip, but I kept telling her "you'll never know when it's coming."

While she was in Italy with her mother, I devised an elaborate plan to ask her to marry me. The plan took about six weeks to prepare. Needless to say, she fell for it!

Melanie received a direct mail brochure promoting a Scottish and Irish Celtic Art and Mythology exhibit at the University of Pennsylvania's Anthropology Museum.



I told her that we HAD to see this exhibit since we are going to on vacation and it would be great to learn about the culture. I knew she would agree. So we planned to meet at the museum because it was the last day of the exhibit (ha ha) and I told her that I had signed us up for a tour.

As we walked thru the museum, she did not suspect a thing. When we finally arrived to the gallery where the ring was kept, this is what she saw...

...and her face looked like this...

The plaque reads, **"This ring is for Melanie E. Breaux. Would you do me the pleasure of becoming my wife? Love, J-bird"**

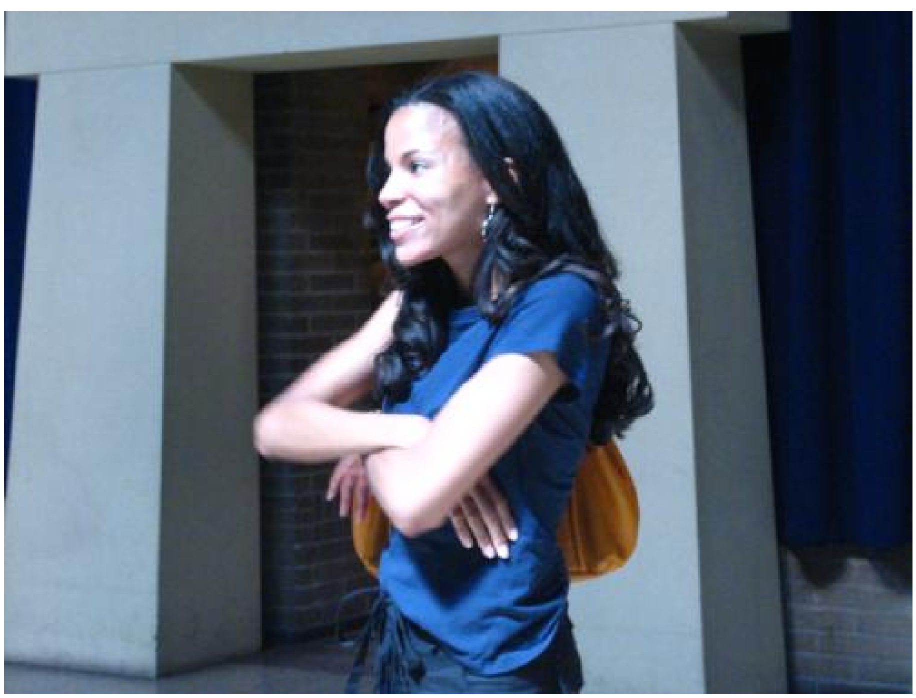
This is when I dropped to my knee to ask the question. She was a little wobbly at this point and had to sit down.

After she said "YES!" I simply removed the glass and put the ring on her hand.

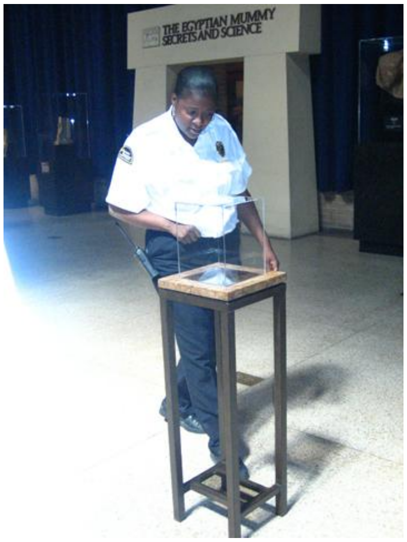
This is our first picture ***ENGAGED!***

(I think she's still in shock)

It was not until after all this that Melanie realized there was no Celtic Art exhibit!



