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Evidence Based Coaching

Community Connections Newsletter
November 2011



**Welcome from the Editors,
Francine Campone & Laura
Hauser**



Autumn is a time for harvest festivals and we think of this newsletter as a cornucopia filled with the experiences, insights and knowledge of program alumni and faculty. Dr. Charlyn Green Fareed shares her experiences of coaching in Africa. Terry Groenig provides the insiders view of partnering with human resources to grow business. Barrett McBride grounds a model of small groups and teams in current research.

Harvest festivals are also a time of celebration and the EBC Learning Hub celebrates the successes of some of our program graduates. For coaches wanting to get a head start on next season, we've listed upcoming learning opportunities- including a free webinar series. We are pleased to share this third issue of the EBC Community Connection and invite you to share the goodies with your coaching colleagues.

Francine Campone & Laura Hauser
Co-editors

[Leading Change That Matters with Visual Facilitation](#)

[Neuroscience, Mindfulness & Coaching](#)

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To register, please contact Chrystie Lewis at ce@fielding.edu or call 800-340-1099

Or visit <http://www.fielding.edu/>

With gratitude,

View from the Field: Challenges of Coaching Across Layers of Culture-Encounters, Experiences and Growth Opportunities

**By
Charlyn Green Fared, Ph.D.**



Charlyn Green Fared, Ph.D.

"When you coach someone from a shared cultural background, it's a one-on-one encounter. But when you coach someone from a cultural background different from your own, there are more than two of you in the room" (Bacon & Spears 2003, p.235).

As I disembarked from the plane after an eighteen-hour journey from Atlanta to Nairobi and walked through the Nairobi airport, I experienced a rush of different emotions, sensations, thoughts, questions. For certain, I had stepped into a culture very different from my own and initially it was quite overwhelming. As I saw my colleague waiting for me on the other side of customs, I became aware of tears welling-up and as I reached her I broke down sobbing. She seemed to understand the tears knowing this was my first journey to Africa and the significance the "return" journey holds for many African Americans.

My colleague and friend had asked me to join her in Nairobi to begin developing community leadership and coaching programs for young women entrepreneurs. I had already begun coaching one woman via Skype several months prior to the trip and had scheduled two face-to-face coaching sessions during my stay. My client was a young, very educated Muslimwoman of the Kikuyu tribe, one of the dominant tribal cultures of Kenya. Although my client spoke very good English, it was through a very heavy Kenyan dialect. I looked forward to finally meeting her face-to-face.

Our first session was held in an open-air restaurant on a

pleasant day, she arrived one hour late. My colleague later told me that in Kenya, one hour late is considered "on time." Our coaching session was a continued discussion of her coaching issue and an update on her progress. During the session, I was keenly aware of my continued challenge to remain present for her as well as for myself. However I was still processing so much of both my own feelings as well as trying to honor the "layers of culture" present in the room: Kenyan, Kenyan women, African American, language, tribal traditions, religion.

During the session I felt the need to express to my client some of what I was experiencing. It seemed to move the conversation deeper into what Rogers (2009) describe as "Level 2 and Level 3 listening where we were in an "absorbing and intensely concentrated conversation" (p.51) that went well beyond our allotted time. I sensed some anxiety and she explained that women are not safe traveling on buses after sunset, so we quickly ended and agreed to meet again before my departure. We were able to meet for one other session before I left and scheduled future sessions via Skype.

The many layers of cultural challenges that I experienced during my international coaching trip allowed me to draw from two key concepts to support my learning and growth; Mindfulness and the related concept of conscious Use of Self. The concept of Mindfulness as described by Silsbee (2004) very closely describes my process:

"Mindfulness is the state of being aware of our own perceptions, thoughts, feelings, and judgments. As we become more self-aware, we learn to identify and acknowledge our own habits of mind and so prevent ourselves from becoming trapped by them; as we see and accept them, they tend to dissipate, giving us a clearer view of what is around us" (Silsbee, D.K., 2004, p. 54).

