

# Understanding How to Leverage Executive Coaching

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## Abstract

*People who focus on executive performance and development over time have shown there are four aspects of executive focus in an organization: (1) Responsibility, accountability and authority, (2) interpersonal roles, (3) informational roles, and (4) decisional roles.*

*However, this is only the tip of the iceberg in really understanding the value and leverage to be gained as a result of executive coaching. This article examines how to leverage executive coaching fully, in order to assess and amplify the role of emotional intelligence in executive results.*

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## Bringing Emotional Intelligence into the Workplace

Executive Coaching is More Than Behavioral Work! In fact, most of the current paradigms of executive coaching/consulting probably encompass no more than single loop learning: *performance against a set of expectations without a corresponding shift in governing variables, or what we'll call problem solving.* Framing this concept of single loop learning, promoted in the seventies by Argyris and Schon is the shift to double loop learning and Model II learning. While this is not a new concept, learning how to learn while objectifying this process is another matter. In order to leverage executive coaching and double loop learning, we'll have to focus on more than just behavior.

A definition of emotional intelligence in a business system:

The capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions in ourselves and others. An emotional competence is a learned capability based on emotional intelligence that contributes to effective performance at work.

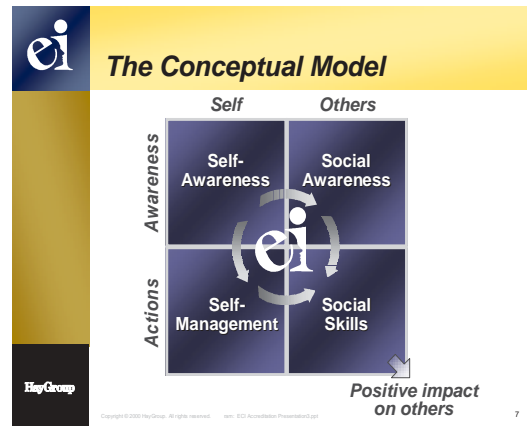
Essentially: *[Taken from Goleman.]*

- Understanding Yourself
- Managing Yourself
- Understanding Others
- Managing Them

There are a couple of key points that allow us to understand and guide executive coaching depicted by this model.

1. First, we have to understand that most executive coaching is done as a result of a deficiency of social actions or social skills

In *Working With Emotional Intelligence*, Goleman's research indicated four hierarchical clusters of emotional competence, one leading to the other. The model is represented through the following diagram:



(viewed behaviorally) as relationship management.

Generally speaking the following social skills identified through the competency research at Hay McBer by Goleman and others are symptoms of deeper issues that govern the behavior or lack of appropriate behavior in evidence:

- *Developing Others*: sensing others' development needs and bolstering their abilities
- *Leadership*: inspiring and guiding groups and people
- *Influence*: wielding interpersonal influence tactics
- *Communication*: sending clear and convincing messages
- *Change Catalyst*: initiating or managing change
- *Conflict Management*: resolving disagreements
- *Building Bonds*: building relationships with others
- *Teamwork and Collaboration*: working with others toward shared goals

2. Secondly, if we examine the model as depicted, we can see that social actions are arrived at only after they are grounded in *self-action* and *awareness of self and other*.

The following two slides are taken directly from research conducted by Richard Boyatzis at Case Western University regarding how we move through the hierarchy illustrated by the model presented above and depicted by the following slides.

### Most Coaches are Trained as Problem Solvers.

Therefore looking for *gaps in performance* is a part of their coaching repertoire. This pulls them unconsciously into deficiency based solutions that focus on weaknesses versus developmental solutions surrounding strengths or *appreciation* (viewed in terms of asset appreciation as well as the manner in which the coaching is approached).

At this juncture, I'm going to deviate from a diatribe against deficiency-based or gap-based coaching and demonstrate what I believe to have greater leverage in view of increasing emotional competence in business.