This is the security guard that the museum put on the ring
until we arrived. They were so nice...



...and that's all folks. It's official!

That night we celebrated with dinner and a Cirque du Soleil show.

APPENDIX B

DYNM 683 Course Description: Organizational Experience: Self, Role and Expectations

In a time when corporate downsizing and restructuring are causing dislocation and change in middle management positions, new career opportunities and effective contribution to new organizations requires more than just technical knowledge to develop new tasks, skills and markets. By achieving greater insight into the historical forces that are causing change and into personal and professional initiatives and responses, participants can create opportunities for their own meaningful transformations.

In this seminar, readings in a variety of literatures and selected films are used to explore a wide range of work and life experiences, looking at careers across centuries and social class. Participants will have the opportunity to consider (and indeed reconsider) their own work preferences and career choices as reflections of their early family, school and work experience. They will do this by researching and developing an autobiography that explores family history, educational history, and organizational work experience as a practicing professional.

The nature of the autobiographical work in this course is by definition personal. Participants should be willing to explore those themes that reside within their life experience and contribute to analytical and open discussions.

APPENDIX C

Class Material for DYNM 683: Organizational Experience: Self, Role and Expectations

Week	Books	Movies
1	D.R. Riso Personality Types	
2	E. Erickson Childhood and Society	1. Geronimo 2. Dances with Wolves 3. Ulzana's Raid
3	Larry Tye Rising From the Rails	1. How Green Was Me Valley 2. Matewan
4	Sylvia Nasar A Beautiful Mind	1. A Beautiful Mind 2. The Parallax View 3. The Good Shepard
5	Moorhead Gellhorn: A 20th Century Life	1. From the Terrace 2. Gentleman's Agreement
6	Kay Jameson Unquiet Mind	1. Nuts 2. Girl Interrupted
7	Phillip Roth American Pastoral	1. Running on Empty 2. Fourth of July
8	Jennifer Boylan She's Not There	1. Normal
9	John Updike Rabbit is Rich	1. The Apartment 2. Bonfire of the Vanities 3. Simple Justice
10	Alegra Goodman Intuition	1. Disclosure 2. The Andromeda Strain 3. The Way We Were 4. The Man in the Glass Booth
11	Joseph Ellis Founding Brothers	

APPENDIX D

COURSES FROM LEADERSHIP CURRICULUM

<table>
<tr><th>WHARTON</th><th>HARVARD</th></tr>
<tr><td>MGMT 652 (.5 cu)
Foundations of Teamwork and Leadership (cannot be waived)
Description: Increasingly unpredictable environments now require teamwork and leadership skills earlier in one’s career than ever before. This course focuses on individual teamwork and leadership skills assessment and development, team building and performance, and team leadership. Key topic areas include self-awareness, working in teams, and leading others.
Format: We examine concepts and build skills through team projects, class discussions, problem solving, case studies, and role-playing. Requirements include the Team Project and the Leadership Analysis Final Paper which contribute 30 and 40 percent to the course grade respectively. Class participation contributes 30</td>
<td rowspan="2">Authentic Leadership Development
Course Number 2090

COURSE PURPOSE
The purpose of Authentic Leadership Development (ALD) is to enable students to develop themselves as leaders of organizations and to embark on paths of personal leadership development. ALD requires personal curiosity and reflection from students and personal openness and sharing in class discussions, leadership discussion groups, and one-on-one sessions with peer mentors and the professor. Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

OBJECTIVES
1. To enable students to understand their leadership journeys and their crucibles through framing their life stories and experiences to date.
2. To understand why leaders lose their way and the self-awareness needed to avoid derailment.
3. To gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when severely challenged.
4. To understand what is motivating them, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.
5. To explore how to build support teams, lead an integrated life, and empower other leaders, as well as honing leadership effectiveness.
6. To understand the purpose of their leadership and to create a Personal Leadership Development Plan to guide them throughout their lives.

