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Submitted to the Program of Organizational Dynamics in the Graduate Division of the School of Arts and Sciences in Partial Fulfillment of the Requirements for the Degree of Master of Science in Organizational Dynamics at the University of Pennsylvania. Advisor: Rodney Napier

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Challenges of Executive Coaching: A Coaching Case Critique

Abstract

The goal of Executive Coaching is for the Coach to guide the Client through a process that enhances their personal goals and professional performance by instituting a plan for continued development and self confidence. My Client is a CEO and Principal of a K-5 Charter school who is seeking assistance with developing her leadership skills. We applied the Client Intervention Coaching Model which I created largely influenced by Carl Rogers' Client Centered psychology. The concepts used in my personal coaching model focus on three of Rogers' concepts - congruence, unconditional positive regard and empathy. The project was unsuccessful due in part to my lack of experience, not changing my approach despite obvious signs the client was not engaged in the process, and because the Client did not fulfill her obligations as explicitly stated in the contract. The goal is to heighten awareness by paying attention to aspects of the coaching process that can present challenges, thereby, avoiding some of the mistakes I made. It is my intention to continue this coaching engagement by implementing new strategies based on some of the lessons I learned. Coaching is serious business and begins with the Coach. It is imperative to know yourself as a Coach first; then focus on the Client's weaknesses by clearly reiterating the importance of the mutually agreed upon goals, maintaining client accountability, being engaged and building greater levels of mutual trust.

Comments

Submitted to the Program of Organizational Dynamics in the Graduate Division of the School of Arts and Sciences in Partial Fulfillment of the Requirements for the Degree of Master of Science in Organizational Dynamics at the University of Pennsylvania. Advisor: Rodney Napier

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CHALLENGES OF EXECUTIVE COACHING:

A COACHING CASE CRITIQUE

by

Liza A. Craig

Submitted to the Program of Organizational Dynamics
in the Graduate Division of the School of Arts and Sciences
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Organizational Dynamics at the
University of Pennsylvania

Philadelphia, Pennsylvania

2010

CHALLENGES OF EXECUTIVE COACHING:

A COACHING ENGAGEMENT CRITIQUE

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ABSTRACT

The goal of Executive Coaching is for the Coach to guide the Client through a process that enhances their personal goals and professional performance by instituting a plan for continued development and self confidence. My Client is a CEO and Principal of a K-5 Charter school who is seeking assistance with developing her leadership skills. We applied the Client Intervention Coaching Model which I created largely influenced by Carl Rogers' Client Centered psychology. The concepts used in my personal coaching model focus on three of Rogers' concepts - congruence, unconditional positive regard and empathy. The project was unsuccessful due in part to my lack of experience, not changing my approach despite obvious signs the client was not engaged in the process, and because the Client did not fulfill her obligations as explicitly stated in the contract. The goal is to heighten awareness by paying attention to aspects of the coaching process that can present challenges, thereby, avoiding some of the mistakes I made. It is my intention to continue this coaching engagement by implementing new strategies based on some of the lessons I learned. Coaching is serious business and begins with the Coach. It is imperative to know yourself as a Coach first; then focus on the Client's weaknesses by clearly reiterating the importance of the mutually agreed upon goals, maintaining client accountability, being engaged and building greater levels of mutual trust.

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CHAPTER 1

INTRODUCTION

Executive Coaching has grown over the last decade, geared towards behavioral change that ultimately creates a better quality of life for both the supervisor and his or her staff. The International Coach Federation (ICF) defines coaching as

> An ongoing professional relationship that helps people produce extraordinary results in their lives, career, businesses, or organizations. In the process clients deepen their learning, improve their performance, and enhance their quality of life (Whitworth, Kimsey-House & Sandahl., p. 290, 2007).

I think of coaching as a relationship where the Client has a desire to change, or aspires to do things differently, and the Coach supports the Client's effort to reach that goal.

Background

Coaching was not my initial choice of concentration in the Organizational Dynamics program. After my first experience with coaching, I quickly changed my mind, chose to follow this path. The concept of change was reinforced profoundly in personal ways, after I realized that while it is impossible to change someone's personality, it is possible to guide their efforts to change their behavior. My personal experience began after a discussion of the paper, "The Power of Full Engagement" by Schwartz and Loher (2003) during one of Professor Rodney Napier's class. I remember vividly Professor Napier giving us a list of approximately sixteen things that may be considered priorities in life. He then asked us to rank the top four that were most important to each of us in order of priority. On my list were spirituality, family, work and community. The two main ideas surrounding the discussion were 1) the changing world of work where

technological revolution establishes no boundaries, allowing 24/7 access to human resources. This level of accessibility has resulted in higher rates of burn-out, job dissatisfaction and depression among employees and, 2) the importance of sustaining and balancing our energy and productivity by spending adequate time on the things that are most important to us.

I spent some time thinking about my priorities in life and how I allocate my time. I believe that we should spend most of our time on the things we love. This self reflection made me realize that I was not spending enough time on the things that matter most to me in my life. I was devoting the majority of my time to work, while in my mind, I was living a fantasy about the things that were more important to me. As a result, I made a commitment towards behavioral change by focusing my attention towards living a more balanced life. I made a personal decision to change my behavior around time management. Not only did it mean balancing time around family, spirituality, community and work, it also meant taking care of my health, so that I could have the energy needed to fulfill my obligations. I shared my excitement with my husband, who agreed with the idea, and, as a result, we started to schedule one-on-one time with each of our children, time for the gym and time for each other focused on strengthening our relationship. We were enjoying the benefits of bonding more intimately with each of our children, feeling less tired and enjoying spending more time together within about three months.

As human beings, we have the natural tendency to perceive and judge ourselves and others based on what we know and observe. Our perceptions can often be traced back to our family of origin and significant others. These behaviors are evidenced in the

way in which we deal with or avoid conflict, how we develop and maintain relationships, and even our individual spiritual belief system. Our ability to perceive others can be improved significantly as we become better observers and listeners. These skills can be increased through practice. At first, perceptions are just neutral. Then, because they are conditioned by our past experiences, they bias what we are seeing and can cause us to react in either helpful or unhelpful ways (Silsbee, 2004).

My various coaching experiences being both the coach and the client in this program, have stirred within me a deep sense of urgency to help others realize the benefits of living life to their fullest potential. With a great love for children, having two of my own, I want my coaching to benefit children. While I cannot coach children directly, I realized that they can gain the benefit indirectly from those who have a great influence in their lives – parents, educators, and other school leaders. As a result, I decided to engage in a coaching agreement with a school leader.

Statement of Purpose

This thesis is written with the intention of sharing the lessons I have learned during my experience of an unsuccessful coaching engagement with other coaches and aspiring coaches. The goal is to heighten awareness by paying attention to aspects of the coaching process that can present challenges, thereby, avoiding some of the mistakes I made. Moreover, the idea is to discover areas in which aspiring coaches such as myself, can identify and work through some of our own barriers. Being more assertive when communicating with the Client and addressing conflict in a timely manner are two areas upon which I strive to improve. As I continue working on

changing some of my own behaviors, the outcome of future coaching engagements will be more effective and successful.

CHAPTER 2

OVERVIEW OF THE COACHING PROCESS

According to Whitworth, Kimsey-House, Kimsey-House, and Phillip (2007), “Coaching concentrates on where clients are now and what they are willing to do to get where they want to be in the future” (p. 290). I hold that a coaching engagement should be driven by evidence and data from multiple perspectives, based on mutual trust and respect. The entire process is commonly comprised of several one-on-one coaching and consulting sessions, the use of various instruments and thoughtfully designed exercises. The following is a brief description of each of the stages of my personal coaching process.