The key reasons to be concerned with increasing emotional competence are taken directly from research: [Hay McBer]

- Emotional Intelligence (EI) is the *differentiating* factor in success
- 90% of the difference between outstanding and average leaders is linked to EI
- EI is two times as important as IQ and technical expertise combined

**Research Supports that Self-Awareness is a Necessary Underpinning of Both Self-Management and Social Awareness**

***The Impact of Self-Awareness on Self-Management***

*With Self-Awareness, a person has a 50-50 chance of demonstrating Self-Management*

		Self-Management	
		Yes	No
Self-Awareness	Yes	49%	51%
	No	4%	96%

N = 427, p < .001 (Burckle and Boyatzis, 1999)

*Without Self-Awareness, a person has virtually no chance of demonstrating Social Awareness*

***The Impact of Self-Awareness on Social Awareness***

*With Self-Awareness, a person has a 38% chance of having Social Awareness*

		Social Awareness	
		Yes	No
Self-Awareness	Yes	38%	62%
	No	17%	83%

N = 427, p < .001 (Burckle and Boyatzis, 1999)

*Without Self-Awareness, a person has virtually no chance of demonstrating Self-Management*

- EI is four times as important in terms of overall success

## Behavior Plus Governing Variables = Leverage!

We are not going to abandon the social actions that are evident in their excess or lack of presence through behavior as perceived social skills. However, leverage exists when we look to a deeper cause and effect relationship identified through the emotional competency models that describe awareness as a causal factor in self and other action behavior. Behavior becomes a signal used to hone in on required development while providing valuable feedback on perceived progress.

If we remember Einstein's comments around his supposition that problems created at one level require solutions from a different level of awareness, we can see the relevance of the EI Matrix Model illustrated previously in this paper. Therefore we need a developmental as well as performance or behavioral approach to executive coaching.

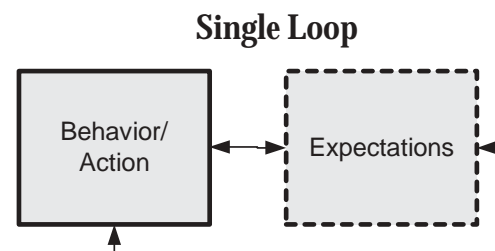
Yet, *understanding* these issues is largely an activity of the neo cortex and not enough. There are other "how-to" issues that have to be considered in order to leverage executive coaching. As coaches help executives focus on understanding how behavior is only one component of emotional competence, leverage increases as deeper learning systems come into awareness.

Let me explain by using some examples that illustrate the depth of learning that must take place in executive coaching, as well as how leverage is created through the integration of these learning systems. What is often difficult to understand is that this all takes time. It takes a high level of energy to rewrite neuro-physiological wiring and conditioning. Some would say, you can't change people, so focus on matching them to appropriate situational needs. However, that is not always possible in business driven through scarce resources.

Sometimes, you have to work with the constraints presented by our strengths AND limitations in organizations. Here's a quick overview of the process I'll follow to outline the issues in leveraging executive coaching:

1. Illustrate the four learning systems.
2. Show the 12 cell matrix that coaches can use in enterprise systems.
3. Link the learning systems to the clusters of the EI Matrix
4. Show how integrated approaches have distinctly more leverage for executives.

## 4 Learning Systems



***Single Loop Learning***– performance against a set of standards with *no shift or change* in governing variables.

Single loop learning is important but is usually a low leverage learning system. It requires time for behavior to affect the governing variables. In most cases behavior is both designed and limited through governing variables, therefore *within those limits*, single loop learning is effective. Merely making someone accountable for behavior is a single loop or performance-based approach.