INTELLECTUAL PREMISE AND COURSE CONCEPTS
The premise of ALD is that leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be more effective and successful leaders and will lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development, rather than relying on their companies for development. ALD will provide students with ideas, techniques, and tools to assist in their leadership development journeys, exploring concepts such as lifelong leadership development, the power of leadership crucibles, discovering your authentic self, knowing your principles, values and ethical boundaries, building authentic relationships and support teams, leadership style and power, integrated leadership, and purpose-driven leadership.</td></tr>
<tr><td>MGMT 671
Executive Leadership
Description: Leaders mobilize resources towards valued goals. In this course, the focus is on growing the student's capacity as a total (whole) leader. Performance and results are our central concern. In response to the demands and opportunities in today's business environment, we extend beyond work to develop leadership in the context of the student's whole life. The core idea is that leadership is about making a difference in all aspects of one's life. This course provides leadership and communication tools needed to integrate work, family, community, and self for increased performance and enriched lives. Students learn key leadership principles and apply them in self-designed experiments to better meet their current and future leadership challenges. Format: In addition to readings, this course requires introspection, dialogue, and creative action in the real world that involves work, family, community and self. percent to the course grade.</td></tr>
</table>

APPENDIX E

DYNM 637 Course Description: Coaching and Facilitating Teams

Highly productive teams plan well and execute against that plan. These teams have effective leadership which recognizes and fosters the development of the skills of the team's members. Tasks are accomplished in a cooperative and participative environment. Accomplishments are recognized and, as appropriate, celebrated. Failures and disappointments are explored so that the lessons learned can be used to succeed in the future.

Sadly, not all teams and work groups fit the above description. Too often goals are not met, participation is uneven, finger-pointing, CYA, and lack of motivation permeate the team.

In this course we will explore the roles and functions of the coach and facilitator of organizational teams. This highly participative course will use both theory and practice to determine how to help teams avoid pitfalls and increase their opportunity to become highly productive in the accomplishment of tasks and the professional and personal development of people.

APPENDIX F

Side-by-Side Comparison of Characteristics S = SAME | D = Different	
Tavistock Theory (Bion)	**TORI Theory (Gibb)**
D) Confrontational	D) Organic
D) Pessimistic	D) Optimistic
S) Focus on dynamics of leadership and authority relations in groups.	S) Focus on leadership and the relationship between the group members.
D) Group becomes a unit of oneness.	D) Group is comprised of individual thinkers accountable for themselves.
D) Based on Gestalt terms/assumptions	D) Based on TORI terms/assumptions (*aka concerns*)
D) Non-sequential, Cyclical	D) Linear-Cyclical
D) Leaders operate from a position of power/dependency.	D) Leaders operate from a position of trust.
D) Leader is a designated by group to lead guide, instruct and direct toward task completion.	D) Leader does not assume responsibility for group or organization – strives for equality of roles and peer acceptance.
D) Group motivated by its survival.	D) Group motivated by peer respect.
D) Group blames leader for its failure.	D) Group accepts its own failures.
D) No formal structure for expressing disappointments.	D) Culture embraces personal opinions and forms of expression.
D) Frequent shift of authority because of blame and disappointments. Opportunities are acknowledged by charismatic individuals.	D) Authority sustained through building relationships over time. Blurred line between leader and member.
D) Relationships occur serendipitously between members (Pairing – stage 3).	D) Leader focuses on relationships with members (Acceptance – stage 1).
D) Oneness is a concept, achieved through hopeful proper chemistry between members. This is the result to work toward this "movement."	D) Oneness is the process that occurs overtime through stages. Each stage supports and evolves into the next one - always building.
D) Leadership obtained through active aggression.	D) Leadership obtained through trust and openness.
D) Counter dependency occurs because of aggression via withdrawal, avoidance, passivity.	D) Withdrawal, avoidance, passivity occur from fear and unresolved trust.
D) Consistently looking for a leader to act as "Messiah" who will save the group and help complete its task.	D) Consistently working toward a better organization to sustain a level of appreciation and respect from one another.
D) Short-Term Success	D) Long-Term Success
D) Dictator – dependency	D) Democratic - interdependency