Contracting

Contracting is the initial part of the coaching engagement where the Coach and Client agree to terms of the coaching process by signing an agreement. See Appendix A. The contract outlines clear expectations agreed by both the Coach and Client. The expectations include a confidentiality clause, a time line and obligations for the Coach and Client. The contract becomes a good point of reference when perceived expectations are not met by either party.

Interviewing and Observations

Interviewing is a process used in coaching for data collection. Conducting interviews allows the Coach to access information, explore and clarify information about the Client. I believe for some people certain things are articulated better verbally and interviewing provides an opportunity for gathering those explicit expressions. The Client selects the individuals to be interviewed by the Coach and generally consist of a

spouse, past and present supervisors, employees, colleagues, parents and friends. The information gathered from the interviews is incorporated with data collected from other tools and instruments to identify patterns of behavior. See Appendix B for a list of questions used for the interviews.

Observation is a skill that provides data gathered through unspoken words, gestures and body language. Observation provides opportunities for the Coach to become more attuned to and aware of the surroundings which can provide valuable insight. Observation is a skill that is developed and takes effort to see with both the eyes and mind. Although it takes effort, if done well, it can be very valuable in providing effective information.

For example, in listening to your client, you might sense something that is unsaid. You might say to the client: “Something doesn’t sound quite right here. Help me out if I’m getting this wrong, but it feels like you’re holding back, something important.” In this example, you are communicating an observation: the feeling that something doesn’t sound quite right (Whitworth, et. al., pg 57, 2007). It also gives access to new insights and novel lines of inquiry.

Data Gathering

Aside from interviewing and observations, four other instruments were used to collect information during the data gathering process. These were a 360° Feedback Survey, a Group Management Questionnaire, a Carousel Design Exercise and a Parent Survey. Following is a description of each instrument mentioned above.

360° Feedback

The concept of 360° feedback was first used by the Athyn Group which was founded by Rodney Napier in 1975 as a formal part of leadership development, first on individuals and later with teams. The group members consisted of Rodney Napier, William Wilkinsky, Crosby Deaton and Peter Brill. The 360° survey is used to help leaders understand the impact they have on those they attempt to influence and to help them understand their effectiveness as leaders. Appendix C presents a packet of surveys consisting of a leadership effectiveness survey; an open-ended questionnaire on performance measures; the leadership wheel; a supervisory review and a questionnaire focused on personality traits.

Group Management Questionnaire

> The Group Management Questionnaire is an easy-to-take instrument that requires each team member to respond to seventy-two (72) positive statements – all proven to be important to effective teams. The questionnaire covers eight (8) different categories, each one having a huge impact on team environment. Each category is comprises of nine related statements, interspersed throughout the instrument. The instrument creates an understandable profile of the team's effectiveness. The use of metrics to objectify the opinions of the group could help them to clarify critical issues that are dragging down the team. The instrument also provides a means to compare how any individual member sees the team in relation to the perceptions of other team members of the team (Napier & McDaniel, 2006).

Appendix D shows a copy of the Group Management Questionnaire.

Carousel Design Exercise

The Carousel Design Exercise was created by Sanaghan and Napier (2002) and is used to gather information from a number of people in an interesting and efficient manner. This meeting design was used to solicit and gather information about the school's climate and the concerns of the stakeholders. It is also used to identify

strengths, weaknesses, opportunities and threats also known as a SWOT analysis credited to Albert Humphrey, to get information about organizational problems. It can be used at the beginning or during a change process to diagnose or identify progress. A list of the questions used in this carousel design is attached as Appendix E.

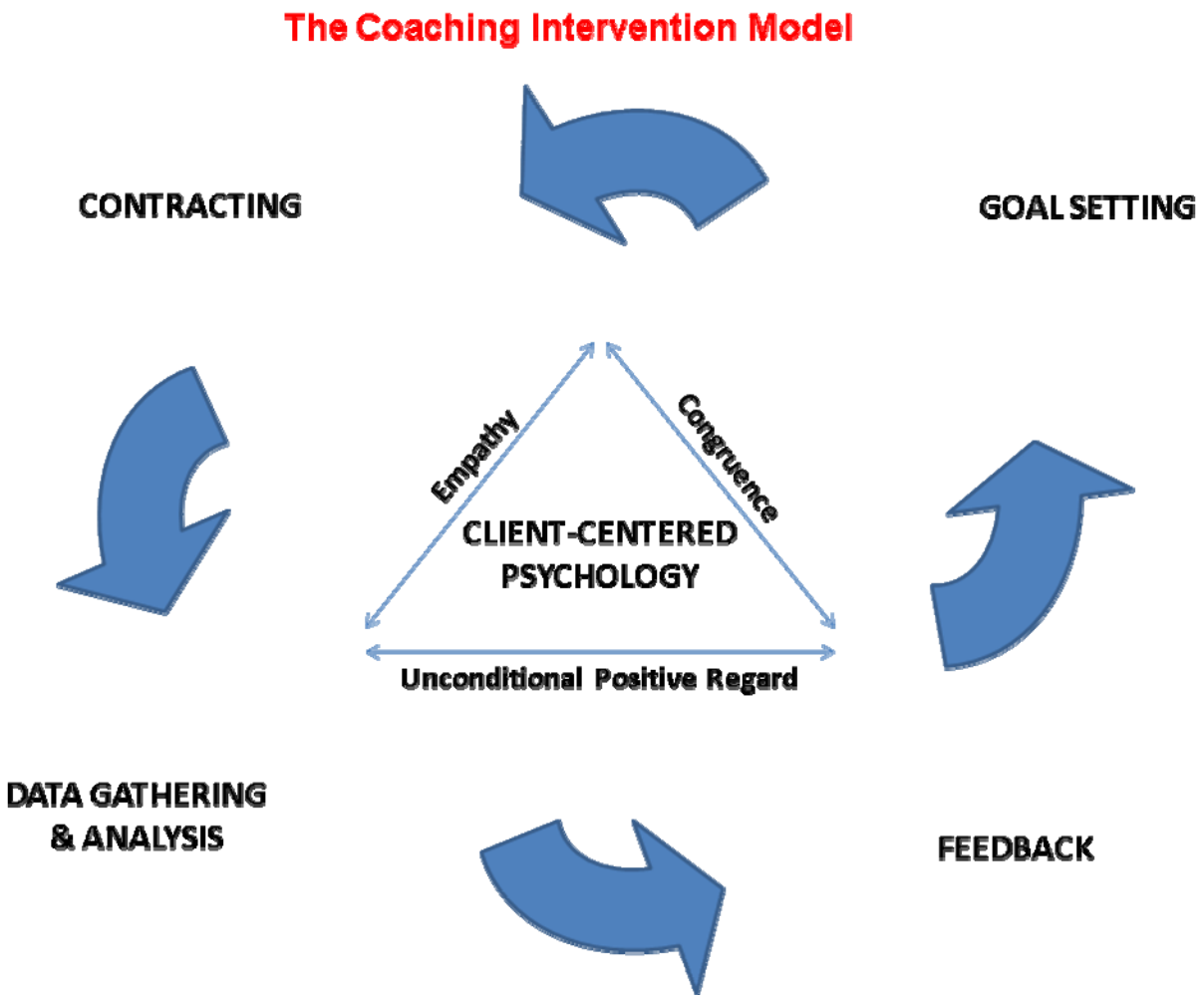
Parents Survey

A copy of this survey is attached as Appendix F. I created this survey to gather feedback from the parents associated with the Client's institution in response to the Clients request for increase parent involvement at the school. The feedback gathered will give an evaluation of the school's performance from the parents' perspective and identify ways of increasing parent participation.