While development over time will be considered, the lack of awareness of the person's governing variables or *mental models* limits the amount of learning that can occur. Almost always, learning occurs in only one dimension and is not sophisticated enough to deal with increasing complexity where multiple systems are in play. If we use an example

such as communication behavior (a social skill defined through the EI Matrix), here might be an approach to single loop learning:

**Single loop questions:**

- What’s wrong?
- How are you communicating now?
- How do you know what the people you’re communicating with feel and think?
- How are you going to change the way you communicate?
- What skills do you need to develop to improve your communication?
- How do you know you’re communicating effectively?
- What linked behaviors do you need to improve?
- When will you begin that process?
- How will you know when you are communicating effectively?

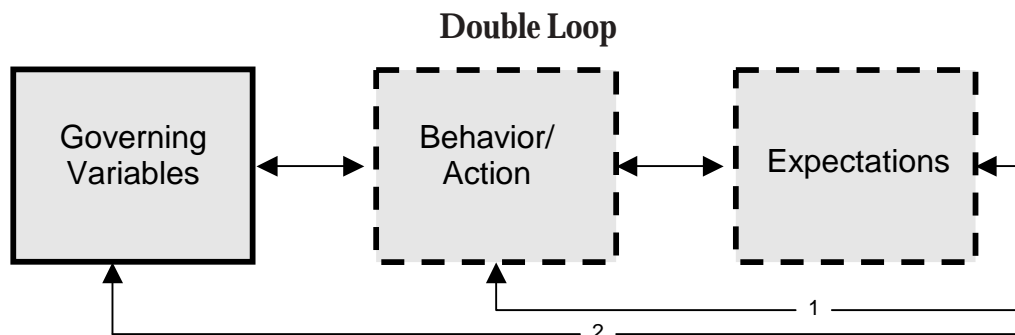
Notice this line of questioning operates almost exclusively within the governing variables of the current communication frame. It doesn’t actually test, challenge or address the specific mental models that are causing current communication to be perceived as ineffective, assuming it is ineffective. This form of learning is required and can be very useful but has limited leverage in a system, as it is more than likely, the mental models of the person communicating that limits their effectiveness.

Double loop learning requires the coaching interaction to take into consideration the governing variables or norms, as values and limits of the behavior. If the coaching interaction includes three domains of effects, the mental models of the behavior are considered as well in personal, business and network (system) domains and across four perspectives: internal, external, financial and developmental. A shift in the governing variables leads a subsequent shift in behavior, either through a shift in expectations or a shift in the behavior as a reflection of changing values, norms or limits in the mental models.

For example, if you look at why someone’s behavior is insufficient to meet the expectations, such as a leader being ineffective in one of the generic emotional competencies as identified by Goleman—*communication (our example)*, like we illustrated above, there is a deeper level of learning available.

The coaching interaction would look at the specific behavior—failed communication as reported by and through others—through a lens of *what is possible* versus a lens of what is missing.

It would also examine the behavioral events that are in play, such as the manner in which the person being coached actually behaves towards others. In order to evoke significant leverage with double loop learning, the mental models responsible for behavior, or governing



***Double Loop Learning***– performance & developmental change with a shift of expectations generated from a shift in governing variables.

variables would be surfaced using multiple domains of effect as seen through multiple perspectives whenever possible.

**Double loop questions:**

- What's possible?
- What is the person, business or network trying to accomplish through the communication?
- What are the outcomes and results required for you, the business and the system?
- What has to happen for communication to work effectively?
- What does the person intend through communication?
- Do you understand what the other person wants and needs?
- Are you able to put yourself in someone else's position?
- What are the barriers that must be in place to cause ineffective communication?

Merely taking a systems approach will aid double loop learning as you have to expand the number of perspectives a person has to consider when answering the questions or considering where they are in the system. This integral technique helps the person being coached see themselves as a part of a system rather than as the system.

If we don't take a multi-dimensional approach, we lose a good deal of the leverage that can be created by examining the governing variables in a broader context of effect. This one factor is a distinction between single and double loop learning and is critical to understand and leverage in executive coaching.