W.R. Bion (1961) & J.R. Gibb (1978)

APPENDIX G

DYNM 622 Course Description: Building Effective Organizations: Getting Things Done

This seminar attempts to penetrate many of the formal models of organizational planning, decision-making, and action to ask how things actually get done. Popular concepts such as participative management, teamwork, and networking are often not practiced effectively. Attempts to bring about such political change in organizations often ignore the fluid, informal structures and processes already in place. This seminar will explore structures and processes for redesigning an organization and empowering its members to work and manage effectively. This seminar is built around change projects designed and carried out by each participant over the twelve week period. Each participant will present and lead a discussion of their project during the course.

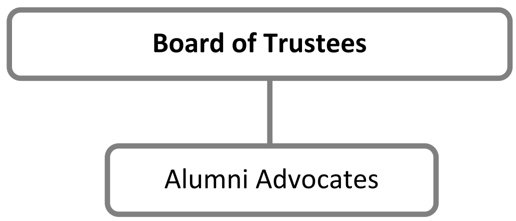
Course Objectives

- To increase sensitivity to ethical issues in organizational life;
- To understand how organizational initiatives can enhance and sustain organizational integrity;
- To participate in a group project to analyze a case study using concepts and methods developed in the readings and recommend organizational initiatives to foster organizational integrity.

APPENDIX H

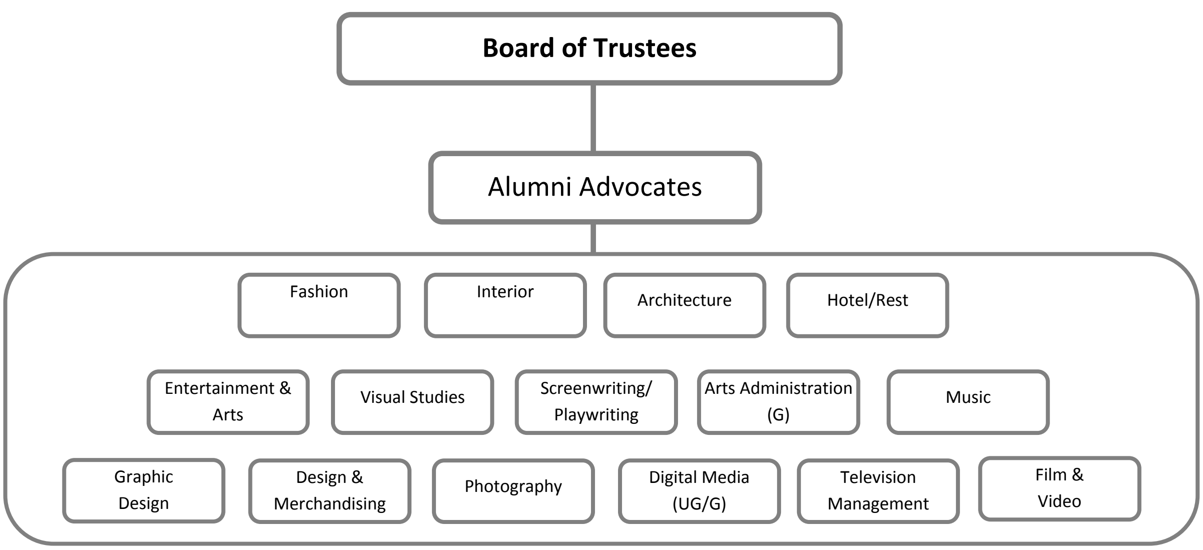
Alumni Advocates: Organizational Structure and Design

Current Organizational Design



This current structure is shallow and tries to tackle too many issues and accommodate all design majors. The effects have been detrimental to the student body and alumni participation in both giving and volunteerism. The members are not in an effective position to help achieve the goals.