Coaching Model

A coaching model is a theoretical framework that helps explain or account for certain actions in relation to coaching. It is a description of the process and establishes the nature and connection of each part. I created the Client Intervention Coaching Model (see Figure 1) for use in this coaching engagement and as the name implies it was designed to get the Client involved in every aspect of the coaching engagement.

Figure 1. The Client Intervention Model



The Client Intervention Coaching Model was created as a basis for the Client-Centered psychology approach founded by Carl Rogers (Rogers, 1942). His work includes the “empirical testing of the core conditions associated with personal change in high functioning individuals” (Peltier, 2001, p. 66). Rogers initially believed that three interrelated therapist characteristics were essential to creating a climate that supported and promoted this client-centered competence and growth: genuineness or congruence,

unconditional positive regard, and empathetic understanding (Kirchenbaum & Henderson, 1989).

Rogers challenged the basic assumptions of the mechanistic approach to psychology that credited the therapist for knowing what is best for the Client by looking at a more humanistic approach focused on positive growth that pushes toward actualization (Peltier, 2001). I believe that Rogers' Client-Centered approach is comparable to Abraham Maslow's theoretical hierarchy of needs that focuses on an individual's physiological needs for physiological integrity, safety and security, love and belonging, self-esteem and self-actualization, ranked from most basic to most advance, and each subsequent level only accessible if the current need levels is secure (Bernstein & Nash, 2002). Rogers and Maslow focused on the individual's potential to strive for higher levels of capabilities and awareness.

Each stage of the coaching process mentioned, when successfully implemented and carefully analyzed should yield patterns of behavior from which the Client can identify strength and areas needing improvement. The behavior patterns observed and recorded present the foundation upon which goals are set. My design in this particular coaching engagement was not successfully implemented and as a result the data analysis was skewed and not conducive to establishing patterns of behavior. Chapter 3 will outline some of the gaps and challenges leading to the unfavorable outcome of this coaching engagement.

CHAPTER 3

GAPS AND LIMITATIONS

As I think back on the different stages of the engagement, there were very obvious signs that indicate that there were issues. I can specifically identify mistakes that I made as the coach and my recommendations for doing things differently in the future. The areas I will look at include the contract, design and the data collection process.

Contracting

In the search for a Client for my thesis project I was introduced to the Client through a colleague of my son's school principal. It seemed to be the perfect situation as the Client was looking for a Coach and I was in need of a Client. During our first meeting, the Client explained her situation. She was new to her role of CEO and Principal of a K-5 Charter school and she was seeking assistance with developing her leadership skills. She acknowledged that she needed help and guidance to accomplish her goals. She seemed excited and willing to proceed given the possibility of developing and enhancing her leadership skills in her new role as CEO and Principal. As a result, I stated my intentions to her for my thesis project and explained that I will be working with my Professor who has expertise in executive coaching. Our needs appeared to be compatible and we agreed to work together and a contract was signed.

We were both very excited about the many possibilities, and, by our second meeting, we were engaging in meaningful dialogue. The Client seemed self-aware of her needs and identified a couple of areas in which she sought to improve in the short-term, specifically, her communication skills and ability to increase parent involvement at

the school. I was optimistic and apparently way over my head about actually doing a project for my thesis, but having the opportunity to help someone and to gain more experience in coaching meant a lot to me. This also seemed like a great opportunity to engage in action research which could be immediately useful.

The contract is one of the most critical parts of the coaching engagement and should be considered binding and taken seriously by both parties. I reviewed the contract in detail with the Client but made the mistake of emailing the official contract to her for signature. I did not realize the impact this could have on the validity of the contract and I think it reduced the credibility of the contract. I believe I missed the opportunity to reiterate the importance of the contract, to provide clarity of the terms and to explain the overall significance of the contract in relation to the coaching experience by emailing the contract instead of having another face-to-face session. Moving forward, I will not take for granted the Client's understanding of and obligation to the terms of the contract. In the future, I will always ensure that all of the aforementioned aspects of the contract are clearly understood by the client and that the contract is signed during a coaching session. I would also hold the Client accountable, be direct and create a new and better structure.

Interviewing and Observation

Interviews are usually conducted with a spouse, past and present supervisors, employees, colleagues, parents and friends. A total of 12 interviews were conducted as part of the data gathering process. The Client's spouse, the school's Chair of the Board of Trustees, a former co-worker, two Assistant Principals, two staff members, three Para-educators and two teachers were interviewed during the coaching process.

The opening questions were used during each interview to build the rapport necessary during the unstructured component of the interview. I stated why I was conducting the interview and explained how the feedback I receive will be incorporated with other data. I also stated how the process will benefit the school community as a whole. My strategy in using the introduction was my way of establishing trust with each person I interviewed. There appeared to be a high level of personal interest for the interviewees as they were all open, willing and enthusiastic about sharing information. I believe this is true because they each had a vested interest in how the outcome would impact both them as individuals and the school as a whole. This made the interviewing phase of the engagement very easy and enjoyable.

I tried to make myself available for meetings to visit with the Client and observe her interactions with her staff members. I scheduled times specifically for group observation during various meetings including board and staff meetings where the Client serves in different capacities. I made plans during the initial stage of the coaching engagement to attend several pre-scheduled school meetings as an observer. Unfortunately, most of these meetings were cancelled by the school; and, thus, many of these meetings never came to fruition.

Observations tend to go hand-in-hand with interviewing. There is just something about a face-to-face conversation that offers more information and clarity than other forms of communications. Due to the unpredictable duration of this project, I think conducting a second round of interviews would have provided additional valuable information. To this end, I will consider scheduling unannounced visits to conduct

observations and second-round interviews in future engagements that go on for an extended period of time for whatever reason.

Data Gathering

Data Gathering process was the most challenging stage of the coaching engagement. After two attempts, the Parent Survey was not distributed to the parents as requested. On both occasions the Client agreed to distribute the Parent Surveys during scheduled Parent/Teacher conferences. However, on both occasions, the Client did not do what she said she would do. The first excuse I got from the Client was that she forgot. I reminded her of her goal to increase parent involvement in the school and explained that the results of the survey would provide valuable information that can help her achieve this goal. I even resent the survey to her to ensure that she had a copy of it. She acknowledged that she understood the value and said that she will give the survey to the Teachers to ensure that they were distribute to the Parents during the next schedule Parent/Teacher conference. I took the Client at her word yet again, but the outcome was no different. I felt that the Client was not serious about the process and was just using this engagement as a way of pretending that she is seeking improvement for herself. I should have held the client accountable at this very moment by reinforcing the terms of the contract but I did not. By this time it was too late because there were no other Parent /Teacher conference schedule for the school year.

My initial goal was to attend one of the parent/teacher meeting to distribute the surveys myself. However, the dates for this meeting constantly changed and the meeting was eventually cancelled. If I had to do it all over again, I would be more persistent, more direct with the Client by asking questions that will help me to clearly

discern what is going on. Also, in line with my responsibilities of helping the Client, I will consider being present to distribute the surveys myself.