Let me make it clear that both single and double loop learning work in concert to test, challenge and reform governing variables while behavior is improved through skills development and/or iteration with feedback and review. However, I would be remiss if I didn't make a clear link between what occurs when double

loop learning is consistently in place to promote Model II Development Learning as described by Argyris. [<http://www.theexecutiveprogram.com/papers/ISIS/loops.htm>]

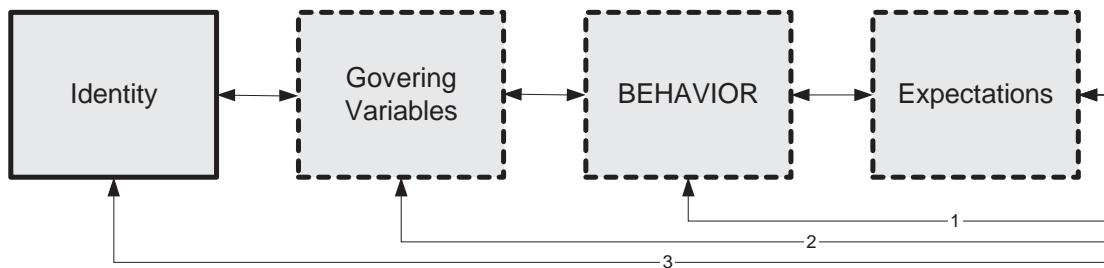
This level of learning is critical for executive development. So much of what happens in organizations has a tendency to confuse the barriers between what we do and who we are. This muddying of the water between self and duty or results becomes a key point for leverage in executive coaching. We are not what we do, however most of the time all indicators are pointed in that direction. If we can understand the visual diagram, we realize that we are separate from, although attached to the governing variables of our behavior and expectations.

Clearly, this form of learning is the most difficult, most complex and requires the greatest amount of self-awareness. If we revisit the EI Matrix outlined earlier in this discussion, we can see that self-awareness *leads* or becomes a precursor to all other clusters of emotional competence. What appears to be a deficiency in social skills often is masking a deeper and more complex deficiency in self-management, social awareness and self-awareness.

The Center for Creative Leadership indicated that the number one cause of executive failure was the lack of impulse control. Notice that impulse control stems from a lack of self awareness overriding our ability to self-manage. If in fact self-awareness has this degree of leverage, which it might seem to have, then executive coaching can realize significant leverage by developing self-awareness and self-management as it leads to competence in relationship management according to

*So much of what happens in organizations has a tendency to confuse the barriers between what we do and who we are.*

## Triple Loop



***Triple Loop Learning***– performance, change & transformation after a contextual shift in identity.

Goleman’s model as updated through *PRIMAL LEADERSHIP, 2002*.

The *how* becomes triple loop learning. Triple loop learning brings a multi-dimensional focus to the identity issues that executives maintain as defenses or initiators of their governing variables. Executives create their behavior as a result of their identity through their governing variables (strategies of action) to achieve a set of expectations that often arise from a multi-source environment, of which the executive is inextricably linked. Bandura’s Social Learning Theory indicates a relationship between the person, their behavior and the environment. Again, we see reinforcement of these models of behavior as being determinant as well as constructive in their nature.

If we view the “communications” issue from a triple loop vantage point, the coach might consider asking some of the following questions of the person being coached. Although we list these questions, they are more representative of a set of mental models that can help us *formulate the appropriate question* depending on where the person resides developmentally, or in terms of ready, willing, able and fitness to examine their identify issues along with governing variables and behavior—all loops engaged simultaneously. I might add that in my experience, you won’t actualize triple loop learning *without concurrent* learning in single and double loop learning.