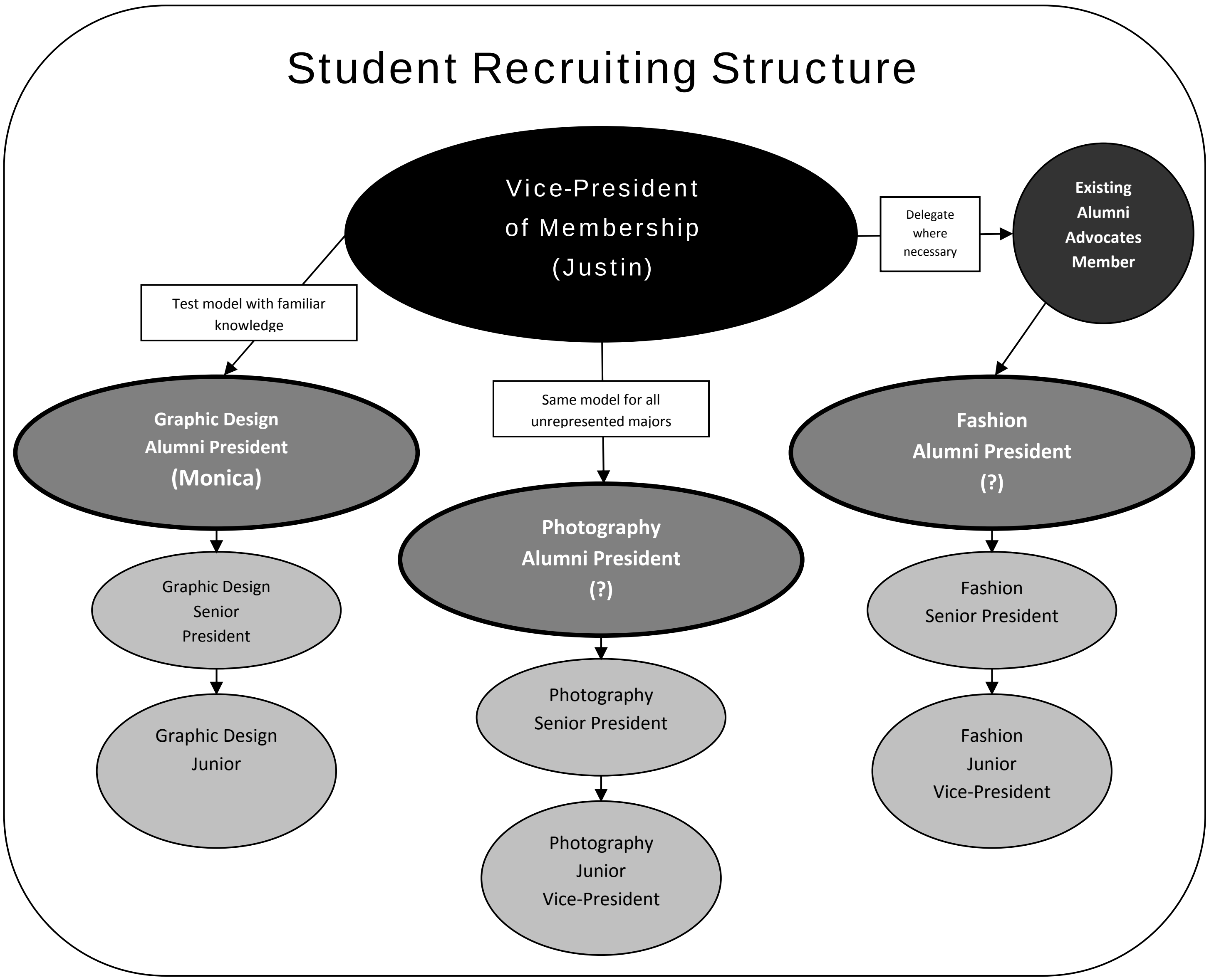
Proposed Organizational Design



This structure allows each major to create their own club and leadership. This environment provides an additional level helping to focus attention to both students and alumni. In this model, the Alumni Advocates become a governing board that monitors the subsets and provides guidance and standardization.