The 360° survey collection was the phase of the data collection process which was most severely affected by the lack of sufficient data. Surveys were distributed only to staff members and not to other categories of stakeholders as suggested. It took three attempts to get the Client to distribute the surveys and convince the staff to complete the questionnaires. And, even after three attempts, there were sheets of missing information. On the first attempt, the Client attached letters to the surveys and distributed them to the staff mailboxes, even though I specifically asked the Client to distribute the survey individually during a face-to-face conversation. From this attempt seven completed surveys were received. I was very surprised at the number of responses because I conducted the Group Management Questionnaire and there were thirty-two respondents. I immediately contacted the Client and expressed my concern about the low response rate and explained that I could not proceed unless I receive at least 25 to30 completed surveys. This was the recommended number of surveys by the Athyn Group, a private consulting group, which posits what a workable sample size should be.

I asked the Client to redistribute the surveys using the face-to-face method with each respondent. After about a month with no response, I scheduled a face-to-face coaching session with the Client outlining the importance and benefits that the feedback from the surveys will provide in helping her identify areas of improvement as a leader. Within a few days, she was able to approach the stakeholders individually and consequently yielded 20 completed surveys or so I thought. Unfortunately, when I

began to review the 360° surveys, two sheets of information were missing from the packet representing items # 8-14 of part I, Leadership Effectiveness and items # 8-12 of part V, the Additional Questions. With already limited data and choices, I asked the Client to redistribute the missing pages which I emailed again to her. Because the survey are completed anonymously I feared that I would not receive the same number of responses and my fear became a reality as only 14 of the 20 missing sheets were received with the missing items in part I and the missed items in part V were not completed. In addition, Part II of the 360° survey – *The Leadership Wheel*, was not completed by any of the respondents except the Client. The Leadership Wheel is a rather difficult personality type instrument to complete, however based on my previous experiences with this instrument; I believe it provides valuable information. I sat with my Client and explained the instrument with the expectation that she would be able to explain the concept, its importance and value in the coaching process to her stakeholders. When I inquired why this section was left blank by the respondents, she told me that she instructed the respondents to disregard it because it was too difficult and time consuming. I made a big mistake by not addressing this in the moment due in part to my own frustrations given the time constraints of getting my thesis completed and my conflict adverse personality. This appeared to me that the Client was not engaged in the process, lazy or perhaps she did not care or believe in the instrument and the data it could provide in helping her improve her leadership skills. This begs the question: how badly does she want change, what is the value of change to her and if any, how much time is she wiling to commit to change?

It took a period of six months to collect the 360° surveys that were incomplete. This extended time period was not anticipated and was not within the scope of the engagement. Given these extraneous situations, and with so much missing data, it was inevitable that the data would be skewed at best, if totally useless. As a result, trends or patterns of behavior were indiscernible and inconclusive. Some of the Client's patterns of behavior were symptomatic of her leadership style and tendencies and is consistent with feedback received from the limited collected data. For example, seventy-eight percent (twenty-five) of the respondents who completed the Group Management Questionnaire agreed that the lines of communication are unclear within the group. Only one person in the group believes that the lines of communication are open and that feedback is continually solicited and used. Communication was another area in which the Client said she wanted to improve.

The Client was unresponsive and this was the most obvious sign that the engagement was heading for a disaster. There were numerous occasions when I had to wait for a week or two before I received a response from the Client. I ignored the apparent signs for too long, thinking to myself that the Client was just very busy. I think that there is an issue of trust between the Client and her stakeholders and trust with me, the coach. I take partial responsibility for the pitfalls and attribute my mistakes to my own inexperience, feebleness in being able to make demands and culpability as Coach. I was particularly frustrated at this stage of the coaching engagement and reverted to being the conflict avoiding person I have been in the past. Instead, I should have remained mindful and present, analyzing situations in a way that gives me a choice to change my behavior, in order to explore other alternatives. It is much easier for me to

provide positive feedback than negative feedback and this continues to be something with which I struggle. However, this engagement has afforded me the opportunity to see that I have a lot of work to do on this aspect of my personality. If I am mindful and open with others during communications with them, then the challenging issues can be addressed in a way that presents choices rather than a right or wrong option. The solution begins with me as coach and will be discussed further in the next chapter.

Coaching Model

The Client Intervention Coaching Model is intended to create a genuine, authentic relationship with the client based on trust as noted by Stober & Grant (2006):

> When authenticity is combined with empathy and unconditional positive regard, Clients have a unique opportunity to gain clarity for themselves by hearing another's genuine experience with them given in a context of caring and understanding (p. 24).

Rogers' approach focused on self and problem-solving by helping the Client sort through the issues and then in a non-directive fashion, help move the individual towards a solution he or she could live with. This is the core from which he developed his theory. The goal was to move the individual toward maturity, "as being, becoming, or being knowingly and acceptingly that which one most deeply is" (Kirchenbaum & Henderson, 1989b, p. 62). The Client-Centered approach is both relationship oriented and experiential and at the core is the creation of positive relationships based on trust in which the Client feels safe, respected and valued. This is all dependent on the Coach's ability to display an attitude that demonstrates the three characteristics that embody the Client-Centered approach: congruence, empathy and unconditional positive regard.

From my experience, I realize that a coaching model should be aligned with every stage of the coaching process and should bridge the gap between theory and

practice. The Client Intervention Coaching Model allowed me the opportunity to focus on the individual. I do believe that change has to begin with the individual first and that an individual's leadership style, skills and ability have a great impact on determining the system in which they function. The model, however, failed to incorporate the system and the organization and the significance they play in impacting those in leadership roles.

Creating a model that focuses on both the individual and the system will ensure that all areas influencing a successful leader are taken into consideration in creating a more wholesome, transparent and complete model.

While the Client-Centered Coaching Model failed to consider the organization as a system and its importance in executive leadership, I had the opportunity to focus on the individual and realized that change has to begin with the individual first. An individual's leadership style, skills and ability haves a great impact on influencing the successfulness of the system in which they function.

Keeping inline with the Client Intervention Coaching Model, I was empathetic to the Client and her unresponsiveness at times. However, I remained persistent, followed up constantly and making repeated requests for information. At times, my persistence may have been perceived as aggressive by the Client based on some of her comments. She referred to me as a slave-master, her mother and constantly cracking the whip. I do accept some personal responsibility as Coach that I may have contributed to the unpredictable situations; however, the Client seemed to have been using self-protecting behavior with the intent to neglect her responsibility.

Coaching Lessons Learned

It can be very difficult to get others to buy into positive, effectual change; and, it seems to be more difficult to get others to share in a common goal or vision. Unless the Client sees a personal benefit to any proposed change, they are often hesitant about dealing with change. As I move forward in coaching, my goal is to recognize the early signs of danger, to remain mindful by changing my approach to deal with the issues at hand appropriately, and by holding the Client and myself accountable throughout the engagement. Peltier (2001) reinforces Maslow's theory by pointing out that growth and safety often pull in opposite directions, and all humans are drawn to both of these goals. The assumption is that to some extent there will always be resistance in Clients. The goal of the coach is not to be disappointed when this happens but to realize that it is an essential part of the change process and actively contend with it.

To this end, there are a number of valuable coaching lessons to be learned from this experience some of the most significant ones are listed below. My culpability as Coach in our lack of success will be discussed further in the next chapter, which will sum up my most significant and meaningful learning experiences from this coaching engagement.