I did not wish to be "trapped" by what I was experiencing because I truly wanted to get a clear view of my experience and surroundings at that moment. Being trapped meant that I could not be of service to my client nor to myself. By effectively applying key Use of Self concepts, I was then able to "make informed, intentional, and conscious choices" (Patwell & Seashore, 2006, p. 25) and share with my client some of what I was experiencing. The payoff was a deeper, richer learning for both of us.

As I reflect on this exciting coaching adventure, it is clear to me that when coaching across cultures the client and I are both well served when I

* remain open to all that is going on in, out, and around me; am

- am present in a heightened state of mindfulness
- suspend most of what I think I know about that culture,
- and make sure to never leave my connected cultural experiences out of the equation.

Charlyn Green Fareed, PhD specializes in coaching women leaders in communities and organizations. She is especially interested in coaching across cultures nationally and internationally.

Business Builders: Co-Active Coaching by Partnering with HR

By Terri Groening

Introduction

Whenever I get called to coach someone to improve performance, I consider there is more to the story than the presenting situation. Because the Human Resources (HR) Director has a more strategic view of the culture and current initiatives, this person can be helpful in offering information to construct a more complete view of how my client fits into the organization as a whole. Building a working relationship with HR managers can support more effective coaching while maintaining the confidentiality of the client. The case below offers an illustration.



Presenting Situation

The HR manager contacted me to work with a manager (who I will call Susan), who has been given additional responsibility including more staff. She demonstrated good departmental results in the past but is currently struggling with turnover on her team and some big customer accounts. She also has some

interpersonal behaviors that impact her ability to be a team player with her peers. Management is concerned that her interpersonal skills are getting in the way of her success with this additional responsibility. Management's goal is to have her behaviors, such as eye-rolling, in meetings stopped and the complaints about her behavior from her peers. The HR manager indicated that client was reluctant to do peer feedback as requested by management. The HR manager thinks that Susan's direct managers have been hesitant to give Susan any real feedback based on complaints the complaints they have received. A former client thought I would be a good fit with Susan to coach her work through her behavioral issues and recommended me to the HR manager.

Coaching Approach with Client

My approach with Susan was to build her trust, especially with respect to doing a feedback survey with her peers. As we discussed the feedback process, I chose to leave the choice up to her which helped the trust to build quickly. As an initial baseline assessment, in addition to peer feedback, she took the MBTI and created a lifeline to look at her career and what has made her successful to this point. Her best fit preferences on the MBTI were ESTJ.

Using a Cognitive Behavioral Coaching approach seemed to be a good fit in creating concrete ways to remind her to choose what behaviors she wants to exhibit to get her desired task outcomes with peers and others. As one example, she created a coding system for her work days- red, yellow and green to measure her mood and interactions with peers and staff. This allowed her to be more aware of what she was doing that might impact the outcome.

Coaching Approach with Human Resources

The HR manager, and I worked together from the beginning to identify the other issues that might be impacting Susan's performance. By asking Lisa about culture as well as about dynamics within the division, I was able to create a foundation of dialogue throughout the whole coaching contract. We worked closely in crafting the peer feedback request so not only did it give Susan the most honest feedback but also had the cultural feel of the organization. Even with my strong partnership with the HR manager there were some rumblings from Susan's peers as to why Susan got the opportunity to have a coach and others did not. As a whole, the peer participants reacted very positively to the fact the company was providing a coach. It

seemed to help them think more highly of the company.

Susan received a 'needs improvement' on her annual review halfway through our coaching agreement. The HR Manager indicated that Susan's manager's realized that he may have been evaluating Susan too highly in the past . Perhaps, the HR Manager suggested, Susan's manager overcorrected. The HR Manager worked with Susan's manager on his methods for evaluating direct reports while I coached Susan through her reactions and choices after the review.

Coaching Results

Susan received better feedback from her peers in the follow-up feedback assessment. What became apparent was that she needed feedback from her team to improve results which extended our contract for another 6 months per the HR manager's request. Susan did make adjustments with her team and performance results were higher at the end of the year-long coaching engagement.

Tips for Coaches in working with HR

Be clear about your role and about HR's role. Many times if you are working on a performance coaching engagement, HR may be doing parallel processes regarding the performance results.