APPENDIX I

Alumni Advocates: Proposal for Student Recruiting



APPENDIX J

DYNM 641 Course Description: The Art and Science of Organizational Coaching

Coaching has become a primary tool for consultants, human resources professionals and administrators interested in promoting and sustaining leadership and executive development, behavioral change, and role transition. This course explores the theory and practices associated with organizational coaching. We examine and practice the steps of the normative coaching process, the issues and boundaries that affect coaching, and pitfalls to avoid.

Throughout the course, we will contrast what the theory says and what practitioners in the field have actually experienced. Major foci include the critical nature of gathering and using data, observation tools, internal versus external coaching, informal versus formal programs, and coaching for development verses for corrective action. Participants will engage in coaching processes in the classroom and in their own organizations.

APPENDIX K

Life Orientation Training (LIFO®)

Definition by BCon LIFO® International:

Life Orientation Training, or is an applied behavioral science system which fosters high performance for individuals and teams. It improves productivity, interpersonal communication, and collaborative teamwork.

I begin by identifying the individual's basic orientation to life, or behavioral style. Based on this foundation of self-knowledge, it offers powerful strategies that enable individuals and groups to be more productive in their work and more influential when dealing with key people.

LIFO® was developed for unique synthesis of key concepts from psychoanalysis, self-actualization theory, client-centered counseling, group dynamics, and his many years experience as a behavioral scientist and organizational consultant. It looks at:

- Making decisions, with and without adverse conditions
- Implementing plans and time management
- Dealing with stress
- Team leadership and working together
- Rewarding and encouraging your team

Reason for use:

We used this test because it is quick and that does not impose on the time of others. It is easy to compile the scores in a chart and compare results. It helps to capture a relative snapshot of the personality in question. See Appendix V for results.

APPENDIX L

Herrmann Brain Dominance Instrument (HBDI^{TM})

Definition by MindWerx International:

The HBDI profile illustrates and explains the way you prefer to think, learn, communicate, and make decisions. As we interact with the world, different situations require different types of thinking.

Understanding your personal thinking preferences will enable you to optimize your ability to adapt your thinking, decision – making or communication style to a given situation: it will also explain why it is easier to communicate with some people than it is with others. Your profile will also cast light on why some elements of your education or work seem effortless and more satisfying and why some academic subjects or hobbies are more interesting and appealing to you.

Your profile is based on a metaphoric representation of the brain, distinguished by four quadrants of thinking preferences. Understanding your personal thinking preferences will:

- enable you to optimize your ability to adapt your thinking, decision making or communication style to a given situation;
- explain why it is easier to communicate with some people than it is with others;
- cast light on why some elements of your education or work seem effortless and more satisfying and why some academic subjects or hobbies are more interesting and appealing to you; and
- serve as a tool for your personal development, to improve communication and encourage innovation - igniting breakthrough thinking and creativity.

Reason for use:

This very thorough personality test explores creativity versus analysis. The company provides extensive literature, transparencies, and feedback for self-diagnosis, and color-codes the pie charts for a quick read. This test was appealing because my background is in design, so this helped gauge my thinking style, strengths and weaknesses along those lines in healthy and adverse conditions. See Appendix III for results.

APPENDIX M

Myers Briggs Type Indicator (MBTI®)

Definition by The Myers Briggs Foundation:

The purpose of the Myers-Briggs Type Indicator® (MBTI) personality inventory is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in the behavior is actually quite orderly and consistent, being due to basic differences in the ways individuals prefer to use their perception and judgment.

"Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills."

In developing the Myers-Briggs Type Indicator [instrument], the aim of Isabel Briggs Myers, and her mother, Katharine Briggs, was to make the insights of type theory accessible to individuals and groups. They addressed the two related goals in the developments and application of the MBTI instrument:

> The identification of basic preferences of each of the four dichotomies specified or implicit in Jung's theory.
>
> The identification and description of the 16 distinctive personality types that result from the interactions among the preferences."