- Never take for granted that the client understands the scope, sequence and overall mission of the engagement. Be specific by outlining the importance of each phase of the engagement and illustrate clearly how each step builds on the other to achieve success.
- Communicate clearly during every step of the process and be assertive, when necessary.

- Establish mutual trust. Be on the look out for signs of mistrust such as unresponsiveness, early in the engagement
- Immediately address issues and concerns as they surface. Reiterate the obligations as outlined in the contact, when necessary to the Client
- Be present and mindful at all times to ensure that your own feelings and thoughts do not get in the way of being present for the Client.

CHAPTER 4

SUMMATION OF PERSONAL LEARNING

> God allows us to experience the low points of life in order to teach us lessons we could not learn in any other way. The way we learn those lessons is not to deny the feelings but to find the meanings underlying them (Lindquist, 2010).

As with most things we approach in life, there is always a lesson to be learned on how to do it better the next time. This coaching engagement is no exception as there were undoubtedly mistakes that have taught me some valuable lessons about coaching but mostly about myself I would not have otherwise learned. I have summed up the lessons I learned during this coaching engagement into three categories – trust, time and belief.

Trust

Merriam Webster's online dictionary (2010) defines trust as the "assured reliance on the character, ability, strength and truth of someone or something." Whitworth et al (2007) further note that,

> An agreement to hold the coaching conversation confidential is one key component in building trust. Trust is also built over time as both client and coach learn they can be counted on and the client learns that the relationship delivers results. Trust is built from small thinks like being punctual for coaching sessions and from a pattern of reliability. Because trust works both ways, it is as important for the coach as it is for the client. The coach must be trustworthy in his or her actions (p. 19).

As I continue to explore coaching and all the great things it has to offer, the impact trust has on establishing relationships continues to be affirmed and reaffirmed. Coaching is serious business which can affect life in myriad ways. It requires sincerity from all parties involved to establish mutual trust. It is imperative for coaches to be aware and mindful of their words and actions as these can hurt or help the Client and/or

the situation. Being open-minded, free from projections and having a state of presence allows for great insights necessary to implement behavioral change that ultimately creates effective leaders.

Whitworth, Kimsey-House and Sandahl (2007) in *Co-Active Coaching New skills for Coaching People Toward Success in Work and Life*, argue that it is a paradox that coaches believe completely in their clients and at the same time hold them accountable for keeping their promise of action and the insight of learning (Whitworth, et. al., 2007). This speaks directly to my personality, as I take trust very seriously, and, too often, I give people the proverbial benefit of the doubt. There is no question that this is part of my character that I need to continue to pay close attention to in the future. As I continue to work towards balancing my level of trust, I realize that trust is an outcome, a two-way street based on me and my response to another or their response to me. Through this experience, I have learned that sometimes it is acceptable to rely upon my own intuition with regards to trusting the Client until the Client has proven to be untrustworthy. Admittedly, I need to be more judicious with my trust; and, I need not be so quick to trust others. I must realize that I can work with someone whom I do not trust. However, as Coach it is important in an engagement such as this for me to be careful not to allow that mistrust to hinder the process. These approaches may help me to avoid future disappointments and frustrations.

I was raised to avoid conflict. Conflict was never discussed while growing up; nor, did I know what it looked or felt like. In short, I was never exposed to conflict. In my house, you were taught to respect your elders and do what you were told to do and trust that it was always the right thing to do. As a result, my way of resolving conflict is to

avoid conflict because I am most comfortable when there is no disagreement. This is evident in my reaction to various situations exhibited in this coaching engagement. My lack of assertiveness, difficulty in demanding and pushing the Client to be accountable, discomfort in giving negative feedback are all characteristics of my conflict adverse personality. This continues to be an aspect of my personality on which I need to work, as it continues to have an effect on everything I do; and, this has played a large part in hurting this coaching engagement.

Time

Another personal and valuable lesson for me as Coach during this coaching experience was the importance of time. Specifically, I realize that each coaching engagement is unique and the length of time to complete the engagement is dependent on the Client and their individual commitment and drive for change. With my prior coaching engagements, every aspect of the coaching flowed smoothly without any of the gaps identified during this current engagement.

Goldsmith and Lyons (2006) believe that,

> Goal setters have a natural tendency to underestimate the time needed to reach targets. Everything seems to take longer than we think that it should! When the time elapsed in working towards our goal starts exceeding expectations, we are tempted to just give up on the goal (p. 154).

I anticipated getting to a certain point of the engagement in order to complete my thesis in time for May 2010 graduation. However, not only was I unable to get the Client to produce information on time, I became very ill and was hospitalized for a few days which took me out of commission for several weeks. The famous saying “nothing happens before its time” spoke directly to me; and, even though I had some initial frustrations about not completing my thesis and not graduating on May 17, 2010, it was

confirmed that each coaching engagement is unique and in the future I need to be realistic about the time it takes to complete a coaching engagement, and that it will differ from engagement to engagement.

The Client's unresponsiveness and neglect of responsibilities at the beginning stages of the engagement was a breach of contract. I also realized that I should have acknowledge and address the danger signs in a more timely manner. I take full responsibility for allowing things to prolong for as long as they did. If only I was more assertive instead of avoiding confrontation and making excuses for and assumptions about the Client to justify her lack of interest. I will be the first to admit that I learn best from my own mistakes. I will remember these signs in future engagement and address in a timelier manner.

Repeatedly, in my mind, during the periods of being frustrated, I realized, if I had done what most others had, that is write a paper on a particular topic, I would have met the deadline and would have been ready for graduation. However, deep within myself I wanted to pursue a coaching project, and, it is because I truly believe in the power coaching can have in improving lives of our clients. The unsuccessful outcome has confirmed that there is still a lot that I need to work on in myself to become a more successful leader and coach.

Belief

Another great lesson I learned is the importance of believing in me. Believing in what I do, my coaching model, and my commitment to helping others realize their potential. I have to admit that somewhere along the line; I was blaming myself for the downfalls more than was appropriate. This is true to my character of being very self-

critical and judgmental. It was reassuring, after speaking to my advisor who confirmed that this happens, and that he was actually experiencing a similar situation in one of his coaching engagements. It was then that I also recalled the words of Diane Brennan 2008 president of ICF who was a dinner speaker one semester, “trust yourself, trust the client and trust the process.”

I had to constantly remind myself that change is not automatic and requires action, commitment and responsibility by both the Coach and the Client. I cannot be held accountable for someone else’s responsibility especially when it comes to behavioral change. I have also learned that faith goes both ways and is just as good for the Client as it is for the Coach. Having a Client that believes in change and the process of that change through coaching is just as meaningful and important as the Coach believing in the process. This buy-in by both parties is necessary for successful completion of any coaching engagement.

I have learned that the outcome of everything I do in life is influenced by who I am as a person. As I continue addressing my own personality challenges, identifying and being aware of my emotional triggers that distract and prevent me from being mindful, I will become more comfortable in my role as leader and coach.

CHAPTER 5

CONCLUSION

Next Steps

My commitment to the Client as Coach is to carry out the terms of the engagement as stated in the contract. My goal is to continue working with the Client through the process of reviewing the feedback, identifying a few short term goals and working to help identify ways to accomplish the established goals. During this process I will be more skeptical of the Client, less trusting and more diligent in asking mindful questions. I intend to re-visit the contract with the Client holding her accountable for her obligations while challenging her to show her commitment to change and the coaching process and by being responsive. This is necessary in order to regain my trust. Additionally, my hope is that the Client will engage in a re-evaluation by gathering feedback using some of the same tools used in this engagement to verify whether or not the goals are being achieved. By focusing regularly on easy to use metrics and a set of understandable categories of team performance, like the Group Management Questionnaire, the Client has the opportunity to strengthen her own leadership while strengthening the cohesion and effectiveness of the team.