### Triple loop questions:

- Why is effective communication important to you?
- Why might it be important to others?
- What do you see, feel or think is responsible for your behavior?
- What would happen if communication continued to fail?
- Can you view this issue from the vantage point of others, if so...?
- What do you feel is responsible for effective communication?
- Can you explain why you communicate the way you do?
- Can you explain why others see you as an ineffective communicator?
- Are you aware of how you translate events into mental models?
- Do you see how your learning cycle, traits, type helps you understand how you communicate now?
- Can you begin to see how you naturally communicate can block effective communication?
- Do you understand your strengths and how those strengths can be effective in helping you communicate more effectively?
- Can you explain the perceptions that others have of your communication?
- What do you notice in yourself when you communicate?

The opportunity here is to help the person move to a place of objectivity with their governing variables instead of remaining subject to or embedded in them.

Embeddedness is more likely to produce blind spots that contribute to doing the same things over and over, while expecting different results. Increasing the frequency, strength or intensity of our behavior—*trying harder*—doesn't signal learning.

Learning how we learn and learning to learn in a more holistic or integrated fashion is representative of where leverage from executive coaching interactions occur.

Very seldom is it a single answer or component of content that provides the learning necessary for people to move beyond their current limiting beliefs. More likely, it is awareness and a change in the subject/object relationship ( A relationship which identifies what a person is subject to or embedded in versus holding a relationship with.), which triggers intrinsic motivation to resolve our governing variables against environmental demands, individual outcomes and organizational results.

If nothing else, the shift in subject/object relations allows us to become aware of what might have been obscured through our embeddedness previously.

### Staging 4ourth Loop Learning

The following learning system (4ourth Loop) is the most difficult learning to assimilate and can only be assimilated once the triple loop learning cycle is in awareness. A degree of consciousness, learning or awareness must be attained to be able to hold in objectivity the multi-dimensional streams of consciousness required in the fourth level of complexity.

Before we consider the conceptual and practical relevance of 4ourth Loop Learning, it

will be important to consider the following excerpt from *REQUISITE ORGANIZATION*, by Elliot Jaques.[1988]

What Jaques provides for us is the language to understand the four learning systems as well as a *how-to* for deepening the ability to view more perspectives and more variables simultaneously. To the extent, we can take a vantage point, where personal, business and network systems are perceived as an *ecology of behavior*, we can enter 4ourth loop learning systems.

This level of abstraction requires varying degrees of objectivity (post conventional thought) in order to view multiple perspectives or parallel systems—streams of consciousness that are occurring largely outside of our awareness. While we may not be able to conceptualize this fully, by becoming aware of the existence of these multi-dimensional streams, our awareness of our own role in these systems is placed in context. This re-contextualization in view of multiple streams of consciousness aid the ability and leverage of the executive coaching interaction to produce higher, more sophisticated levels of awareness. Because of the connection we see with the EI Matrix, we can postulate that higher more sophisticated levels of self-awareness produce higher and more sophisticated levels of behavior.

**Why are learning systems leveraging...?** These more *developmentally-scaled* behaviors are more difficult, but have much wider impact on the system than behaviors that are less sophisticated having a much narrower impact on the system as a whole. What is often the case is that these narrow effects *cause* as many problems as solve.

*Very seldom is it a single answer or component of content that provides the learning necessary for people to move beyond their current limiting beliefs.*



## The Four Orders of Complexity of Thoughts & Words

By Elliot Jaques  
Requisite Organization

"The true source of difficulty in any problem lies in its complexity. Complexity may be defined in terms of the number of variables operating in a situation, the clarity and precision with which they can be identified, and their rate of change....

The complexity of a problem does not lie in the complexity of the goal, but in the complexity of the pathway that has to be constructed and then traversed in order to get to the goal. That is to say, the complexity in a task lies not in the goal but in what you have to do in order to get there."

Mental work is concerned with the creation and verbalizing of ideas. The complexity of that work will be expressed in the complexity of the ideas and works which a person uses in problem-solving.

There are four orders of increasing complexity of thoughts and words. The quartet of cognitive mechanisms gets repeated at a more complex level in each higher order of thoughts and words.