Touch base with HR periodically. As one HR manager told me, they can give you context both about the company and behavior on the job that is helpful for you in creating approaches to work with your client.

Be neutral when receiving information and think about how this may be impacting your client. Keep the confidentiality of both the coaching client and the HR manager or direct manager.

Meet with the coaching client and manager during the engagement to help them develop more co-active muscles to create the environment for results.

HR can help integrate your client's work through coaching into the current culture so it has a better chance of being sustainable.

Conclusion

If you look at HR as an ally, and an equal partner, they can help with a more systemic view for greater coaching impact. Regardless of your coaching client's decisions around the work,

HR can be the bridge that helps your coaching client make the leap to the next chapter in their work life.

Terri Groening, President of Kaleidoscope Solutions, has over 20 years as an HR professional and coach. Her company helps clients design career success in their current position or in a new position.

A Preference for Evidence: How Group Process Models Enhance the Individual Coaching Experience

By Barrett McBride, MA.

Much of the focus of individual coaching is grounded in theories of psychology and adult development. Approaches based on these theories are very effective, but often overlook the importance of group process in helping individuals seek change in their lives. Whether our professional focus is on business or personal issues, nearly all people are members of a group. By understanding some of the basics of group process, we can add another tool to our coaching toolkit and help to broaden the perspective of our clients.



Group Development

One way we can help our clients manage new jobs, new families and new social situations is to bring our understanding of group development to the coaching engagement. As an Executive Coach & OD Consultant, one model that I have found particularly illuminating for clients is Tuckman & Jensen's group development stage theory. This theory suggest that all groups go through the following stages:

Stage	Behavior
Forming	New group: members are learning about each other, putting their best face forward, viewing leaders in a positive way

Storming	A conflict arises: group members disagree about position, processes. Members begin to challenge leaders
Norming	Norms emerge: member bonding and rules are created
Performing	Group members concentrate on completing activities
Adjourning	Group is dissolved

Following Tuckman & Jensen, theorists, such as Wheelan, have suggested the groups get stuck in and repeat stages, and go through the process multiple times.

Whether cyclical or linear, understanding these stages can expand our ability to help our clients by:

- Listening for evidence of group development issues;
- Asking questions that help us and our clients identify stage issues;
- Providing our clients with the knowledge about the stages of group development so they can step back and view issues they may be having from the larger view of the process; and
- Helping clients to develop strategies for coping, thriving and leading effectively at whatever stage their particular group is in.

Case in Point

I had a client (Richard) who was promoted to vice president of a technology company and charged with overseeing the development of a new division.

He hand-picked the four members of his senior management team. He had experience working with each of them and found them all to be highly skilled and professional.

Initially he reported that all was going really well. He found everyone forward thinking in meetings, cooperative and productive. However, about six months after the division had been formed, rumors began to swirl that a competing company was about to release a product similar to the premier product of Richard's division, which was still in its test phase.

Rather than pull together to strategize, Richard found his team members arguing about who should have known about this, who should have been responsible for moving development faster and who should take the brunt of catching the competitor. They were also playing the blame game with Richard, collectively pointing a finger at him in subtle ways.

In one of our coaching sessions during this time, I explained Tuckman & Jensen's model to Richard. His initial response was that he had seen these stages in action before but never identified them as part of a larger process. He could see his team was in the storming mode.

Armed with this developmental understanding, Richard and I worked together on goals to help him help his management team move into the norming phase more quickly than if left to their own devices. He first set-up a facilitated meeting with his team with the goal of more clearly defining their roles and processes of the group. Also included in the meeting was establishment of norms for the group, which they continue to revisit periodically. In addition, he set goals to follow up regularly with his team members both individually and collectively.

As a result, Richard won new respect in his role as a leader, his management team quickly moved into performance mode and the new product was launched on time.

While this example applies to the work environment, group development theory can also be an effective lens to view families, sport teams, professional organizations and social clubs, among others. By adding it to your arsenal of coaching tools, it may help you better understand the larger picture of your clients' lives and livelihoods and as a result, add to your ability to help them learn and grow from the group-related issues in their lives.