This is apart of my commitment as the coach. I have agreed to continue to work with the Client periodically into subsequent school years to re-evaluate the change process, and as such, data will be gathered continually. As the Coach and Consultant, I have a vested interest and would like to be kept abreast of my Client's continued achievement of goals because of my passion to help her live life to its fullest potential.

Overall, this engagement has been a valuable part of my coaching journey and memoir, adding to my experiences while giving me the opportunity to learn about myself and what it takes to embrace change and more significantly what it take to be a coach and a consultant. I am happy about the fact that I will have the opportunity to continue this coaching engagement and help the Client work on becoming a more effective leader. This will also allow me the opportunity to refine the Client Intervention Coaching Model possibly adding the system component, and in the end reevaluate the model as a whole. This will require continued practice of empathy, congruence and unconditional positive regard. I will also have the opportunity to work on my personality barriers that will help to become a more effective leader and coach.

I am also aware that as I remain commitment to change some of my behaviors it will be easier for me to be mindful. This will help me to identify and choose the best option or choice available. When we are not mindful we tend to miss many of the options available because we are accustom to giving in to our automatic response system.

In closing, it should be noted that change is an ongoing work in progress in which overcoming the barriers of time, consistency, commitment and follow-through becomes the greater challenge, but with determination and persistence, change is possible. Coaching has to do with change and becoming in tune with who you are as a person. Successful coaching begins with the coach knowing who they are first.

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APPENDIX A

Liza Craig, MSOD Candidate
University of Pennsylvania, School of Arts and Sciences
Organizational Dynamics Program

Coaching Agreement

This COACHING AGREEMENT (this "Agreement") is entered into as of **(Date),** 2009 ("Effective Date") by and between Liza Craig ("COACH") and ("CLIENT").

This Agreement is in reference to an action research model of one-on-one coaching for school leaders, as we seek to measure ways school leaders can effectively interact with their school population - teachers, staff, parents and students which ultimately determines the level of school success. The process involves but is not limited to data gathering, data analyzing, and other activities in establishing measurable ways the model can be further tested and used effectively.

The parties agree as follows:

Confidentiality

1. The COACH agrees to hold in confidence all documents, and information that the CLIENT or stakeholders discloses pursuant to this Agreement. Confidential Information includes but is not limited to 360 degree feedback data, information obtained from interviews and observations. The COACH will use such Confidential Information only for the purpose of fulfilling the Coaching obligation and will not disclose such Confidential Information without prior written consent of CLIENT to any third party except as required by law and with the CLIENT's knowledge.

2. The COACH may disclose Confidential Information to the COACH'S Capstone/Thesis Advisor and/or Committee Members who have a need to know such information, provided however, the COACH shall cause the Capstone/Thesis Advisor and/or Committee Members to comply with this Confidential requirement and provide further, that any recipient of any Confidential Information is bound by an obligation of confidentiality at least as stringent as that provided herein.

Data Gathering

1. Interviewing - The CLIENT will organize and work with the COACH to schedule appointments with 4-8 individuals who will be interviewed by the COACH. The interviews will be conducted in person unless there may be circumstances requiring the interview(s) to take place via the phone.

2. Observation - The CLIENT will arrange a workplace meeting in which the COACH is permitted to attend as an observer.

3. 360 Degree Feedback Surveys – The CLIENT agrees to disseminate (hand delivered if possible) 360º feedback packet to 25 – 30 individuals with the expectation that the COACH will receive at least 20 completed packets, on or before **(Date).**
    a) The CLIENT agrees to follow up with potential respondents reminding them to return the completed feedback packet to the COACH on or before **(Date), 2009**.

4. Group Data - The CLIENT will arrange to have the COACH distribute and collect completed Group Management Questionnaire from the CLIENT and the CLIENT's Team, which will be filled out anonymously by each team member.

5. Report - The COACH agrees to present the Compiled Data along with an Assessment Report to the CLIENT no later than **(Date), 2009**.

6. Follow-up measures – Supervisory Review: This tool will allow the CLIENT to build strong communication lines with each direct report to aid in the development of further measurable steps in this coaching model.

The parties have read and understand this Agreement, accepted the terms as they relate to the activities in this engagement and caused this Agreement to be executed as of the date first written above.

Agreed to and Accepted by:

_____	_____
Liza Craig COACH	CLIENT
_____	_____
Date	Date

APPENDIX B

INTERVIEW QUESTIONS

1. What are _____ greatest strengths as a leader, what does she do best?

2. What strengths does _____ overuse? Skills that get in her way and become a handicap.

3. What three pieces of advice would you give _____ that you believe would increase her effectiveness as the CEO/Principal of the school? Please be specific.

4. How would you improve her meetings so they are productive and valuable to the teachers and the school?

5. What are some problems that need to be addressed by _____ and by the administration that, for whatever reason, are not?

APPENDIX C

360° FEEDBACK SURVEY

PART I - LEADERSHIP EFFECTIVENESS SURVEY

Directions: For each of the following questions, please rate according to your relationship. Use a ten point scale where a score of 8, 9 or 10 reflects outstanding performance or high level of skill. A score in the 5, 6 or 7 range represents a moderate or average level of effectiveness. Finally, a score below five reflects a less than satisfactory skill level or performance in relation to the behavior described.

1. **Is well organized.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

2. **Utilizes own time and that of others effectively.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

3. **Leads from a set of clear goals.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

4. **Is perceived as a visionary – takes a long view.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

5. **Works to involve others – a true collaborator.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

6. **Assesses problems effectively – a good diagnostician.**

   1 2 3 4 5 6 7 8 9 10
   Unsatisfactory Average Outstanding

7. **Is decisive – willing to make decisions in a timely fashion**.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

8. Designs meetings effectively – creative, value added, engaging, productive.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

9. Communicates ideas and information in a clear and understandable fashion.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

10. Is recognized as a problem solver – will take charge of a situation and act.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

11. Continually seeks to improve self (seeks out best practices, new training opportunities).

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

12. Supports fun and humor as an essential part of the workplace.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

13. Shows a strong understanding of the intellectual, and technical aspects of the job.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

14. Builds strong relationships among employees.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

15. Attempts to build a real sense of team.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

16. Handles conflict effectively and in a timely fashion.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

17. Is an effective listener, people feel heard.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

18. Produces work at a consistently high level of quality.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

19. Solicits and acts on feedback from others.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

20. Is willing to provide others with meaningful and timely feedback.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

21. Acts in a fair and impartial manner.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

22. Acknowledges own mistakes, is not defensive.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

23. Is consistently honest, trustworthy, and ethical in behavior to others.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

24. Is approachable and emotionally accessible to others.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

25. Shows appreciation for the work of others – makes it easy to recognize others' good works.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

26. Is recognized as a "planner" who, based on data, helps establish priorities, plans of implementation then monitors the appropriate implementation.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

27. Has customer focus (either internal or external) and assesses their needs and levels of satisfaction as a regular part of this process.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

Part II

Open Ended Questions

1. What three strengths do this person exhibit that should be maintained?

2. What three specific behaviors would you have this individual change in order to improve his/her effectiveness?

3. If you were in his/her position of leadership, what recommendations would you make in order to improve morale and, or productivity of his/her unit?