**1<sup>st</sup> Order: Tangible Thoughts and Words:** Thinking and language as we find it in children. Thoughts and words are immediately tied to a physical pointing out of the things thought about and referred to, or to a thing that, although not physically present, has recently been seen somewhere and is assumed still to be there.

**2<sup>nd</sup> Order: Symbol Thoughts and Words:** The form of thought and language used by most adults – from Str-I to Str-V (Stratums of developmental complexity as defined by Jaques in his book). Thoughts and words no longer have to refer to specific tangible, known, pointable entities. They are used as true symbols. They can be construed and worked with as though they themselves were the things.

Detectives look for "clues" and can verbalize possibilities which they have in mind even though they have not yet found them.

**3<sup>rd</sup> Order: Intangible Thoughts and Words:** The form of thought and language required for successful work at senior corporate levels. Thoughts and words seem abstract in the sense that they refer to other thoughts and words rather than to things, that is to say, 3<sup>rd</sup> –order abstraction thoughts and words pull ideas together; but they must be able to be related to tangible things at more than once removed.

"Talent pool" is an intangible thought and word. Talent pools are not directly observable, but the term brings together ideas. Intangible thoughts and words can be used for coming up with solutions to problems only if they reach through their symbols word content—to real things. If they don't, they are merely hollow 'abstract words concepts'. Thus to be truly using 3rd-order thoughts and words, a person must be able not only to use those thoughts and words to form coherent propositions, but also to illustrate them concretely in terms of 1<sup>st</sup>-order pointable examples, via intermediate 2<sup>nd</sup>-order concepts.

**4<sup>th</sup> Order: Universals in Thoughts and Words:** Here we move up to what is ordinarily thought of terms of genius – creating new types of society, new systems of ethics and morality, new values and cultures, sweeping new theories.

The level of abstraction of the thoughts and words is universal in the sense that they reformulate all current thoughts and language.

End Quote

LEVERAGE comes from the ability to foster more increasingly sophisticated—emotionally competent—behaviors with greater impact on the system through advanced stages of learning created through strategy focused developmental coaching interactions through increased self-awareness.

- EVERYONE participates
- Continuous conversations

The 4ourth level of learning is a complex system of interrelated variables occurring simultaneously in more than one stream of consciousness. In order to become aware of this structure of learning, the coaching interaction must be able to rise above the subjectivity of only one stream (usually created through self-authored systems) of affect into a perspective of being able to see oneself as a part of a greater number of systems. (Referred to as 2<sup>nd</sup> Tier in Spiral Dynamics or Integral among Ken Wilber devotees.)

[Strategy Focused Developmental Coaching stems from the ability to identify, surface and construct strategy before using tactics to create opportunities. [www.strategyfocusedcoaching.com](http://www.strategyfocusedcoaching.com)]