Reason for use:

We used this to gain another perspective on my personality traits for a comparative view against the other tests. The description of the personality type explains different aspects and dichotomies that help when determining the full picture of my interests, preferences, and style. See Appendix IV for results.

APPENDIX N

9 Steps to Coaching From the perspective of the coach (3-6 Months – Fast vs. Normal)	
Getting Started	1. Call/Engage – Request to begin i.e.What is this about?
	2. Get to know client
	3. Set preliminary goal(s) i.e.What do you want to talk about? (i.e. delegation, project management, confidence, etc.)
Data Management	4. Establish data plan
	5. Gather data/Analyze data
	6. Feedback to client a) tailor a plan to the client b) deliver results c) notice reactions
Acting on Goals	7. Create an action plan with client
	8. Implement plan/Support Role
	9. Begin to deal

APPENDIX O

AGREEMENT
For Professional Development Coaching

This Agreement dated July 2, 2007 between Jane Smith (Client) and John Doe (Coach) is for the design and delivery of an individual coaching program. This is an eleven-week program to be delivered in a weekly one hour format at the University of Pennsylvania campus or on the telephone.

Scheduled Coaching Date
Beginning: May 2007
Ending: September 2007

Coaching sessions will take place on Thursday from 7:00 PM to 8:00 PM or an alternate day and time chosen and agreed by client and coach.

Getting Started: Call/Engage ➢ Get to know ➢ Set preliminary goals
Session #1: Thursday, February 2, 2006
Session #2: Monday, February 6, 2006
Session #3: Monday, February 13, 2006

Establish Data Plan ➢ Gather data ➢ Analyze data
Session #4: Monday, February 20, 2006
Session #5: Monday, February 27, 2006
Session #6: Monday, March 6, 2006
Session #7: Monday, March 13, 2006
Session #8: Monday, March 20, 2006
Session #9: Monday, March 27, 2006

Action Plan ➢ Implement/ Support Role ➢ Begin to Disengage
Session #10: Monday, April 3, 2006
Session #11: Monday April 10, 2006

Force Majeure
Neither party shall be held responsible for any damages resulting from any delay or failure in performance on any part of this Agreement to the extent such delay or failure is caused by fire, flood, explosion, war, strike, embargo, government requirement, civil or military authority, act of God, act or omission of carriers or other similar causes beyond its control and without fault or negligence of the delayed or nonperforming party or its subcontractors ("force majeure conditions"). If any force majeure condition occurs, the party delayed or unable to perform shall give immediate notice to the other party, stating the nature of the force majeure condition and any action being taken to avoid or minimize its effect.

Confidentiality
Coach agrees to keep confidential any information about the client and its operations not in the public domain or not previously known by the Coach that is disclosed during the coaching sessions. The information may be used for other purposes (e.g., course final paper) if this disclosure is mutually agreed upon.

Term of Agreement
The term of this Agreement will begin on the date of signing and will end on the last day of the program except for the obligations of the Coach under the "Confidentiality" clause, which shall survive the termination of this Agreement.

Agreed to by: ____ Date___________________
Jane Smith (Client)

Accepted by: ____ Date___________________
John Doe (Coach)

APPENDIX P

How To Organize Interviews

Interview For Client Data
1. Call from Client
2. Call from Coach (Email if you get voicemail)
3. Call #2
4. Call to Client
5. Conduct Interview - “Thank you”
6. Thank you in an email

For Questions
1. Call from Client
2. Packet from Coach a. Cover note (short) from Client b. Cover note / Instructions from Coach c. Questionnaire(s) d. Return process e. Thank you note

APPENDIX Q

The Feedback Planner	
Name:	Date:
1. DESCRIBE CURRENT BEHAVIORS:	**4. IDENTIFY ALTERNATIVE BEHAVIORS:**
2. IDENTIFY SITUATIONS:	**3. DESCRIBE IMPACTS AND CONSEQUENCES:**

Paul J. Jerome (1994)