4. What several pieces of advice do you believe this individual needs to hear but which others, for whatever reason, might be reluctant to tell him/her?

5. What specifically can this person do to improve communication and collaboration with the division between his division and others?

6. What 2-3 goals do you think are important to the success of this division, and what can this person do to move his division towards these goals?

PART III

THE LEADERSHIP WHEEL

Person being assessed: _____

Directions: Using a total of ten points for each of the four-items set below, divide these ten points in any way you wish between the four choices. You will want to assign the highest number of points to the items you feel are most like the individual being scored, and less, or even zero, if you feel that one of the items doesn't apply at all. Please be sure your answers in each set add up to ten points, and please answer all of the items even if you find various sets difficult to score.

Example:
a __6__ person is a "doer", likes to make things happen.
b __1__ is a quiet observer of people and situations.
c __0__ is a patient and conciliatory person.
d __3__ is an expensive, talkative individual.

1 ____ would rather generate and build on ideas than Implement them
2 ____ would choose to be introspective and thoughtful Over playing or relating
3 ____ likes to take ideas and implement them rather than discussing them
4 ____ tends to value feelings and process over ideas

1 ___ is perceived as creative and spontaneous
2 ____ is seen as an objective and clear thinker
3 ____ has a charismatic and persuasive style
4 ____ major focus is relationships and interaction with people

5 ____ is seen as a divergent thinker who seeks new connections
6 ____ is seen as a thoughtful and analytical thinker
7 ____ recognized as decisive and quick to act
8 ____ will draw on and include other's ideas in making decisions

5 ____ is known for being curious
6 ____ is seen as rational and logical
7 ____ people come to this person if they want something done
8 ____ is known as a team player

9 ____ is a natural caretaker and nurturer of people

10 ___ is far-sighted visionary

11 ___ is well-organized thinker and planner

12 ___ naturally will take charge of a situation

9 ____ is known for loyalty and dedication

10 ___ is seen as an experimentalist, explorer of ideas

11 ___ is a critical evaluator of ideas, people

12 ___ is known for being tenacious, Willful

13 ___naturally seeks and uses information and data

14 ___ is very trusting of others in most situations

15 ___ is perceived as a source of creativity

16 ___ likes to get on with the task at hand

13 ___ is pragmatic when dealing with others

14 ___ is naturally collaborative in working with others

15 ___ uses intuition to make decisions

16 ___ is known for having endurance and perseverance

17 ___ has a traditional view of the word

18 ___ spends time supporting and helping others

19 ___ is enthusiastic and optimistic

20 ___ is competitive and seeks challenges

17 ___ is seen as careful and methodical

18 ___ is seen as warm and friendly

19 ___ is seen as playful and fun

20 ___ is seen as courageous and a risk taker

The following questions should be filled out for the individual given their tendency under stress or adverse conditions: it is understood that the person is not this way all of the time, but when in difficult situations. It is important to respond to each of the 4 items set below in order to give the individual a complete picture.

21 ___ tends to view situations as “win/lose”

22 ___ may alter opinion frequently

23 ___ may deny problems and avoid conflict

24 ___ may lack the view of the big picture

21 ___ can be pushy, even aggressive

22 ___ can ignore necessary details

23 ___ perceived as naïve and gullible

24 ___ is not known as a playful or humorous person

25 ___ can be indecisive and slow to act

26 ___ lacks assertiveness, unwilling to take action

27 ___ can appear inconsistent or flaky

28 ___ may become autocratic and over-controlling

29 ___ tendency to analyze, may lead to the perception that he/she is too critical

30 ___ will blame self over others

31 ___ may be impatient with people

32 ___ presentation of ideas is often unorganized

33 ___ can become too involved in relationships

34 ___ sometimes lacks discipline

35 ___ may be seen as reluctant to change

36 ___ will at times insist on doing things their way

37 ___ may be described as inflexible and rigid

38 ___ may use anger to manipulate or control

39 ___ may appear melodramatic under stress

40 ___ can give in too easily, be too flexible

25 ___ engages in minimal communications

26 ___ finds it difficult to say no if asked

27 ___ is at times impractical

28 ___ can be impulsive and too quick to act

29 ___ is not emotionally expressive, thus may be seen as uncaring/ unfriendly

30 ___ objectively may be swayed by feelings for others

31 ___ task focus can railroad others

32 ___ can be overly emotional, even Dramatic

33 ___ support or concern for other may feel excessive

34 ___ can be weak in follow-through

35 ___ seeks unnecessary data before acting

36 ___ is quick to judge others and then react strongly

37 ___ can get bogged down in analysis paralysis

38 ___ often unwilling to delegate

39 ___ can seem scattered and focused

40 ___ too worried about what others think

Part IV

Supervisory Review
To Be Completed by Direct Reports

Directions: For each of the following questions, please rate according to your relationship. Use a ten point scale where a score of 8, 9 or 10 reflects outstanding performance or high level of skill. A score in the 5, 6 or 7 range represents a moderate or average level of effectiveness. Finally, a score below five reflects a less than satisfactory skill level or performance in relation to the behavior described.

1. Your supervisor helps you define your area of responsibility and actual authority.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

2. Through effective delegation, you have had the opportunity to learn, grow and increase your own capacity.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

3. A relationship has developed between you and your supervisor in which timely help and support are easily accessible to you.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

4. You and others experience a supervisory process in which your professional development is important and encouraged.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

5. You perceive recognition and rewards to be distributed fairly – based on your and others performance and contribution to the organization.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

6. The goals and objectives, which are used to determine your success, are fairly negotiated along
with agreed upon criteria of success.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

7. You meet regularly to discuss your work progress with your supervisor and to discuss issues
critical to your success.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

8. You have been observed sufficiently on the job so that your supervisor has a sound grasp of your
role, your skills and needed areas of development.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

9. In light of the areas of development you have identified, you have received valuable help from your
supervisor in creating strategies for improving your performance.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

10. Your supervisor provides you with clear and timely information relating to your own job role.

1 2 3 4 5 6 7 8 9 10
Unsatisfactory Average Outstanding

PART V

Directions: Please respond to the following words stems and the degree to which you experienced them in your relationship. These are meant to be provocative and elicit emotions.

1. Friendly

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

2. Intimidating

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

3. Aggressive

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

4. Arrogant

11 2 3 4 5 6 7 8 9 10
Never Sometimes Always

5. Kind/Caring

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

6. Fun/Playful

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

7. Defensive

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

8. Humiliating

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

9. Warm/Welcoming

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

10. Abusive

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

11. Professional

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

12. Responsive to Feedback

1 2 3 4 5 6 7 8 9 10
Never Sometimes Always

APPENDIX D

The Group Management Questionnaire (GMQ)

Napier, Sanaghan & Roberts

INSTRUCTIONS

Below you will find 72 statements relating to management and team effectiveness. While it focuses on a wide range of leadership behavior, we are primary interested in the management process within the group context. Our assumption is that your team meets together on a regular basis and plays a functional role within the organization. This questionnaire will help the leader and the team itself evaluate their effectiveness as a unit in relation to various aspects of the group process. A smoothly functioning group that scores high in most of the elements of this instrument will have become an effective 'team'.