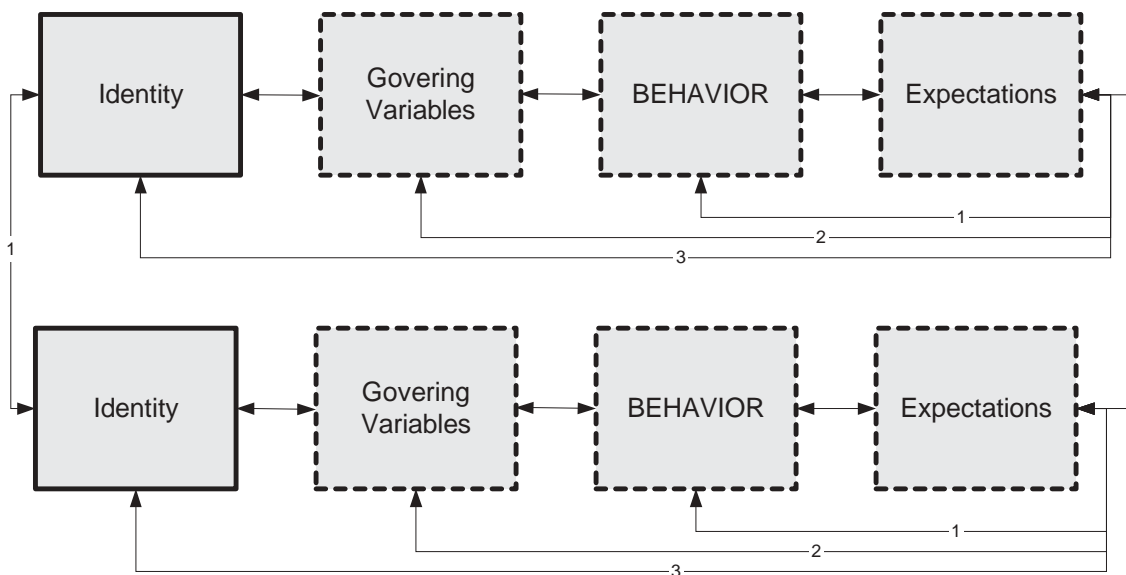
### Strategy Focused Approach

[Adapted from the 5 Principles of Strategy Focused Organizations written about in the book of the same title by Kaplan and Norton]

- Mobilized through executive leadership
- Operationalize what really matters
- Alignment with ALL agendas

This vantage point is often referred to as the witness state by some or the observer. In deference to those understandings, the 4ourth loop requires many more sophisticated interrelationships to multiple variables in more than one system occurring simultaneously. I'm not sure at this point how to affect this form of learning without being in it, therefore I don't believe I can articulate how I would approach this level of learning through interaction or teach

### 4ourth Loop Learning



**4ourth Dimension/Parallel Learning** – performance, change and transformation in parallel

others to do it other than to be there with them observing and participating in a dialogue that can point out the distinctions. It may or may not be a form of unconscious competence for some as the awareness of its existence is different than the experience of it in practice.

However, I have chosen to offer it visually (simply) in the context of the triple loop learning system. Since I have provided a linear progression rather than a non-linear diagram, you must understand that my attempt to explain the system is thwarted by the two-dimensional form I'm using to illustrate the system. I've

also simplified the interrelated lines of flux. If you're interested in seeing the model in practice, visit [<http://www.theexecutiveprogram.com/flux>]

I have included the following matrix constructed from the three domains that I have eluded to earlier in this discussion and the four perspectives that exist at a minimum in business systems in two dimensions. This matrix illustrates in a simple way the degree of complexity and sophistication required as a standard for high leverage executive coaching interactions.

### Bingo Card

IMPLICATE ORDER	<b>PERSONAL</b>	<b>BUSINESS</b>	<b>NETWORK (System)</b>
<b>INTERNAL</b>	Personal Internal	Business Internal	Network Internal
<b>EXTERNAL</b>	Personal External	Business External	Network External
<b>FINANCIAL</b>	Personal Financial	Business Financial	Network Financial
<b>DEVELOPMENT</b>	Personal Development	Business Development	Network Development

TIME

The reason for including this matrix at this time is to illustrate that in order to become aware of the ecology shown in this matrix, we have to use 4ourth loop learning. The invisible box in the upper right corner represents the implicate order of things, incompletely explained through the surface manifestations illustrated in the *bingo card*.

### Domain/Perspective Matrix [Bingo Card]

[Keep in mind this matrix is three dimensional, to make it fully 4ourth loop, we have to include time perspective and we do that by using Now, Near & Far]

#### 3 Domains of Effect

- Personal
- Business
- Network

#### 4 Perspectives in a Business System

- Internal (Business Processes)
- External (Demand/Value Chain)
- Financial (\$ Metrics—usually trailing indicators)
- Developmental (Innovation, learning & growth)

### 4 Concurrent Learning Systems Occurring Within and Among 12 Simultaneously Occurring Agendas in 3 Time Perspectives = Complexity!