© 2011 by Barrett McBride

Barrett McBride is an Executive Coach and Business Development Consultant. She is also a Fielding doctoral student and an adjunct professor at the University of San Francisco's Masagung Graduate School of Management. She may be reached at bmcbride@mcbrideassociates.net.

EBC Learning Hub

People news:

Julie Jones (cohort 1) provides coaching through Knightsbridge and was on stage at the 2011 ICF conference with her colleagues to accept the Prism award for the collaborative coaching program with BC Housing. Pictures and information are at <http://www.coachfederation.org/includes/docs/OCT2011v11.pdf>. Congratulations, Julie!

Laura Berger's (cohort 13) article for The Glass Hammer, an online publication for women executives, sponsored by Goldman Sachs and PwC, has been picked up by NAWBO nationally, as a top story. Congratulations, Laura, on Intrepid Woman: Learning about Effective Leadership by Rappelling Waterfalls

Pamela Kruger (cohort 12) wrote that she's been hired by Vistage International and is working out of their Midwest division in Kansas City. Pam writes "I am convinced it is because of the EBC training and certificate that I'm receiving from Fielding" and she's planning to continue into the Masters program at Fielding.

Barrett McBride (cohort 9) is teaching Fundamentals of OD Consulting and Interventions in OD Consulting for the University of San Francisco's Masagung Graduate School of Management.

(Please send announcements, celebrations, moves, awards and other news to fcampone@fielding.edu for inclusion in upcoming issues. Be sure to include your cohort number.)

Welcome to **James Kyriaco Jr**, who is the new ISI Project Manager at

Fielding, having started the position at the end of August. He can be reached at



jkyriaco@fielding.edu or by calling (805) 898-2906.

Learning opportunities:

Share your Fielding experience with coaching colleagues by sharing this newsletter and the invitation to join the Taste of Fielding EBC webinars:

November 9, 2011 "Coaching Across Cultures" with Charlyn Fareed Green, PhD.

February 6, 2012 "Coaching Female Executives" with Leni Wildflower, PhD, PCC.

Week of March 12, 2012 "Using Assessments" with Deepa Awal, PhD, PCC.

Designing a Thriving Coaching Business workshop with Jenny Rogers:

Looking to grow your coaching business?

Would you like access to resources that will give you a leg up on the competition?

Learn the secrets of designing and maintaining a thriving coaching business in this two day workshop.

Jenny will help you define and target your niche; understand and utilize promotional methods and strategies; and incorporate social networking into your marketing. She will also help you determine fees, pricing, discounting and designing pricing packages. You will learn how to identify and highlight your brand, and to go about the often difficult job of selling yourself. Finally, Jenny will demonstrate the Rogers 360 assessment method as a way of adding value to your business and attracting clients.

Jenny Rogers, MA

Topics include:

Defining and targeting your niche

Problem-solving for clients

Foundations of Promotion

Promotional methods and tips

Social networking



Fees and pricing; discounting; pricing packages

The Brand Tree

The Rogers 360 method: *Adding value and earning good income; using this method to attract clients.*

Course begins Saturday, 1/21/12 at 9am and concludes at 3pm on Sunday, 1/22/12

Fee: \$500

Email: isi@fielding.edu

Register:

<http://coachingbusiness.eventbrite.com/>

Continuing Education: Do you want to keep in touch with your Fielding experience? Need CCE's to maintain certification? Visit our [Continuing Education Page](#) for information on courses such as Healthcare Leadership, Organizational Management and Development, Integral Studies, Sustainability Leadership, or Teaching in the Virtual Classroom. You can find a listing of upcoming [Information Sessions](#) by clicking [here](#).

Do you have news, celebrations or announcements to share? Do you want to write a feature for an upcoming newsletter? Post all information (including your cohort number) to Francine, fcampone@fielding.edu.

Please forward the EBC Community Connections newsletter to coaching friends and colleagues! All are welcome to subscribe by dropping a note to Francine. Thanks!

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