If you mostly agree that a particular statement is representative of how your group operates, **place an X through the corresponding number** in the Answer Grid. Thus, if you mostly agree with statement 6, you would place an X through the number 6. If you do not agree that this is reflective of what occurs in the group most of the time, you would leave the item blank.

The analysis of data from you and the other group members will lead to some previously known information (though not necessarily addressed). In addition, there will undoubtedly be some new insights which may be useful in moving your group forward. Your responses will be anonymous. Clearly, the value of the exercise rests in the willingness of you and other group members to answer as honestly as possible regarding your perspectives of the group. With this valuable information, the group will have the opportunity to deal with the picture created from the data.

Please attempt to respond to all of the statements. If you are not certain, answer the best you can and move ahead. Because of the large number of statements, no single item will change the overall picture you or other create.

1. The goals of this group are clear and understood by all its members.

2. People in this group are committed to working collaboratively with the other members of the group.

3. It appears that we have the skills and resources within this group to deal with difficult interpersonal issues.

4. The people in this group are rewarded appropriately for the work they do.

5. Communication/information is openly shared and accessible to all members of this group.

6. Individual opinions are solicited regarding the building of meeting agendas for the group.

7. When possible, leadership responsibilities are shared among the members of this work group.

8. Individuals within the group receive periodic feedback from their supervisor.

9. Values agreed to by the group are periodically measured against the actual behaviors used by members within the group.

10. Individuals feel free to express both what they feel and think within the group.

11. When conflict arises, the group is willing to deal with it in a timely manner.

12. Individuals feel affirmed and appreciated for their efforts and contributions.

13. Members of the group receive necessary information when they need it.

14. Agendas are communicated prior to any meeting with the group.

15. The leader or facilitator of the group actively solicits feedback regarding his or her performance in that role.

16. Supervision is valued in the organization; we know this because supervisors are provided with the time and incentive to do it well.

17. The group or team goals are specific and measureable.

18. There is a sense of camaraderie and spirit within the group.

19. Providing feedback is often seen as an essential part of conflict resolution.

20. People feel appreciated because all group members are informed of the accomplishments of one another.
21. Lines of communication and information are clear within the group.

22. There is consistent monitoring and follow-up of commitments made during meeting of the group.

23. The roles and authority of the various group members are clear.

24. Individuals are provided the time and encouragements necessary to develop new skills and professional interest.

25. There is a high degree of participation and, thus, ownership in the group's goals.

26. Individuals feel free to give honest feedback to other group members regarding what they do well and areas of needed improvement.

27. Most of the group members believe that conflict can be a constructive and necessary aspect of ongoing group development.

28. Both group and individual accomplishments are recognized and celebrated as a natural part of the life of the group.

29. Leaders of the organization respond to the concerns and questions of individual group members in a timely manner.

30. Meetings are evaluated and the information is used to improve the design and functioning of future meetings.

31. The leader has the ability to access the different needs of individuals within the group and to intervene appropriately in a constructive and supportive manner based upon mutually established goals and measurable outcomes.
32. Individuals receive in-depth evaluation of their performance which is based upon mutually established goals and measurable outcomes.

33. There is a high degree of commitment to the completion of the goals of the group.

34. People in the group feel heard by one another.

35. Differences in style and background are perceived as valuable assets during conflict situations.

36. Rewards are clearly related to the accomplishment of individual goals.

37. Individuals temporarily absent from the group are informed and kept up-to-date.

38. Meetings are ‘designed’ effectively in advance of the session so participation resources are well utilized and time is used effectively.

39. The leader is a skilled facilitator with the ability to move the group forward and create changes as needed.

40. Work delegated to individuals challenges them and readies them for greater responsibility.

41. Progress towards group goals is evaluated on a regular basis.

42. Supporting and helping one another are valued as essential behaviors of all members of the team.

43. When conflict arises among group members, there is the belief that a fair resolution will be reached.

44. Rewards are perceived as being fairly distributed among group members.

45. Communication between this and other groups is effective.

46. People involved in meetings believe they contribute to the success of the meeting.

47. Group members believe they have the opportunity to influence both the tone and direction of the group.

48. Performance reviews are based on self reports, data from people influenced by the individual, and observations and expectations of the supervisor.

49. The goals of the group are a reflection of the values and the vision of the group.

50. Humor is used positively rather than as a put down that minimizes others.

51. Seeking data is often a means of creating an objective reality base in conflict situations.

52. People in the group tend to feel appreciated for the work they do rather than taken for granted.

53. Written communication is clear and used appropriately (not too much, not too little).

54. Having humor, fun and celebration in meetings is natural and occurs frequently.

55. Members of the group believe they have the ability to influence those decisions which impact them.

56. Supervisors take the time to support and coach individuals.
57. The mission of the group is perceived as dynamic and open to the changing needs of the workplace.

58. There is a high level of trust among the members of the group.

59. A key norm in the group is ‘dealing’ with difficult feedback or information up front rather than letting it fester.

60. Opportunities for advancement and special perks are seen as open to those qualified.

61. Lines of communication are open and fluid, with information and feedback being continually solicited and used.
62. The group has the ability to adjust meetings agendas to address the changing priorities of the group.

63. Individuals given positions of leadership are supported in clarifying their roles, authority and expected levels of responsibility.

64. Supervision is developmentally focused; there are opportunities for professional and personal growth.

65. The visioning process of this group creates a shared picture of the future; its direction and priorities.

66. Most often mistakes are treated as sources of learning rather than as signs of failure with blame attached.

67. During conflict the group is often able to break old patterns and reframe the situation to move to resolution.

68. Simple signs of appreciation and acknowledgement, such as “thank yous” are common.

69. When people have problems with another individual they communicate directly with that person rather than taking their concern underground.

70. Meetings of the group are rarely boring since each agenda item is treated as a unique event and carries with it an appropriate strategy.

71. Leaders are seen diagnosing individuals, their group or the larger system to make changes necessary for organizational effectiveness.

72. Periodically supervisors are reviewed by their direct reports, peers, and bosses in relation to their supervisory effectiveness.

THE ANSWER GRID

Each number in the answer grid corresponds to a statement in the following pages. If you MOSTLY AGREE to a statement as it relates to your particular work group, place an X through the number in the grid. If you do not mostly agree, leave the number in the grid unchanged. Working from left to right, please respond to each question.

Again, marking an X through the number means you mostly agree that a particular statement reflects that way in which your group currently operates.

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72

APPENDIX E

CAROUSEL DESIGN QUESTIONS

What are the three greatest sources of tension within the school?

What is some advice you can give senior management that would improve institutional morale?

How can we further improve campus life for our students?

How can we further improve communication throughout the campus? Please be specific.

If you were the Principal, what are three things you will change at the school?

APPENDIX F

PARENT/GUARDIAN SURVEY

Think about your experience with your child's school as you read each statement below. Then mark an X under the column that best describes how much you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My child's school sees parents as important partners in their child's education.					
2. In addition to report cards, this school informs me regularly about my child's success in areas of needed improvement.					
3. If I need help or have a question, I know whom to talk to at this school and will receive the assistance I need.					
4. My child's school seeks information from parents about what's working and not working.					
5. Overall I am satisfied with the communication between this school and me.					
6. My child's school tries to get all families to be part of school activities.					
7. At my child's school, the rules are clear.					
8. The faculty seems to care about my child's welfare in all areas of his or her development?					
9. What several things is this school doing well and should keep doing?					
10. If you were the principal, what things would you do differently that would improve your child's educational experience?					