This matrix helps us understand the multiple dimensions and streams of affect created by complexity in 4ourth loop learning. Consideration of the interrelated effects of these systems in parallel creates the degree of complexity necessary and the competing commitments present that construct complex personal, business and network (social) reality in this level of awareness and learning.

### Linking the EI Conceptual Model to Learning Systems!

If you remember, we showed this model of emotional competence (see below):

While there is a not a perfect one to one correlation in some respects of these two learning systems as they are mapped one to the other, the leverage is identified. Triple loop learning has more leverage than double loop learning in achieving single loop results as does self-awareness to either self-management or social awareness in achieving social skills.

Integrated approaches have much more opportunity for success than only behavioral approaches to leveraging executive coaching. We're concerned about creating leverage in executive coaching for several reasons.

### Model of Emotional Competence

Self Awareness	Social Awareness	See how these two tables overlay each other? What we have is almost a direct match in terms of learning and competence	Triple Loop Learning	Double Loop Learning
Self Management	Social Skills		Double Loop Learning	Single Loop Learning

- Rising complexity and discontinuous change are creating the need to learn how to learn in different ways.
- Knowing how we know and what it means to know is vital to self-generating leadership.
- We know that executive performance and development has a direct effect on personal, business and network results over time.
- Return on investment in Executive Coaching is critical to organizational well-being and competitive positioning in a global marketplace.
- Developing a continuous stream of effective leaders is critical to the current performance and future ability of people, business and network systems.

We have discussed that leverage occurs in several ways in the types of executive coaching interactions our executive coaches can co-generate:

- Using the EI Matrix to understand where to focus coaching interactions and developmental issues.
- Understanding how learning systems provide sophistication in learning to learn faster and deeper.
- Knowing the various forms of complexity and how complex interactions can surface as well as provide developmental subject/object conversations.
- Utilizing a strategy focused developmental coaching system to integrate facets of personal, business and network effects.

We have also provided a range of questions that provide us with insight and learning with respect to self-awareness, self-management, social awareness and social skills in three simultaneous learning systems. We have illustrated these systems in a two-dimensional frame and have provided the following distinctions among these learning systems.

- **Single Loop Learning** – performance against a set of standards with *no shift or change* in governing variables.
- **Double Loop Learning** – performance & developmental change with a shift of expectations generated from a shift in governing variables.
- **Triple Loop Learning** – performance, change & transformation after a contextual shift in identity.
- **Fourth Loop Learning** – performance, change and transformation in parallel systems, networks or streams of consciousness.

We have also illustrated the Domain/Perspective Matrix utilizing the 3 domains of effect: personal, business and network against four perspectives in business systems: internal, external, financial and developmental and chose not to complicate the drawing medium by adding time perspective: now, near and far.

When we understand and can combine the elements of these interrelated systems, we find that the executive coaching interaction can produce leverage in creating increased levels of emotional competence, more sophisticated learning and deeper levels of self and social awareness which leads to improvements in social skills such as identified by researchers and writers that are critical to executive performance and development.

While this may simple, it is not easy. Rewriting our neurophysiology as we do in change requires us to literally change our motivation. Not only is motivation almost entirely unknown at a conscious level, it is very difficult to shift core motives. YET, this system of development can accomplish exactly that degree of difficulty over time using self-directed learning agendas and strategy focused developmental coaching plans. As a result, it yields greater leverage from our strengths, while limiting the degree of subjectivity or embeddedness in our strengths producing most of our limiting behaviors.

This system allows us to become consciously competent. It helps us learn to learn, learn to know and when to know the difference between an embedded strength and reality. Leaders today are required to become teachers. They are required to surface and extend a teachable point of view. This can be accomplished through strategy focused development coaching systems.

If you would like more information on how to generate conversations that operationalize what really matters through *Strategy Focused Coaching*, [www.strategyfocusedcoaching.com](http://www.strategyfocusedcoaching.com).

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